

**THE EFFECT OF PRINCIPALS' VISIONARY LEADERSHIP STYLE  
AND TEACHERS' WORK MOTIVATION ON THE ACCOUNTING  
TEACHERS READINESS IN FACING CURICULLUM CHANGES WITH  
THE ORGANIZATIONAL CULTURE AS MODERATING VARIABLE  
(STUDY IN THREE PRIVATE VOCATIONAL HIGH SCHOOLS  
IN MAGELANG)**

**UNDERGRADUATE THESIS**

The undergraduate thesis is submitted to fulfill of the requirements to obtain the  
Degree of Bachelor of Education in Faculty of Economics  
Yogyakarta State University



by:  
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**INTERNATIONAL ACCOUNTING EDUCATION STUDY PROGRAM  
ACCOUNTING EDUCATION DEPARTMENT  
FACULTY OF ECONOMICS  
YOGYAKARTA STATE UNIVERSITY  
2016**

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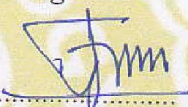


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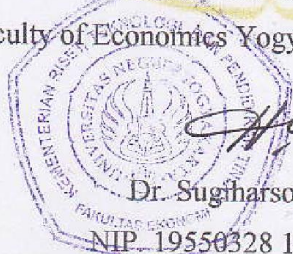
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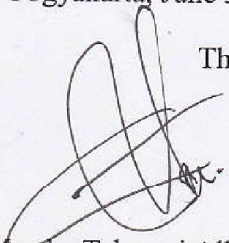
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Hereby I declared that this undergraduate thesis is my own original work. According to my knowledge, there is no work or opinion written or published by others, except as reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, June 30<sup>th</sup> 2016

The author,

  
Marsha Tabarruj Albir Nurut

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## MOTTO

- “Indeed, Allah will not change the condition of a people until they change what is in themselves.” (Qs. Ar Ra’d: 11)
- “It is not beauty that we decorate the clothes, since the real beauty is the beauty with the knowledge and courtesy.” (Mahfudzot)
- “Be the best in everytime and everywhere, stop wishing start doing!”  
(Binti Afifah)

## DEDICATION

*Bismillahirrahmannirrahim*, this thesis was dedicated to:

- My beloved parents, *Drs. Utama* and *Ibu Nur Hidayat Wijayanti S.Pd* for their endless love and support as well.
- My beloved Sister *Balkis Monalisa Albir Nurut*, *Aulia Fakhri Ulum Albir Nurut*, and my brother *Luthfi Falasufah Albir Nurut* for their motivation and encouragement as well.
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- My beloved alma mater, which is *Yogyakarta State University (UNY)*.

***Pengaruh Gaya Kepemimpinan Visioner Kepala Sekolah dan Motivasi Kerja Guru terhadap Kesiapan Guru Akuntansi Menghadapi Perubahan Kurikulum dengan Budaya Organisasi sebagai Variabel Moderasi (Studi di Tiga SMK Swasta Kota Magelang)***

Oleh:  
Marsha Tabarruj Albir Nurut  
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**ABSTRAK**

*Penelitian ini merupakan penelitian kausal komparatif yang bertujuan untuk mengetahui: (1) pengaruh Gaya Kepemimpinan Visioner terhadap Kesiapan Menghadapi Perubahan Kurikulum; (2) pengaruh Motivasi Kerja terhadap Kesiapan Menghadapi Perubahan Kurikulum; (3) Pengaruh Gaya Kepemimpinan Visioner terhadap Kesiapan Menghadapi Perubahan Kurikulum dengan Budaya Organisasi sebagai variable moderasi; (4) Pengaruh Motivasi Kerja terhadap Kesiapan Menghadapi Perubahan Kurikulum dengan Budaya Organisasi sebagai variable moderasi.*

*Populasi penelitian ini adalah Guru Akuntansi di Tiga SMK Swasta Kota Magelang. Pengumpulan data dilakukan melalui penyebaran kuesioner, dengan menggunakan metode sensus. Uji asumsi klasik dalam penelitian ini meliputi uji linearitas, uji multikolinearitas, dan uji heteroskedastisitas. Teknik analisis data dalam penelitian ini menggunakan Regresi Linier Sederhana dan Moderated Regression Analysis (MRA).*

*Hasil Penelitian menunjukkan bahwa (1) Gaya Kepemimpinan Visioner berpengaruh positif terhadap Kesiapan Menghadapi Perubahan Kurikulum yang ditunjukkan dengan nilai  $r(x1y)$  sebesar 0,742, nilai  $r^2(x1y)$  sebesar 0,550. Nilai signifikansi sebesar 0,000. (2) Motivasi Kerja berpengaruh positif terhadap Kesiapan Menghadapi Perubahan Kurikulum yang ditunjukkan dengan  $r(x2y)$  sebesar 0,731, nilai  $r^2(x2y)$  sebesar 0,535. Nilai signifikansi 0,000 dan persamaan regresinya. (3) Budaya Organisasi tidak dapat memoderasi dalam pengaruh Gaya Kepemimpinan Visioner terhadap Kesiapan Menghadapi Perubahan Kurikulum yang ditunjukkan dengan persamaan  $Y = -12,284 + 1,184X_1 + 1,123Z - 0,012X_1*Z$  dan nilai signifikansi sebesar 0,653. (4) Budaya Organisasi tidak dapat memoderasi dalam pengaruh Motivasi Kerja terhadap Kesiapan Menghadapi Perubahan Kurikulum yang ditunjukkan dengan persamaan  $Y = -36,197 + 1,559X_2 + 1,937Z - 0,028X_2*Z$  dan nilai signifikansi sebesar 0,163.*

**Kata Kunci :** *Gaya Kepemimpinan Visioner, Motivasi Kerja, Kesiapan Menghadapi Perubahan Kurikulum, Budaya Organisasi.*

**The Effect of Principals' Visionary Leadership Style and Teachers' Work Motivation on the Accounting Teacher Readiness in Facing Curriculum Change with the Organizational Culture as Moderation Variable (Study in Three Private Vocational High Schools in Magelang)**

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**ABSTRACT**

This was a causal comparative research aimed to know : (1) The effect of a Visionary Leadership Style towards the Readiness in facing a Curriculum Change; (2) The effect of Teacher Work Motivation towards the Readiness in facing a Curriculum Change; (3) The effect of a Visionary Leadership Style towards the Readiness to face a Curriculum Change by an Organizational Culture as a moderation variable; (4) The effect of Teacher Work Motivation towards the Readiness in facing a Curriculum Change by an Organizational Culture as a moderation variable.

The research population was Accounting Teachers in three private Vocational High Schools (SMK) in Magelang City. Data gathering was conducted through a questionnaire distribution using a census method. The classical assumption test covered a linearity test, multicollinearity test and heterokedsticity test. Data analysis technique used a Simple Linear Regression and a Moderated Regression Analysis (MRA).

The research results showed that (1) a Visionary Leadership Style positively influenced the Readiness to face a Curriculum Change shown by value  $r(x1y)$  of 0.742, value  $r^2(x1y)$  of 0.550. The significant value was 0.000. (2) The Work Motivation positively influenced the readiness to face a Curriculum Change shown by  $r(x2y)$  of 0.731, value  $r^2(x2y)$  of 0.535. The significant value was 0.000 and its regression equation. (3) the Organizational Culture could not moderate in the influence of a Visionary Leadership Style towards the Readiness in facing a Curriculum Change shown by equation  $Y = -12.284 + 1.184X1 + 1.123Z - 0.012X1*Z$  and the significant value of 0.653. (4) the Organizational Culture could not moderate in the influence of a Work Motivation towards a readiness in facing a Curriculum Change shown by an equation  $Y = -36.197 + 1.559X2 + 1.937Z - 0.028X2*Z$  and the significant value of 0.163.

**Keywords:** Visionary Leadership Style, Work Motivation, The Readiness in Facing a Curriculum Change, Organizational Culture

## FOREWORD

I would like to thank Allah the Almighty that has given me His bless and His mercy so that this entitled “The Effect of Principals’ Visionary Leadership Style and Teachers’ Work Motivation on the Accounting Teachers Readiness in Facing Curriculum Changes with the Organizational Culture as Moderating Variable (Study in Three Private Vocational High Schools in Magelang)” finally finish, I realize that it would have been not possible without the support of many people.

Therefore, I would like to express my deepest gratitude to the following :

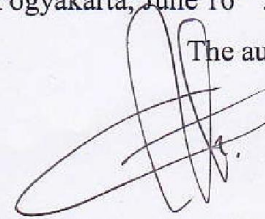
1. Bapak Prof. Dr. Rochmat Wahab, M.Pd., M.A., Rector of Yogyakarta State University.
2. Bapak Dr. Sugiharsono, M.Si., Dean of Faculty of Economics Yogyakarta State University, for the approval to conduct the study.
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The writer realizes that this thesis is far from the completeness. Therefore, the constructive advice and suggestion is very needed. In addition to this, the writer also hope that this thesis will make much of a contribution.

Yogyakarta, June 16<sup>th</sup> 2016

The author,



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Problem**

Curriculum is an essential thing in implementing education. In a simple way, curriculum can be defined as a lesson list that will be given to the students completely by giving attainment of mark in a particular time. A curriculum should be accommodate each student needs, which focus on the time and learning ability. So, curriculum is a complicated thing to be formulated. There are many factors in establishing a curriculum. Indonesia has used 11 curriculum so far, that are curriculum 1947, curriculum 1964 (Elementary Education Plan), curriculum 1968 (Elementary School Curriculum), curriculum 1973 (School Development Pilot Project Curriculum/PPSP), curriculum 1975 (Elementary School Curriculum), curriculum 1984, curriculum, curriculum 1997 (Revised Curriculum 1994), curriculum 2004 (Competency-Based Curriculum/KBK), curriculum 2006 (Educational Level Unit Curriculum/KTSP), and the last is curriculum 2013. Each of those curriculum has their own characteristic. Those characteristics show that each curriculum tries providing students who are ready with the era.

Curriculum is a guidance for the teachers in implementing teaching-learning process, so that curriculum has important role in the education itself. Indonesian curriculum is changing along with the newest government. There are some reasons and some studies for changing the curriculum. The changes are because the willingness of being better, developing, and improving the quality of national education. A good education is not only because of the curriculum. Nana

Syaodih (E. Mulyasa, 2002:147) stated that it is no matter how good the curriculum but the result is in line with what have done by the teachers and the students in the classroom. It means that curriculum is not only the matter in gaining a success education but teachers' readiness to face the curriculum changes and how they implement it are also being a crucial roles.

Schools, as weapon in implementing a curriculum, are required to comprehend and implement it optimally and seriously, since the quality of educational process depends on it. However, in the real situation, there are many technical problems appear during the implementation of the newest curriculum, so that the school has to work hard and spend amount of time only comprehend the content and the purposes of the newest curriculum. Teachers should adapt to the changes of the previous curriculum to the newest curriculum. The on-going changes of the curriculum required the teachers to have well-readiness. If the readiness of the schools and teachers are not good so it will be meaningless.

There are several schools which are ready to the changes. Some of them are setting back their curriculum to the previous because they are not ready yet for the curriculum 2013. Therefore, it is necessary to know why many teachers are not ready to implement the regulation of the newest curriculum. Based on an observation that conducted on 14 September 2015, it were found that there were many schools which were not ready for the newest curriculum so it was not implemented yet. Some of the teachers knew about the changes but they were not ready yet. SMK 17 Magelang was one of schools that implementing Curriculum

2013 but they reverted to the previous curriculum (KTSP). Teachers' readiness is the crucial factor that caused the new curriculum is hard to be implemented.

Related to the teachers' participation and responsibility in the term of readiness to face curriculum changes, so it is important to be emphasized that teachers is being a writer of learning scenario, facilitator, motivator, and counsellor. Meanwhile, a principal as an educational leader should be able to show a good learning leadership competency to the teachers. Internal and external factors are the matter for teacher of having a good readiness.

The external factor that influence someone performance are working environment. Working environment is the management system, organizational culture and the leader and the partner (Steer and Porter, 1979). Therefore, in achieving the educational purpose, all of the aspects such as principal, teachers, students, staff, and the society have a big role for the school enhancement. Teachers' resources have a firm relation with the principal quality who has a good leadership style so that can be affected to the school environment. In addition, teachers' motivation in improving their ability and cultural organizational that is ready for the change in the school will give significant effect.

A principal as a leader should be able to give instruction to the teachers and ask them to do their task. A principal should be a pleasing person for the teachers in his/her school. A good leader is someone who can understand about the workers' need and their purposes. A leader not only focus on the authorization but also focus on the working satisfied. So that, a leader should be in a group-

oriented (T. Hani Handoko, 2000:307). Hence, principal is an important source in the education world. A principal gives affection to the teachers' performance, societies' opinion about the school, and the firm regulation that applied in the school.

A principal as a booster of every sources in his school, mainly teachers and staffs. All of the school activities should be covered and approved by the principal. A principal has a big responsibility to develop and achieve the school's purpose. For achieving those things, a principal needs good teachers, high-motivated students, qualified staffs, and a good society. A principal should lead the teachers and always provide a good climate and atmosphere to build a good relation with the teachers and staffs. With the principal's support, a trust will be built and will improve the teachers' performance.

Leadership style is a system of a leader which is very special in influencing the subordinates. Each leader has specific attitude and habit in doing his/her role. Those attitude are gained from the experiences, education, and social relationship. In other word, principal's leadership style is really influential to the teachers' performance and maximize the teachers' knowledge for preparing their selves in facing the curriculum changes to achieve the school purpose and develop their working achievement. According to Hersey dan Blanchard (1977), "the style of leaders is the consistent behavior patterns that they use when they are working with and through other people as perceived by those people", which means that the style of leadership is the consistent patterns of behaviour of the leaders that use when they work together and through other people.

The developments in the Organization at any time push every leader to have specific characteristic. At the time of a process of leadership occurred, a leader need to applying a particular leadership style. The development of the theory of leadership has been widely interpreted by experts, among others: the charismatic leadership, miiteristik leadership, situational leadership, transformational leadership, operational leadership, and visionary. From all kind of leadership style, which is considered the most effective was visionary leadership style. Because the visionary leadership is considered one of the most effective in facing the challenges of the changes that occur in the era of globalization that continues to change.

Seth Kahan, 2002 explained that the visionary leadership involves the willingness, ability, skill to offer success and glory in the future. A visionary leader able to anticipate any incidents that may arise, manage the future and encourage others to do the best. It means, visionary leaders able to see every challenges and opportunities to encourage organisations to achieve a purpose. The leadership that has vision (visionary leadership) that is leadership whose focus on a future challenges and encourage Member of organizations to improve their spirit. Therefore, the visionary leadership style is very effective for the principal to face of any changes and prepare teachers face the changes in order to achieve the goals of the school.

It can be seen in SMK 17 Magelang, principal's role is important for the school improvement, teachers' performance, relation between co-workers and teachers' achievement. If the principal are not able to grow teachers' spirit by

Guiding and supervising the teachers then teachers will not have spirit to improve their ability and performance. Through the observation that conducted by the researcher, the principal of SMK 17 Magelang were less in doing supervision and supporting the teachers to improve their performance. It was shown by the principal who never came to the class for evaluating and observing the teachers' performance. If the principal did not do the observation to the teachers it will make the teachers never have a willing to improve their ability and performance because there is no maximal supervision and evaluation by the principal. Whereas, the leadership style gives significant effect to the teachers and school improvement. If the principal is not active in expressing opinions and share information, then there is no new ideas in discussion received by the teacher, there is no challenge to improve their spirit, in order to improve teacher confidence to take the risk to achieve the purpose of the school, and prepare for future changes.

Internal factors, that influence someone performance, are educational background, intelligence, talent, interest, and motivation. Motivation is the important factor for the teachers for facing the changes. Motivation is an internal condition that enable the teachers appearing some actions that related to the learning process. According to Ames (1984), there are three kind of teachers' motivation. Those are first, motivation that related to the evaluation to his/her ability. Teachers try to improve their knowledge and their ability by presenting the best performance. Second, motivation that oriented to the finishing the duty perfectly. Third, motivation that related to the responsibility. Teachers' low

motivation become the main factor of readiness to face the curriculum because high-motivated and high-committed teachers will have a good spirit on doing innovation and transformation of the curriculum and improving their competency.

The success of alteration of a curriculum in a school is related to the teachers and principal because they are the keys of every components and dimension in a school. Teachers' readiness is a main element of the implementation the new curriculum in their school. The effort to improve teachers' readiness is by doing motivation, working without motivation seems boring for the teachers. Motivation is a gift and the machine that can create eagerness for creating a good cooperation which is integrated to the effort in order to achieve the satisfaction. Motivation is a human potential power that can be developed by their own selves or by the other, including the principal. In psychology, motivation means everything that can be a support of any action. (M. Alisuf Sabri, 1996:85). It means that with motivation, teachers will do their best by giving their entire performance, mind, ability to achieve the education purpose.

Teacher is being an educator because there is motivation to educate. With the motivation, teachers can form a high spirit. Teachers' ability that based on motivation will carry out a strong character so that can be driven to the specific aim. Therefore, the success in doing their duty because of motivation have accomplish teachers need. Every activity that had been done by the teachers is appropriate with their necessity.

Motivated teachers will improve their performance because their satisfaction and need are gained and it caused the achievement of the purpose of education optimally and effectively. Therefore, in building achievement and work quality of the teachers should be given a motivation as a support to gain the purpose, as an effort to protect relation and eliminate the gap between the teachers, up grading teachers' prosperity, and adapt to any condition. As a person who is always growing to improve school quality, so applying government policy, namely implementing the newest curriculum, is necessary because we need to follow the modernization.

Teachers' motivation should be improved to carry the teacher to the good level of performance and accept the newest curriculum. Based on the result of observation that was done by the researcher, it is shown that teachers' motivation was still in low level. It is provided by there were many teachers who didn't finish his duty because, in the teaching period, teacher left the classroom and let the students did the assignment without any guidance, it also shown by there were many teacher who came late and caused the students did nothing inside the classroom. Moreover, there were many teacher who only made the Lesson Plan (RPP) when they will be supervised or in the time of accreditation scoring.

The principal's leadership style is related to the way of guiding, driving, affecting, and directing the teachers to the specific aim. To improve the principals' leadership style and teachers' motivation, it is needed to have a good organizational culture. Organizational culture is a working culture because it can't be divided from the human resources. Organizational Culture is difficult to be

defined firmly and to be measured, but it can be felt by the human resources inside the organization. An organization is formed from some individual who has a different character, skill, education, and preparing the teachers to face every change inside the school.

A strong culture inside the organization will give a support to the members to do as the expectation of the organization. With the loyalty to the organization regulation, so it is hoped it will optimize the performance and the productivity to achieve the school purpose. The organizational culture is rising because of teachers' experience. The strength of the culture depends on how the teachers implementing the values of the culture itself. A strong culture will give a significant effect to the relation between principle and teachers. Therefore, the teachers will feel comfort to the school environment and improve their performance. An organizational culture can be used as the motivator for teachers in doing their work.

Organizational culture is not the same with a regulation or rules. Rules is made to be obeyed and will give a punishment for whoever breaks the rules. Meanwhile, organizational culture can't be forced to anyone. If someone breaks the organizational culture, there is no strict punishment but his partners will give a bad mark to him/her. Based on the observation that was done by the researcher, there were some problems occurred in the field of organizational culture such as there was less of cooperation between teachers and the staff because the decision based on the senior teachers, so that the new teacher just following the decision without gave any suggestion, there was less of the response to the innovation. For

example, the teachers seemed ignoring the newest curriculum and the principal's regulation, there was no punishment for anyone who breaks the school regulation so the teacher ignored it.

The importance of developing organizational culture inside the school is mainly about the effort of achieving the education aim in the school and improving school's performance. According to Stephan Stolp (1994, in ERIC Digest), school culture is related to the improvement of motivation, students achievements, the working satisfaction and the teachers' productivity. Yin Cheong Cheng proved that organizational culture in school has a correlation with the teacher behaviour in working that focused on stronger school cultures had better motivated teachers. In an environment with strong organizational ideology, shared participation, charismatic leadership, and intimacy, teachers experienced higher job satisfaction and increased productivity. Based on the expert, it can be concluded that organizational culture have an important role in gaining the aim of the school's purposes and motivating teachers to improve their ability and performance to implement the newest curriculum in order to up grading the quality of their school.

Based on the discussion above, it can be seen that teachers' readiness to face curriculum changes is important. It will not be happened without a great support from the principal who has a good leadership style, high motivation of the teachers and the organizational culture that support each other to accept the good change in the school. The researcher tried to analyse the effect of factors of work motivation and the principals' visionary leadership style that affected to teachers'

the readiness to face the on-going curriculum changes, in order to make the other schools are ready to implement the same curriculum with the other. Therefore, the researcher did a research about the effect of factors of work motivation and principals' visionary leadership style to the teachers' readiness to face curriculum changes in SMK 17 Magelang, SMK Bhakti Karya, and SMK Muhammadiyah Magelang.

## **B. Problems Identification**

Beside on the background that discussed before, it could be identified some problems. Those are:

1. There is no effort by the principal in order to make the leadership running well. Whereas, the principals never did any evaluation and never came to the class for supervising the teachers' performance, guiding the teachers, and controlling the teachers.
2. There is less motivation, weather from the internal or external to improve teachers' performance. It is shown by the teachers' habits such as being late to come to the class and prefer to have a talk with his partner in the office and the teachers postponed finishing the lesson plan.
3. There is no a good principal's visionary leadership style and high motivation of the teachers to face the curriculum changes. It is because there is no good relation between the leader and the subordinates in the school.

### **C. Problems Limitation**

Based on the identification of the problem, there are so many problems appear in the background and in the identification of the problem, so the problems should be limited to make the main point of the research easier.

The problems to be carried out in this research is limited on the relation of principals' visionary leadership style and the motivation of the performance based on the organizational culture as the moderation variable of the accounting teachers' readiness to face the curriculum changes in SMK 17 Magelang, SMK Bhakti Karya, and SMK Muhammadiyah Magelang in the academic year of 2015/2016.

### **D. Problems Formulation**

1. How does the effect of work motivation factors to the teachers' readiness in facing the curriculum changes in three Private Vocational High School in Magelang?
2. How does the effect of the principals' visionary leadership style to the teachers' readiness in facing the curriculum changes in three Private Vocational High School in Magelang?
3. What is the relation between the work motivation factors and the principals' visionary leadership style to the teachers' readiness in facing the curriculum changes in three Private Vocational High School in Magelang?

### **E. Objectives of the Research**

1. To know the work motivation factors to the teachers' readiness in facing the curriculum changes in three Private Vocational High School in Magelang.
2. To know the effect of the principals' visionary leadership style to the teachers' readiness in facing the curriculum changes in three Private Vocational High School in Magelang.
3. To know the relation between the work motivation factors and the principals' visionary leadership style to the teachers' readiness in facing the curriculum changes in three Private Vocational High School in Magelang.

### **F. Benefits of the Research**

#### 1. Theoretical Aspect

In the level of theoretical aspect, this research is expected can give some advantages as follows.

- a. Enrich the knowledge and the concept of the principals' visionary leadership style and work motivation that related to the teachers' readiness to face the curriculum changes.
- b. Give some information about organizational culture that related to the teachers' readiness to face the curriculum changes.
- c. Give information about some efforts and the supporting factors or the problems that influence the teachers' readiness to face the curriculum changes especially for the teachers and the principals.

## 2. Practical Aspect

In the level of theoretical aspect, this research is expected can give some advantages for:

### a. The researchers

- 1) Improving the researchers' knowledge about curriculum and the good way of motivating the co-workers.
- 2) Having an experience in applying the knowledge to the real situation.

### b. The teachers

Improving the strategy to up grading teachers' work motivation and performance so they can prepare them selves accepting the ongoing changes of the curriculum.

### c. The principals

Improving the principals' visionary leadership style that can influence teachers' performance in order to bulid a good readiness to face curriculum changes.

### d. The schools

Improving the quality and the motivation of students and the school society because they are ready to face the curriculum changes better.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. The Curriculum Changes in SMK**

###### **a. Definition of Curriculum**

Curriculum related to the quality of education, even though it is not the only thing effected the education quality (Kwartolo, 2002). Curriculum is planned to achieve an educational purpose. There are so many definition of Curriculum, but the main is to take the students to the optimum knowledge development. A curriculum is an educational program provided by education institution for the students (Hamalik, 2008). Curriculum can be defined as a product or program that is supposed will be learnt by the students and as an experience for the students (Nasution, 2008). Curriculum can be judged as a product of the developer of the curriculum in the form of book or curriculum guidance.

Every organization have to choose a difficult choice, changing or being dead. The need of changes is an internal factor of organization, whereas, the power to transform can be sourced from internal or external factors (Wibowo, 2006:74). The curriculum changes in Vocational High School (SMK) is planned. It means that the process of curriculum changes happened systematically in Vocational High School (SMK) since 1964 (Supardi, 2002:15)

Based on Law number 20 in the year of 2003 about National Education System contained in Article 1 Subsection 19 as follows.

*“Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu”*

From that definition, the researcher concluded that curriculum changes is important to improve the process of curriculum itself. Which is adapted to the world development and affected by two factors, internal and external.

#### b. Function and Role of Curriculum

The Function of Curriculum Implementation:

Related to the function of curriculum to the students as a subject of education, there are six function of curriculum stated by Alexander Inglis in his book Principle of secondary Education (in Abdullah Idris, 2007:211). Those are:

##### 1. The Adjust Fine of Adaptive Function

Adaptive function defined curriculum as an educational equipment should instruct the students to have well-adjusted characteristic, which is able to adapt to any situation, physical or social situation.

##### 2. The Integrating Function

Integrating function is defined curriculum as an educational equipment should produce a complete individual. In this case, orientation and function of curriculum is educating the students

to be an integral individual. Students is member and part of integral society. The integrated individual will integrate the society.

### 3. The Differentiating Function

The differentiating function defined curriculum as an educational equipment should give a service to the students individually. The students' potential are different. It is a duty for the teacher to develop those potential. So the students have a same purpose even though in the heterogeneity. The function of differentiating can be started from programming the relevant curriculum in the teaching-learning process that support the students to be creative and have future-oriented.

### 4. The Propaedeutic Function

The propaedeutic function defined curriculum as an educational equipment should prepare the students to have better education in the next level. It can be to the higher level or in the society.

### 5. The Selective Function

The selective function defined curriculum is as an educational equipment should give an opportunity to the students to select the program of the study based on their interest and ability.

### 6. The Diagnostic Function

One of the aspects of education is facilitating the students to improve their potential. The diagnostic function defined curriculum

is as an educational equipment should help and direct the students to understand and accept the potential and the weakness of their selves. It is expected that students are able to improve their strength and fix their weakness.

From some of the functions, the researcher concluded that there are six function of the curriculum to help the teachers comprehending it in the learning process along with the students. Those are Adaptive function, integrating function, the differentiating function, the propaedeutic function, the selective function, and the diagnostic function.

c. Curriculum Dimension

Curriculum Dimension explained above that curriculum definition in always improving as long as with the improvement of theory and educational service. Based on the review, it is gained some dimension of the curriculum definition as follows.

R. Ibrahim (2005) divided the dimension of curriculum into three, those are:

1) Curriculum as a Substance

This dimension assumes the curriculum as a plan of students' learning activity in school. A curriculum can be referred to a document consisting purposes, learning material, teaching-learning activity, schedule and evaluation.

## 2) Curriculum as a System

This dimension assumes curriculum as apart and system of school, education and even, society. A curriculum system covered personality structure and work procedure of how to develop curriculum, how to implement curriculum, how to evaluate the curriculum and how to improve the curriculum. The result of a system is developed curriculum.

## 3) Curriculum as a field of study

This dimension assumes the curriculum as a lesson/study, study of curriculum. It is a definition of curriculum and educational expert. They are learning and comprehending the concepts of curriculum through library research, research, and experiment to strength and enrich the study of curriculum.

### d. The History of Curriculum Changes

There should be a curriculum changes because there are no curriculum which appropriate to be implemented along the time. A curriculum should adept to any situation of the time/era.

Stated, in general, the changes of curriculum structure related to some components, those are:

- 1) The changes of the purpose. It is based on view of life and the philosophy of the nation.
- 2) The changes of content and structure. It is reviewing to each lesson that given to the students, including the content of each lesson.

- 3) The changes of strategy. It is related to the implementation of the curriculum that covered the theory of teaching and learning, the changes of administration system, guidance and counselling, the changes of assessment.
- 4) The changes of curriculum facility. It is related to quality and quantity of employment and related to material facility such as laboratory, library, media, and so on.
- 5) The changes of evaluation system. It is related to the method of measuring the effectiveness and efficiency of the curriculum, relevancy and the productivity of the curriculum to the learning program as a curriculum system.

Since 1945, the national curriculum has changed, in the year of 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004 and 2006.

#### 1. Lesson Plan Curriculum (1947-1948)

Indonesian curriculum in the era of pre-independence is affected by Indonesian social-politic system. In the Dutch colonial period, there were two educational systems. First, Islamic education system by Islamic boarding school. Second, Dutch educational system. This system is a discriminative system. The structure of school in the Dutch colonial period are (Sanjaya, 2007:207):

- a. The village school (Sekolah Desa) is a school of indigenous children for the non-aristocrat. The language of instruction is local language (for three years).

- b. The school for eastern foreign people such as Chinese school (5 years and by using Chinese language as language of instruction) and Hollandch Chinese School (7 years and by using Dutch as language of instruction)
- c. And for the Dutchman is provided the elementary school up to college, those are Eropese Legere School for 7 years, secondary school (HBS) for 3 and 5 years, lyceum for 6 years, Middelbare Meisjeschool for 5 years, Recht Hoge School for 5 years, Doctoral School for 8.5 years, and Dentist School for 5 years.

#### 1.1 Lesson Plan 1947

This curriculum is more popular in Dutch “leer plan”, means lesson plan, rather than “curriculum”. The changes of lattice of learning is political concerns, from the orientation of Dutch education to national concerns. The situation is still in the spirit of seize the independence. So, education as development conformism stressed on the developing of Indonesian characteristic that independent, sovereign and equal to the other nations in the world.

#### 1.2 Elaborated Lesson Plan 1952

The characteristic of curriculum 1952 is that every lesson plan should be related to the daily life. There are society Class formed, that is special school for the graduated of Society School (SR) for six years for whom did not continue their study to the Junior High School. The society class taught some skills such as agriculture, carpentry, and fisheries. The

purpose is to make the children who did not continue their study to the Junior High School are able to have a job.

### 1.3 Curriculum Educational Plan 1964

The subject matter of curriculum 1964 is that the government wanted the people got the knowledge for preparation in the elementary level. Curriculum 1964 stressed to the developing of the potency of creativity, sense, initiative, work, and moral that well-known by “*Pancawardhana*” (Hamalik, 2004). In this era, the elementary education stressed to the knowledge and practical functional activity that had been adapted to the children growth.

### 1.4 Curriculum 1968

Curriculum 1968 changed the structure of *Pancawardhana* to *Pancasila* mental development, basic knowledge and special skills. Curriculum 1968 is, purely and consistently, the embodiment of a change in the orientation of UUD 1945.

Curriculum 1968 is purposed to stress the education to the effort of establishing the true *Pancasila* person, strong, health, improving the knowledge and the health, moral, and religious beliefs. The content of education is delivered to the activity that up grading the knowledge and skills and developing a healthy and strong physical. Curriculum 1968 stressed to the approach of organization of lesson subjects; *Pancasila* mental development, basic knowledge and special skills.

Curriculum 1968 is also well-known as Round curriculum because this curriculum only included the core subject. The material is theoretical and not relating to the real problems. This curriculum emphasized to the appropriate material for the students. The curriculum 1968 is correlated subject curriculum. It means that the education in the elementary level has a correlation to the advanced education.

## 2. Objectives Achievement-oriented Curriculum (1975-1994)

This curriculum stressed to the content or lesson material from the science. The development is easy and simple and easy to collaborate with another method. This curriculum is sourced from the classic education, perennials, and essentialist that oriented to the past. The function of education is to transmit the knowledge, technology, and the cultural value of the past to nowadays generation.

According this curriculum, learning is an effort to master the content of material as much as possible. The curriculum of academic subject is not always emphasizing the taught material. In the history, the development is gradually noticing the learning process.

## 3. Competency-based Curriculum

The curriculum orientated to the achievement (1975-1994) implicate in the cognitive mastery but less in the skill mastery. So, the graduated students didn't have enough applicative skills so that needed a curriculum that has an orientation to the competency mastery in holistic way.

The revision of curriculum realize the students who has been mandated in the national policies as follows.

- a. Forth revision of UUD 1945 article 31 about education
  - b. Tap MPR No. IV/MPR/1999 about GBHN in the year of 1999-2004
  - c. The laws of National Education System
  - d. The enforcement of the laws number 22 in the year of 1999 about Regional Autonomy
  - e. Government rules number 25 in the year of 2000 about authority
4. Curriculum 2013

The definition of quality human based on *Undang-Undang Nomor 20* in the year of 2003 about National education System is educated human who is faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizen.

The curriculum 2013 is a curriculum designed in the form of document, process, an assessment based on the achievement of purpose, the material, and the implementation of learning process related to the Graduated Standard of Competence (SKL).

The content of education in the Graduated Standard Competency (SKL) is developed in the form of education level unit curriculum and the level of education as a written plan and curriculum as a process. In the dimension of written plan, a curriculum should develop the Graduated Standard of Competence (SKL) to the content from the nation's

achievements in the past, the present life of the nation, and the life of the nation in the future.

e. Teachers' competency to implement the curriculum

The chief of the Department of Education Youth and Sport of DIY stated the execution of curriculum is in teachers' responsibility because teachers has an important role in the implementation of it. They assumed that teachers' role in the implementation is needed because the curriculum is not only made by the Minister of Education and Culture but there are many side including teachers. The teachers should have good quality of academic, competency, educator certificate, health, ability to rise the purpose of national education. According to PP-SNP 2005 Article 28 subsection 3, teachers have to master the competency of pedagogic, personality, professionalism and social.

- 1) The competency of pedagogic is required teachers to master the material and understand about the students' characters. It is expected that teachers will develop the curriculum appropriate to the students.
- 2) Competency of Personality (Arif Rahman, 2009:152) is an ability that should be reflected in the teachers selves such as noble, wise, and be good example for the students. Teachers is not only required to have a good skills but also be a good example/ model for students.
- 3) Professionalism competency is an ability to master the material well and deep so that the students will guided to achieve the standard of competence (Imam Wahyudi, 2012:31).

Government Rules number 16 in the year of 2007 about teacher competency, especially in professionalism competency, explained that teachers should follow the modernization by learning from any sources. Teachers have to develop themselves by technology of informational and communication so that they are ready to changes, especially curriculum changes. Richards & Farell (2005: 1) stated that “The need for on-going renewal of professional skills and knowledge is not a reflection of inadequate training but simply a response to the fact that not everything teachers need to know can be provided at pre-service level, as well as the fact that the knowledge base of teaching constantly changes”. Teachers should improve themselves by reading, joining seminars, updating information.

4) The competency of social is an ability to have an effective communication with the students, teachers, parents, and the people (Imam Wahyudi, 2012:31). A teacher should be able to communicate to the other directly or indirectly. A stiff teacher will get difficulties of having good relation with co-worker or the leader.

f. The respond to the changes

Response means an answer or reaction to something. There are some factors influencing the response, internal and external. According to Patton (2002:110), there are two kinds of response, those are positive response, consist of happiness, care, and belief and negative response, consist of confusedness, frustration, and anger.

From those theory the researcher concluded that there are so many responses from the teacher to the curriculum changes. It could be happy, pride, fear, or angry. But those depend on the teachers' readiness.

g. The indicator of teacher's awareness in facing curriculum changing

According to Hersey and Blanchard (Dharma 2000:179), some indicators of teacher's awareness to face curriculum changing are as follows:

1. Capability, this indicator is described from reviewing previous achievements, did teacher have done a great job, was there any achievement or did teacher has knowledge which are needed in related subject.
2. Teacher's awareness, there are two dimensions in this indicator: work awareness (ability) and psychological awareness (willingness), in this case work awareness is related to teacher's knowledge and skill to do their job. Whereas psychological awareness is related to teacher's willingness or motivation to do their job.
3. Teacher's comprehension to curriculum, this indicator is all about how teacher comprehend the curriculum, such as implementing and describing the curriculum. Comprehension is higher than knowledge; it is because comprehension is at the next level from cognitive purpose in case of ability to understand.

## **2. Principals' Visionary Leadership Style**

### **a. The Definition of Principals' Leadership Style**

A leader has dominant roles in an Organization. It could be affected to the satisfaction and work quality of an organization. Leadership means the qualities that a leader should have or the qualities of leader (Oxford University Press, 2001:374). The definition of leadership is influencing the other so that they achieve a specific purpose (Abdul Rahman Shaleh, 2006:110). According to Gary Yulk (2005, 3), leadership related to authority, management, administration, control, and supervision.

Leadership is a process of leading, guiding, controlling the feeling or attitude. Wahyudi (2009: 121) stated leadership can be defined as ability of motivating, directing, affecting the mind set in order to be an autonomous person to reach the purpose. The leader is using his authority to improving the productivity and morality of a group (Imam Suprayogo, Op Cit. Hlm: 161)

Principals' leadership has a definition that expected the principle to have skills in influencing, supporting, guiding, and directing that related to education in order to reach the education purpose (Sulistyorini, 2001:63).

Sudarwan Denim (in Burhanudin, 1994:62) stated leadership is an effort given by someone for achieving a group purpose. Meanwhile, according to J. Canon (in Syaiful Sagala, 2009:115), leaderships is an ability in influencing the attitude of subordinates. The other definition came from Ngalim Purwanto (2005: 26). He said that is an ability in

influencing the other to do a job based on their wants and don't feel suppressing by another. Whereas, Armstrong (in A.L. Hartani, 2011:28) assumed leadership is a process of inspiring to the subordinates in order to get the purpose. It can be concluded that the leadership is leading process to influence an individual or group with his authority and power to reach specific purpose.

According to Nurkolis (2006:167), the leadership style is an attitude pattern that loved and appreciated by the subordinates. In other word, it is a realization of leader's specific attitude related to ability to lead the subordinates. Leaderships can be defined as the norm of attitude in influencing another (Miftah Thoha, 2010:49). According to Veithzal rivai (2002:64) and Agus Dharma (Hadari Nawawi, 2006:115), leadership is attitude pattern shown by the leader in influencing subordinates.

Leadership style is a leader's concept reflected his attitude and characteristic. The leader's activity developed in an education institution or administrative unit will affected to the work situation, staff performance, leader-subordinates relation, and the quality of the result (Dirwat, t. al, 1971).

From the definition above, the researcher conclude that leadership style is a specific character of a leader to affect the subordinates so that appropriate with their motivation because a leadership style will affect directly to the performance improvement of the organization.

## b. Type of Leadership Style

Leaders must have a unique character, that's why every leader have they own style for leading an organization or company. According to Robert Albanese and David D (1994) type of leadership style can be divided into:

1. Charismatic style: is based on the charisma of the leader, who shows that he possesses the right to lead by virtue of magical power, prophecies, and heroism.
2. Authoritarian leadership style is characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group.
3. Democratic leadership style is a type of leadership style in which members of the group take a more participative role in the decision-making process. Everyone is given the opportunity to participate, ideas are exchange freely, and discussion is encouraged.
4. Delegation leadership style

It has characteristics, such as, a leader seldom gives orders, the decision making is charged to the employees, and members of the organization are supposed to be able to overcome their own

problems. This style has special characteristics of a leader in doing his/ her task as a leader.

5. Bureaucratic leadership style

It is described by a statement “Leading based on the rules”. This leading attitude is signed by the tightness in doing a procedure of a leader and employees. A bureaucratic leader, in general, will make every decision based on the rules and no more flexibility.

6. Laissez faire leadership style

It will motivate members’ abilities in taking initiatives. It is less interaction and control done by a leader, so it will work only when employees can show their level of competencies and confidence in achieving a great goal and target.

7. Diplomatic leadership style

The benefits of this style are in the perspective placement. Most people always see something from one side, that is in the fortune side. While the rest see the fortune side of a rival. Only those who use this pure belief who can see both sides clearly. Which one is beneficial for him/ her and for his/ her rivals.

8. Moralism leadership style

The benefits of moralism leadership style is that they are warm and patient to everyone. They have high empathic toward every problems of employees. Every kindness is in the type of this

leader. People will come, because of their warmth despite all their weaknesses.

#### 9. Administrative leadership style

This type of leadership is less innovative and too stiff in seeing rules. The attitude is conservative and afraid of taking risks and they tend to search for safety.

#### 10. Analyst leadership style

This type of style makes decisions according to a process of analysis, especially logical analysis of each information. It will be orientated toward results and will emphasize on detail plans and is also long-term. This type of leadership gives priority to logic by using some logical and quantitative approaches.

#### 11. Visionary leadership style

Visionary leadership is a type of leadership aiming to give meaning to work and efforts done together by members of a company by giving direction and meaning to work and efforts done according to a clear vision. Visionary leadership will need a certain competence. A visionary leader should have four key competencies as explained by Burt Nanus (1992), as follows:

1. A visionary leader has to possess an ability to communicate with managers and other employees effectively in an

organization. It needs a leader to create “guidance, encouragement, and motivation.”

2. A visionary leader should understand environments and have an ability to react to every threats and opportunities. It is the most important that a leader should be able to relate skillfully with important people outside an organization, but play a very important role in the organization (investors and customers).
3. A leader should be able to take an important role in shaping and influencing all organization activities, procedures, products, and services. A leader, in this case, should be able to get involved in an organization to create and defend a perfect service, along by preparing and guiding the organization to the future (successfully achieved vision).
4. A visionary leader should possess or develop every challenge to be anticipated in the future.

## 12. Situational leadership style

Situational leadership is “a leadership contingency theory that focuses on followers’ readiness/maturity”. The point of situational leadership theory is that a leadership style of a leader is different from one another depending on the level of followers’ readiness.

From the types of leadership style above, the researcher concluded that every leader has a different style to lead and influence his/ her employees. To prepare a teacher in facing curriculum change, a leadership style observed in this research is vision leadership style, for it can motivate teachers to see the opportunities and challenges in the future.

c. Definitions of visionary leadership style

Corinne McLaughlin (2001:2) defines that visionary leaders are those who can build a new dawn, work with intuitive and imagination, total comprehension and boldness. They make challenges as an effort to give the best for the organization and make them as motivation to achieve the goal of an organization. Further, Seth Kahana (2002) explains that a visionary leadership involves capability, ability, outstanding skills to offer success and victory in the future. A visionary leader is able to anticipate any possibilities, manage future and motivate others to do everything precisely. It means that a visionary leader can see challenges and opportunities before both happen while positioning an organization to achieve the best goals.

Aan Komariah (2006: 82) claims that a visionary leadership is a leader's ability to create, formulate, communicate, and implement ideal thoughts originated from him/ herself or as the results of social interaction among members of an organization that is believed as the

organization's dreams in the future that should be achieved and realized. According Marno (2005: 87), a visionary leader is a leader who has and always aims future targets, what will be realized in the future according to the reality. A visionary leader is important and determines an organization's life.

According to the definitions of a visionary leadership, the writer concluded that a visionary leadership is a leadership that can develop intuitive, imagination and creativity to develop his/ her organization. He/ she has an ability to lead and run a mission of an organization through a series of policies and progressive actions to follow stages to achieve the goal, adaptive toward any changes and challenges, efficient and effective in managing available sources.

d. Characteristics of a visionary leadership

To be a leader in an organization is not easy. Ideal characteristics are needed and they will be a validity analysis of somebody to be a leader. Theorists observe various aspects, problems and approaches of an effective leadership, generally they agree that one approach used is by analyzing a leadership according to ideal characteristics of a leader. According to Nasir (2012), some main characteristics of a visionary leadership are:

1. Aware of future: a visionary leader has clear view of a vision that he/ she wants to attain, to develop his/ her organization based on the vision.

2. Dare to achieve the goal, confident, undoubtful, and ready to take risks. At the same time, a visionary leader shows precise, accurate and thorough measurement in considering important occurrences.
3. Able to motivate people to work hard and cooperatively attain the goal. A visionary leader is a type of leader who deserves to be followed. He/ she is willing to give examples to society in order to make them follow what he/ she is doing.
4. Able to formulate a clear, inspirational, and motivating visions that can happen dreams into reality: a visionary leader is a person who has strong commitment toward visions he/ she made, he/ she wants to realize the visions in an organization he/ she leads.
5. Able to change vision into action: he/ she can formulate visions into the proceeding missions that later can be absorbed by members of an organization that will be used as references to step forward.
6. Believing spiritual values: a visionary leader is very professional to what he/ she believes, such as moral values of this nation. He is a leader who can be followed.
7. Building relationship effectively: a visionary leader is clever enough to build a relationship among members, in

motivating, giving and making other members success and independent. Indirectly, the relationship will bond by itself. He/ she is not reluctant to give rewards and punishments to other members, a very high level of integrity.

8. Innovative and proactive: a visionary leader thinks creatively, he changes conventional thinking into a new paradigm, he is a creative and active leader. He always observes future steps and the newest issues of an organization/ institutions.

Moreover, a visionary leader has the following characteristics as suggested by McLaughlin (2001: 47), as follows:

1. Commitment toward spiritual values is the most prominent characteristic of visionary leaders. They realize their integrity and show energy, vitality and desire.
2. Visionary leaders have clean vision in shaping their abilities to realize basic visions that are planned, supported by positive inspiration of the future, and a clear direction of how to attain the vision.
3. They respect a good relationship showed by taking care of others and considering that they are the biggest asset in an organization. They make relationship as a priority and create sympathy and meaning with others. They show bigger respect to other and carefully boost team's spirit.

4. They dare to take innovative steps. They change the old paradigm and create uncommon strategies of conventional thoughts to systematical ones.

From the opinions above, the researcher concluded the characteristics of a visionary leadership, such as aware of the future, ready to take risks, and considering co-workers as the most precious wealth to achieve the goal. Therefore, a visionary leadership takes innovative steps and prepare him/ herself to face problems and changes in the future.

e. Competencies of a visionary leadership

A visionary leader should have four key competencies as exposed by Burt Nanus (1992: 12), they are:

1. A visionary leader should have an ability to communicate effectively with managers and employees in an organization. It is needed a leader who can create guidance, encouragement, and motivation.
2. A visionary leader should understand environments and have an ability to react to every threats and opportunities. It is the most important that a leader should be able to relate skillfully with important people outside an organization, but play a very important role in the organization (investors and customers).
3. A leader should be able to take an important role in shaping and influencing all organization activities, procedures, products, and

services. A leader, in this case, should be able to get involved in an organization to create and defend a perfect service, along by preparing and guiding the organization to the future (successfully achieved vision).

4. A visionary leader should have or develop ways to anticipate the future. It is an imaginative form based on the ability of data to access consumers' future needs, technology, etc. It is an ability to manage organization sources to prepare itself to face needs and challenges.

Barbara Brown (2008: 20) suggests 10 competencies that should be possessed by a visionary leader, they are:

1. Visualizing. A visionary leader has a clear vision of what to create and when it will be attained.
2. Futuristic Thinking. A visionary leader not only thinks of the business today, but also the business in the future.
3. Showing Foresight. A visionary leader is a planner who can predict future. In making plans, a visionary leader not only considers what he/ she wants to do, but also consider technology, procedure, organization and other factors that might influence the plans.
4. Proactive Planning. A visionary leader determines a specific target and strategy to aim the target. He/ she can

anticipate or consider potential barriers and develop urgent plans to cope with them.

5. Creative Thinking. In facing challenges, a visionary leader tries to find out alternative solution by focusing on issues, opportunities and problems.
6. Taking Risks. A visionary leader dares to take risks and regard failure as an opportunity not a deterioration.
7. Process Alignment. A visionary leader knows how to connect a target with the organization. He/ she can balance duties and jobs of each department of the whole organization.
8. Coalition Building. A visionary leader realizes that in order to reach the target, he/ she should create a harmonious relationship inside or outside the organization. He/ she actively searches for opportunities to cooperate with various individuals, departments and certain groups.
9. Continuous Learning. A visionary leader should be able to take parts in training and any kinds of other development inside or outside the organization. He/ she is able to examine every negative or positive interaction, so he/ she is able to learn a situation. A visionary leader can chase an opportunity to cooperate and take parts in a project that can

enlarge awareness, give thinking challenges and develop imagination.

10. Embracing Change. A visionary leader knows that a change is an important part of growth and development. When an unwanted or unanticipated change is found, a visionary leader actively investigates a way that can give benefits to the change.

f. Roles of a visionary leadership

Burt Nanus (1992) says that there are four roles that should be played by a visionary leader in leading, they are:

1. Direction setter. It is a role in which a leader presents a vision, convince a view or target of an organization, in order to be achieved in the future, and involve people. For experts of leadership, it is an essential of a leadership. As a direction setter, a leader delivers a vision, communicate it, motivate employees and co-workers, and convince people that what is done is a right thing and support participation of the whole levels and stages of an effort to the future.

2. Agent of change. Agent of change is the second important role of a visionary leader. In a context of change, an external environment is the center. Economic, social, technology, and political changes happen continuously, some occur dramatically and the rest occur slowly. Effective leaders should

constantly adjust the changes and think futuristically about potential changes that still can be changed. It guarantees that a leader is prepared for all situations or events that can threaten the success of the organization today and later. Finally, flexibility and risks are changing environments.

3. Spokesperson. Receiving a message and talking are an important part of future dreams of an organization. An effective leader is also a person who knows and appreciates all types of communication, to explain and build supports for a vision in the future. A leader as a spokesperson for a vision, should communicate a message that bonds everyone to get involved and touch a vision of an organization internally and externally. The vision should be “useful, interesting, and growing passions of the future of an organization.”

4. Coach. An effective visionary leader should be a good coach. It means that a leader should use a team cooperation to achieve the vision. A leader optimizes the ability of the entire “players” to work cooperatively, coordinates their activities or efforts toward “victory achievement,” or an organization’s vision achievement. A leader, as a coach, get employees to focus on vision realization by directing, giving hopes, and building trust among important players of an organization and the vision for the future.

From some type of leadership style, the researcher conclude that every leader has a certain leadership style that can be used to lead and influence subordinates. The type of leadership style is guidance elements, support elements, and based on personality.

g. The aspects According to Yukl Gary (2001:7), leadership tries to make a change inside the organisation by doing:

- 1) Developing future perspective and strategy to make a change
- 2) Communicating and explaining the perspective
- 3) Motivating and inspiring to the other to achieve the perspective

According to Eugene Emerson Jennings (1992:8), there are some matters which should be known by a leader before he/she make a contract, those are:

- 1) Planning
- 2) Organizing
- 3) Coordinating
- 4) Controlling the work

The requirement for the leader should be related to three things (kartono Kartini, 2005:36-38), those are:

- 1) Power is strength of authority and legality that give role to affect the subordinates to do something.

- 2) Authority is a superiority so that is able to control the subordinates to do something.
- 3) Skill is a capability that is assumed more than the other member.

The researcher concluded that the requirements of a leader should be accomplished because a leader will lead the subordinates, give prosperity, build a good relation to the subordinate, and make a harmony situation in order to achieve the purpose of the organization.

#### h. Leader Characteristic

E. Mulyasa (2007:115) stated the characteristic of principal should be able to be analysed. The characteristics of a principals are:

- 1) Honest
- 2) Confidence
- 3) Responsible
- 4) Take the risk and decision
- 5) Stable emotion
- 6) Be the model

Wahyudi (2009, 63) stated the characteristic of principal should have a good attitude and have a high motivation to modernize the school. The characteristics of a principals are able to take a decision, able to interact with other, able to communicate with other, and able to motivate the subordinates

According to Handoko dan Edwin Ghiselli, (in Utami R. Mutamimah, 2006: 17-18), there are six characteristics of leadership. Those are supervisory ability, achievement-oriented, smart and creative, explicit and able to solve problems, having a good self-confidence, initiative and innovative person.

From the theories above, the researcher concluded that the characteristic of leader are able to affect the subordinates to the good side of them, having good self-confidence, explicit, having a curiosity, able to take decision, able to communicate, able to motivate the subordinates.

#### i. The Function of Principals' Leadership

Wahyosumidjo (2007:106) explained the function of principal's leadership as the leader should give attention and implement eight leadership function in the school.

- 1) Creating the warmth and togetherness between teachers or subordinates.
- 2) Providing security in the school environment so that the teachers feel save and far from being worried, afraid and scared.
- 3) Giving advice and suggestion to improve the teachers' performance, staff performance, and students' performance in order to make a good relation.
- 4) Responsible to provide supporting aspect for the teachers.

- 5) Being catalyst in order to improve the motivation of teachers, staff, and students.
- 6) Having a nice appearance and integrity as a principal and always being respected by the subordinates.
- 7) Inspiring and having a good self-confidence in order to drive the teachers working enthusiastically.
- 8) Caring and respecting the subordinates' work.

The leader who has responsible to face the changes in his/her school by establishing the whole purpose (firm and purposeful), instructing the subordinates through participant approach, and based on the leading professional (Aan Komariah, 2005:40). From those definition, it can be concluded that the function of principle's leadership is uniting the subordinate in order to provide security, suggesting to improve the work/performance, advising and prising the subordinates, taking care of the subordinates, and motivating the subordinates.

#### j. The Duties of Principals

The principals are responsible to manage the micro education such as school administration, educating the human resource, maintaining the facilities and infrastructure that related to the learning process (Laws articles 12 subsection 28 in the year of 1990). Dirwat (1986: 80) stated there are two kind of principal's duty and responsibility, those are:

1. The Duties of Principals in the Field of Administration.

a. Teaching Management

Teaching management is the foundation of school activity in implementing main function. It is including to finishing, upgrading the position, furlough, replacing, work distribution, undertaking the health, creating good relation, applying ethical code.

b. Students Management

This activity covered the plan of students' recruitment, students' distribution, and the students' mutation.

c. Management of Facilities and Infrastructures.

This activity covered supplying/providing the facilities, inventory, maintenance, the rehabilitation of school materials, beautification, etc.

d. Financial Management

This activity covered teachers and staff payment, providing school authority, and school financial.

e. Management of School and Society Relationship

This activity related to get society and the parents' sympathy and to create the relation between the school and another institutions.

2. The Duties of Principals in the field of Supervision

The nature of supervision is a service to help the teachers and staff in order to improve their performance. The principals doing a supervision to help teachers realizing the optimal teaching-learning process. The principal have to give guidance, help, control, and assessment to the technical matter in the implementation of learning process. The duties is stated as follows.

- a. Guiding the teachers to comprehend the purpose of education that will be achieved and the relation between the activities and the purposes.
  - b. Guiding the teachers to understand the students' problems.
  - c. Selecting and distributing the appropriate job to the teacher and supporting to the teachers to improve their performance.
  - d. Assessing the work achievement based on the standard of school's purpose.
- k. Variable indicator of leadership style

Bass and Solio (in Mas'ud, 2004) stated the indicator of the variable in leadership style are:

1. Charisma goes to transitional leading behavior that its followers should work very hard beyond expectation. The followers particularly admire, respect, and believe to their leader. They identify that leader is as their vision and values to struggle.
2. Inspire motivation which leader uses various symbols to get focused on any effort or action and express the purpose in simple

way, also arouses team work enthusiasm, and optimism among her/his followers.

3. Intellectual stimulation is an effort in giving support to all followers to be more innovative and creative which leader push the followers to ask their assumption, and give new ideas.
4. Individual Consideration is transformational leader gives special attention of the need of each person to have achievement and development, by the act of instructor, adviser, facilitator, as a reliable person and counselor.

According to Javidan, Mansour and David A. Waldman (in Mas'ud:2004), leadership indicator are as follows:

1. Energy, self-determination, and leader who works hard.
2. Visionary, leader's clarity in describing the goals.
3. Challenging and reinforcing, leader respects the work.
4. Skill and knowledge level the principal about leadership style.
5. Professional standard of the principal.

Robert House (Robbins, 2007:172) developed some indicators of leadership style, they are:

1. Directive leadership, it is a *leader behavior* refers to situations where the leader lets followers know what is expected of them and tells them how to perform their tasks. The theory argues that this behavior has the most positive effect when the

subordinates' role and task demands are ambiguous and intrinsically satisfying.

2. Supportive leadership, it is a leader behavior is directed towards the satisfaction of subordinates needs and preferences. The leader shows concern for the followers' psychological well being. This behavior is especially needed in situations in which tasks or relationships are psychologically or physically distressing
3. Participative leadership, it is a leader behavior involves leaders consulting with followers and asking for their suggestions before making a decision. This behavior is predominant when subordinates are highly personally involved in their work.
4. Achievement oriented leadership, is a leader behavior refers to situations where the leader sets challenging goals for followers, expects them to perform at their highest level, and shows confidence in their ability to meet this expectation. Occupations in which the achievement motive were most predominant were technical jobs, sales persons, scientists, engineers, and entrepreneurs.

### **3. Work Motivation**

a. The definition and Theory of Motivation

Motivation in the field of management is addressed to the human resources. Motivation is about how to drive the subordinates' skill and potential to work optimally and achieve the main purpose. The important of motivation is caused delivering, and supporting to work hard to get optimal result.

If a person doesn't have a motivation, he/she will do minimum work. The concept of motivation is an individual important study of performances' concept. Motivation means giving a motive or thing to support someone (Abdul Rahman Shaleh, 2006).

M. Usman Najati (2008) said that motivation is a moving spirit that generate the human activity and caused some action integrated with any effort in order to get the satisfaction.

Motivation is the beginning of energy transformation of each individual. Motivation is signed by the existing of feeling and affection. In this case, motivation is relevant to the psychological condition, affection, and emotion which establish human attitude. Motivation is stimulating because of the existing of purpose.

Terry and Rue (in Suharto and Budi Cahyono, 2005) defined motivation as getting a person to exert a high degree of effort. Meanwhile, according to A.P. Mangkunegara (2006), motivation is a condition that is influencing, generating, directing, maintaining the attitude related to work environment. Work motivation is an integral from the work combination in

order to guide, develop, and address the human resource of an organization (Siswanto.1990:31).

From those definitions, the researcher concluded that the definition of motivation is an activity which caused propulsion of an individual to do a good work in order to get the best result. The reinforcement theory is discovered by BF Skinner that can be formulated as follows.

$$M = f(R\&C)$$

M = Motivation

R = Reward – Primer/Seconder

C = Consequences – positive/negative

According to Skinner, (in Gomes, 2003) motivation depends on the reward or punishment that will be given to the person. Reinforcement is the matter that is used by a leader to improve the individual conception. It can be concluded that motivation will be affected by the reward or punishment. There are four kinds of reinforcement, those are:

- 1) Positive reinforcement, is a reinforcement that will be done by doing positive work.
- 2) Negative reinforcement, is a reinforcement that is done in order to stop the unexpected condition such as to avoid the leader anger.
- 3) Extinction, is a reinforcement that eliminate an action. It is an action to reduce the unexpected attitude.
- 4) Punishment, is a reinforcement that have a bad consequences due to any attitude

Expectation theory is discovered by Victor Vroom (1964). It is defined work motivation is determined by someone beliefs related to the wants of the work result based on several performances. In a simple way, this theory determined that people will do what they can do if they are willing to. The relation between the motivation and the achievements is proportional. Motivation is affected by self-consideration such as interest (Mangkunegara, 2007).

The expectancy model is a theory of motivation that define motivation as interaction between hope that has been decreased by achievement with the contribution of estimation related to achievement that is decreased by result. This theory also stated motivation is a function of how much the wants and how much the possibility of the achievement.

From those theory it can be concluded that motivation is a reward that is decreased by achievement and achievement that is decreased by the result. So, the relation between motivation and work performance has a big impact. If the motivation is good so the achievement will be good also or in the reverse.

#### b. The Benefit of Work Motivation

Gomes (2006) revealed the benefit of the motivation is to create work passion so that the work production improving. The benefit of having a motivated co-worker are the work can be completed as fast as possible and

have a good standard because they are feeling happy in doing the work. If a person feels to be avowed, he/she will have a high motivation to work.

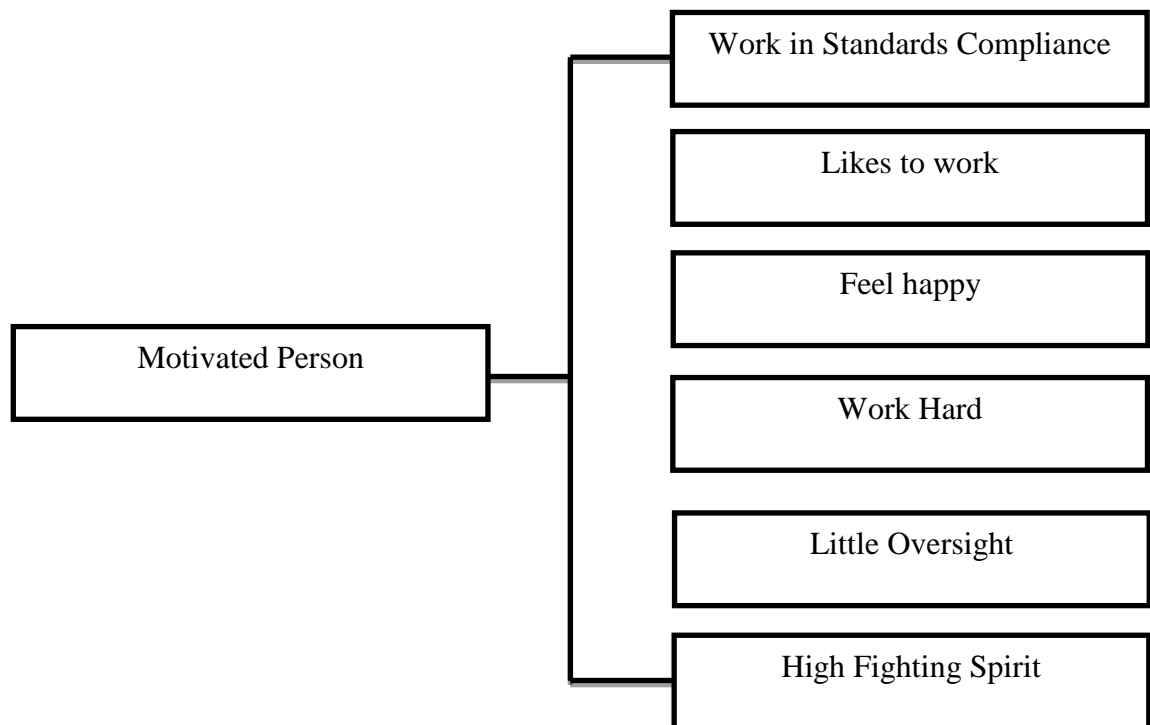


Figure 1. The Characteristics of Motivated Person (Gomes, 2003)

The researcher concluded that the benefit of motivation in doing a work is if someone has a job, the result will be accomplished in the standard of compliance, they like to work, they feel happy inside the job, they will give the best performance, they will do the job without an oversight from the leader, and they will have a high fighting spirit to finish the job.

### c. The Nature of Motivation

Teachers will be motivated when they do their duties based on the power that affect them. Teachers, as human being, have inner needs to be fulfilled. According to Mc. Clelland dalam Hasibuan (2008:162), there are some factors affected someone's motivation. Those are:

1) The Needs of Achievement.

The needs of achievement is a generating system that motivated someone to work. This needs will make a person improve their ability in order to get the best achievement.

2) The Needs of Affiliation

The needs of affiliation is a generating system affected to someone motivation. This needs will influence someone to have some wants such as:

- a) The need to be accepted by the environment (*sense of belonging*)
- b) The needs to be appreciated because everyone feel that he is important to be exist (*sense of importance*)
- c) The needs of improving and not be failed (*sense of achievement*)
- d) The needs of getting involve (*sense of participation*)

Someone will show all of their ability and motivation to finish the work because of the needs of affiliation.

3) The needs of Authority

The needs of authority is a generating system that motivated the subordinates' motivation. Authority will motivated the workers'

working spirit in order to get best authority. The human ego will make competition. The competition should be positive.

d. The factors Influencing Work Motivation

Gomes (2003) developing hierarchy theory of Maslow needs into two factors about motivation. Those factors are satisfier or intrinsic motivation (motivation factor) and dissatisfier or extrinsic motivation (maintenance factor). Satisfier or intrinsic motivation (motivation factor) is an intrinsic supporting factor from someone self. Those are:

- 1) Achievement
- 2) Recognition
- 3) Responsibility
- 4) Advancement
- 5) the work it self
- 6) the possibility of growth

Dissatisfier or extrinsic motivation (maintenance factor) or hygiene factor is a factor related to the fulfilment of needs. This factor is an extrinsic factor covered:

- 1) Compensation
- 2) Safety and work Security
- 3) Work condition
- 4) Procedure of the company

- 5) Quality and technical supervision from the interpersonal relation between co-worker, leader or subordinates.

From several factors affected the workers' motivation, the researcher concluded there are two factors, motivation factor and maintenance factor. Motivation factor comes from someone self that drive to have a good achievement, avow from the leader, responsibility, an opportunity to go forward, the satisfaction of the work result, and the ability to improve himself. The maintenance factor related to wants, needs, work security, pleasure in the work place.

e. Work motivation's indicator

Abraham Maslow (in Sofyandi and Garniwa, 2007 :102) work motivation's indicator are as follow:

1. Physiological need

Physiological need is a basic hierarchy of human need, it is a need to life such as food, beverage, housing, oxygen, sleep, etc.

2. Safety need

This need covers safety and protection from the danger of working accident, the guarantee of working continuity, and pension plan.

3. Social need

It is a need of friendship, a better affiliation of interaction fee from one to another.

4. Esteem need

This need covers the desire to be respected, respected by someone's achievement, and the recognition of ability.

5. Self-actualization need

Self-actualization is related to the process of the real potency development of a person. It is a need to show ability, proficiency, and self-potency.

According to Bernadine (in Mas'ud:2004) the indicator of working motivation are as follow:

1. The perception about working challenge. employee or teacher are tend to be accepting a job which give them an opportunity to use their ability. A job which not really challenging will create boredom, but if a job is too difficult it will make them frustrated and failure feelings.
2. Ability to solve difficulties, employee or teacher in doing their task will face some difficulties in solving their problem, so teacher should have a professional ability to face those difficulties to avoid being frustrated and get failure.
3. Based on money motif, employee or teacher wants a salary system and promotion policy that they picture as a justice. Salary can described as a justice if its determination is according to work demand, self-skill level, community salary-standard, and how big are their responsibility.

#### **4. Organizational Culture**

##### **a. The Definition of Culture**

Alisyahbana (Supartono, 2004:31) stated culture is a manifestation of the thought. Culture covered a wide matter because all attitudes, habits, and filling. While, according Peruci dan Hamby (in Tampubolon, 2004:184), culture are all action, thought, and human creation in a society including the accumulation of history and objects or the action happened along the time.

Based on the definitions, the researcher conclude the definition of culture is everything related to the result of thought that happens many times and become a belief or trust by an individual or group.

##### **b. The Definition of Organization**

Sobirin (2002: 7) defined organization as a social unit or entity developed by human in a long time, there are at least two members, have coordinated and structured activity, established for specific purposed, have its identity that differ from the other entity.

From the definition above, the researcher conclude the definition of organization is a group that gather members to cooperate to get a specific purpose, and having a structure, and group leader.

### c. The Effect of Organizational Culture

Organizational culture is a belief system and organization value which is comprehended, imbued, and practiced so that it give a specific meaning and be the basic rules of behaviour in an organization (Davis in Lako, 2004: 29).

Organizational culture is a set of assumption or belief system, values, and norms that is developed inside the organization and become a behaviour guidance for the member to face the adaptation problems, external and internal (Mangkunegara, 2005: 113).

The researcher conclude that organizational culture is a based system that is accepted by the organization to do an action in resolving the problems, recruiting a group that can be adapted to the environment and unit the members. It is important to teach the member and newcomers in studying, thinking, feeling the problems to be solved together.

### d. The Elements of Organizational Culture

Some experts defined the elements of organizational culture as values, belief, basic principle, and practical management and habit (Denison, 1990), basic assumptions, value, the way of observing, thinking, sensing, and artefact.

The elements of organizational culture consist of two main elements that is idealistic and habitual. Schein (1992) and Rosseau (1990) stated

idealistic elements not only consist of organization values but also some essential components, based assumption that is accepted and carried out the awareness. The based assumption is never debated about the validity.

Behavioural element is a visible elements, appear in the form of the members' habit, logo or jargon, the way of communication, style, understandable action, and another design or institution architecture.

From the definitions above, the researcher concluded that the elements of organizational culture appear because of the effect of habit that is conducted continuously and become a culture be done. The elements of organizational consist of adopted values, principles, and habit.

#### e. A Strong Organizational Culture

Deal and Kennedy (1982), stated the characteristics of a strong organizational culture as follows.

- 1) The organization's members are loyal to the organizational. They comprehend the purpose of the organization and they understand which habit categorized good and bad.
- 2) Habit guidance for the members in the organisation is clear stated, understandable, obeyed, and carried out by the members so that the members are working cohesively.
- 3) The values that is followed by the organisation is not only in the slogan but also internalized and expressed in daily life/habit consistently by all of the members.

- 4) The organization gives a special place to the hero of organization and systematically creates some type of hero such as the best advisor, innovator of the year, and so on.
- 5) There are many events, the luxurious and simple events that should be avoided by the leader.
- 6) Having a cultural network that accommodate the greatness of their hero.

From those theories, the researcher concluded that strong organizational culture come from the members itself, the strength members' relation, the comprehension about the purpose of organization, the values follow by the members should be implemented.

#### f. Organizational Culture in the School

The values developed in the school related to the school itself as an educational and moral organization which has roles and function to develop, conserve, and bequeath the cultural values and social norm to the students (Larry Lashway, 1996).

Related to Fred Luthan, and Edgar Schein (1995), there are some characteristic of school organizational culture. Those are (1) observed behavioral regularities; (2) norms; (3) dominant value (4) philosophy; (5) rules and (6) organization climate.

1. Observed behavioral regularities; the school's culture that is marked by the regularity of visible action of the school society. The regularity

of this behaviour is in the form of specific ritual, the language use or symbol that reflect the values followed by the school's members.

2. Norms; the school's culture is marked by the regularity of the norms contains standard of behaviour the schools member, students and teachers. The standard of students' behaviour based on the school regulation or the regional and central government. The standard of students' behaviour related to the achievement that determine the students pass or not to be in the next class level. The standard of students' behaviour is not only related to cognitive aspect but also the whole personality aspect.
3. Dominant values; if this matter related to the Indonesian education nowadays that is about the achievement of the quality of education, so the organizational culture in the school is stated as the structure of achieving the school quality. The values and belief about the achievement of school quality should be the main thing for school societies. According to Jiyono (in Sudarwan Danim, 2002), the definition of quality of education is the achievement of education to transform the students' behaviour related to the education's purpose.
4. Philosophy; organizational culture is marked by the beliefs of the organization members' truly view to everything, such as time, human, and so on, that is become the regulation of organization. If we adopt the philosophy in the business world that has given evidence of improvement of the company. This philosophy related to the clients

satisfaction or in this case are the students, the parents or the society. According to the Department of National education (Depdiknas) (2002), defined the managements of School Based Quality Improvement is the clients (students) is the focus of the activity in the school. It means that the input process should be delivered to the quality improvement and satisfaction of the students.

5. Rules; the organizational culture is marked by the regulation that binding all of the members. Every school has their own regulation, principal's regulation or government regulation. The general rules call school discipline. The school discipline set about the rules and the punishments. Joan Gaustad (1992) in his book entitled "School Discipline" that is published in ERIC Digest 78, stated that School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning.
6. Organization climate; Organizational culture is marked by the organization climate. Hay Resources Direct (2003) stated organizational climate is the perception of how it feels to work in a particular environment. It is the "atmosphere of the workplace" and people's perceptions of "the way we do things here. There is interaction that affect the individual and the environment, physical and social. This environment will be perceived and felt by the individual so it will give specific impression. I this case, school have to provide a good environment for the members.

g. Organizational Culture Indicators

Robbins and Judge (2008:256) stated the indicator from organizational culture variable, they are:

1. Conflict tolerance, this indicator measures how far the teacher got pushed to state the conflict and openly criticize it.
2. Communication pattern, how far communication process is restricted by a formal authority hierarchy. Sometimes, authority hierarchy can limit the communication pattern from boss to the employee or among the teachers themselves.
3. Tolerance to risky action, a culture of organization is in a good standard if it can give tolerance to the member or teacher so they can be aggressive and innovative to develop the organization also eager to take any risks.
4. Individuals initiative, it is a responsibility level, freedom and independency who owned by each member of an organization in stating their opinion. It should be respected by a group or leader of an organization anytime if it is concerned on promoting and developing the organization.
5. Integration within the organization.

In this case, integration is the way of an organization to coordinate every unit. This action can encourage the result of an organization in quality and quantity.

## **B. Relevent Researches**

The relevant research of this research is the research that was done by:

1. Murtiani, Agustina Dian (2008), entitled “school’s readiness to the implementation of Education Unit Level Curriculum in SMA Negeri 1 Wadaslintang Wonosobo”. The purpose of this research is to describe the principal and teachers’ readiness to the implementation of Curriculum KTSP, the availability of facilities of teaching-learning process in the school by using KTSP, and the problems that happened in the implementation of KTSP. The result of this research is the readiness of principals by making a good system, monitoring, supervision, and appreciation for teacher. The readiness of teachers is they improving the quality of learning process by mastering the learning subject, evaluation, and school facilities are available and adequate enough. Therefor, we can concluded that the high school is able to implement KTSP. The differences of this research are the curriculum (KTSP) and the school (Senior High School). The similarity is this research also researching about the school’s readiness to face the curriculum changes.
2. Dzulfadhli, (2010) Islamic State University, entitled “The relation between Principal’s Leadership and the Teachers’ Work Motivation in SMA Hasanudin Lagoa, North Jakarta” the purpose of this research is the relation relation between principal’s leadership and the teachers’

work motivation in SMA Hasanudin Lagoa, North Jakarta. The result of this research the variable of relation between principal's leadership and the teachers' work motivation in the score of 0,898 in the positive side. It means that if the principal's leadership is good so teachers' work motivation is improving. The similarities of this research were used principal's leadership variable and teachers, work motivation. The differences were not using moderation variable. This research only explained about the relation between principal's leadership and the teachers' work motivation and didn't explain the teachers' readiness to face the curriculum changes.

3. Hardino Febriansyah Putra (2012), entitled "The analysis of the effect of Leadership, Motivation, and Work environment to the performance of the employee of Short-Training Agency of Middle Java Province. The purpose of this research is to know and to analyse the effect of leadership, motivation, and work environment to the performance of the employee. The result of this research is that the leadership affected to the employee's performance, motivation gave a significant effect to the employee's performance, and work environment gave an effect to the employee's performance. The similarities were that this research was researching leadership and employee's motivation. The differences of this research were the location, in the office not school, and only researching the effect of leadership and motivation to the employee's performance.

### C. Research Framework

The submitted conceptual Framework in this research based on the result of theoretical review described above. Figure 2 is provided to simplify the conceptual framework of the researcher.

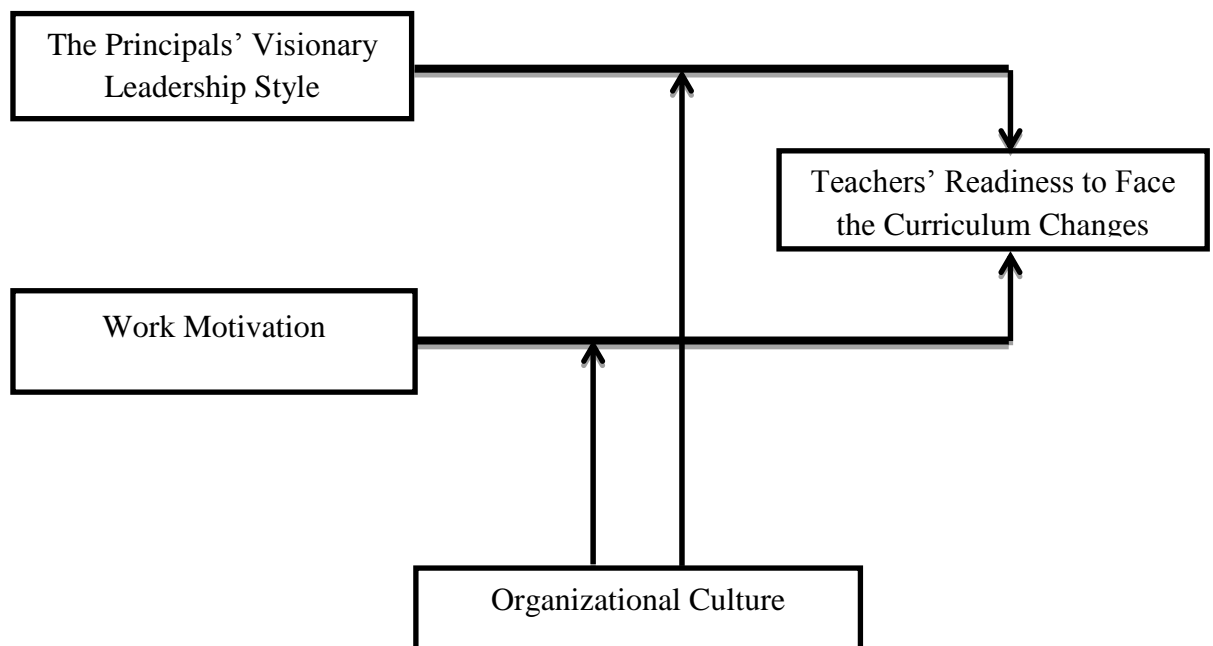


Figure 2. The Theoretical Framework

The hypothesis that is used in this research are:

H1 = There was significant and positive effect of visionary leadership style against the teachers readiness to face the curriculum changes.

H2 = There was significant and positive effect of work motivation against the teachers' readiness in facing curriculum changes.

H3 = The organizational culture can moderate the effect of principals' visionary leadership style on the teachers' readiness to face the curriculum changes.

H4 = The organizational culture can moderate the effect of work motivation on the teachers' readiness to face the curriculum changes.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Location and Time of the Research**

This research was conducted in SMK 17 Magelang at Elo Street 17, SMK Bhakti Karya, and SMK Muhammadiyah Magelang. This research process includes writing proposals, implementation research, and reporting was conduct during the month of February – June 2016.

#### **B. Research Design**

Research Type

This research belongs to descriptive research with quantitative approach because the result of measurement will be more accurate. So the data in the form of number can be processed by statistical method.

According to Whintney (1960), descriptive method is a search of fact with a correct interpretation. Descriptive research studies the society problems, manners, relationship, activity, attitude, opinion, the ongoing process, and the effect of a phenomenon. In descriptive method, the researcher may compare the specific phenomenon so it will be a comparative study.

According to Sugiyono (2012:13), quantitative data is a characteristic from a variable that the values are stated in the form of numerical. Sudarwan Danim (2002:35) stated quantitative research is a study which has position as value free. In other word, quantitative research is firmly implementing objectivity principals. Objectivity can be gained by

the use of instrument that the validity and the reliability have been tested. The researcher who does the qualitative research will eliminating anything that can be refraction, for the example is putting self-values. If there are refraction during the research, it will caused the quantitative research slipped from the principals of scientific technique. Sugiyono (2012:13) said that quantitative research method that based on positivism philosophy, is used to examine the population or specific sample, the use of data is quantitatively/statistically and the purpose is to examine the hypothesis that has been stated.

Based on those theories, quantitative descriptive research is a data that gained from the analysed population sample that appropriate with the statistical method that has been used. Descriptive research is purposed to get a view and the information about the effect of principals' visionary leadership style and the work motivation to the teachers' readiness to face the curriculum changes with the organizational culture as the moderation variable.

Types of data that used in this research is premier data. Premier data is a data that collected individually or directly from the object. The data is collected by giving a questionnaire to the research object and fulfilled by the respondents.

### C. Definition Operational Variable

Variable that used in this research is work motivation, principals' leadership style, organizational culture, and teachers' readiness in facing the curriculum.

#### 1. The principals' visionary Leadership Style

Leadership is an activity to influence the subordinates to have a same work motivation and a same purpose. Leadership style is a characteristic of a leader in influencing the subordinate in the field of attitude and communication process. Definition of visionary leadership is a type of leadership aiming to give meaning to work and efforts done together by members of a company by giving direction and meaning to work and efforts done according to a clear vision. The indicators that is used in this research are vision and articulation, sensitivity to member needs, flexibility to change, and sensitivity to the environment.

#### 2. Work motivation

Work motivation is a personal situation to support individual wants in doing an action with a big willingness to achieve specific purpose. The indicators that is used in the measurement of work motivation variable is the perception about employment, perception about teachers' ability in solving the problem, and perception about money-oriented and working-oriented.

### 3. Organizational Culture

Organizational culture is a believed-system, values, and norms that is believed and developed in the organization by the members in order to solve the problem on the way of achieving the purpose of the organization. The indicators that is used in this research are tolerance to the conflict, tolerance of the action at risk, individual initiative, and integration inside the organization.

### 4. Curriculum Changes

Curriculum is related to the education quality. Although a curriculum is not only the factor that influence the education quality, but an educational quality depends on the curriculum changes. The indicator that is used in this research are teachers' and principals' ability, The readiness of human resources, and comprehension and the readiness to the implementation of newest curriculum.

## **D. Population and Sample of the Research**

### 1. Research Population

Population is the whole research population (Suharsimi Arikunto 2002:108). The pulation of the research are accounting teachers of private vocational high school in Magelang City.

### 2. Research sample

Sample is a part or some of the population of the research (Suharsimi Arikunto, 2010:174). The methods that used in this research are the census, that is the way of collecting data when all

elements of the population investigated. The data that obtained are the result of processing the Census as the actual data (Zulnaldi, 2007:13). The respondents of this research are 19 teachers of SMK 17 Magelang, 15 teachers of SMK Bhakti Karya, and 21 teachers of SMK Muhammadiyah Magelang.

Table 1. Research sample

NO	SCHOOL	TEACHER
1	SMK 17 Magelang	19
2	SMK Bhakti Karya	15
3	SMK Muhammadiyah Magelang	21
TOTAL		55

#### **E. Data Collection Techniques**

The data collection techniques of this research are questionnaire. Questionnaire is the collecting data technique that provided some questions that are used to get some information from the respondents. Closed-question will be used in this questionnaire. Closed- question is a question that has been accompanied by alternative answer so the respondents can choose one of them.

#### **F. Instrument Research**

This research used a questionnaire research instruments. the questionnaire contains statements regarding the list of independent variables (Work Motivation and visionary leadership style), and moderating variables (Organizational Culture) using a Likert Scale. Likert

Scale is a method to measure attitudes to agree or disagree from the subject, object or specific events (Indriantoro and Supomo, 2002:104).

Likert Scale that used is the range of score of 1 to 4 with the assumptions:

Table 2. Score of Likert Scale

Positif Statement		Negatif Statement	
Answer	Score	Answer	Score
<i>Sangat Tidak Setuju</i>	1	<i>Sangat Tidak Setuju</i>	4
<i>Tidak Setuju</i>	2	<i>Tidak Setuju</i>	3
<i>Setuju</i>	3	<i>Setuju</i>	2
<i>Sangat Setuju</i>	4	<i>Sangat Setuju</i>	1

Resource: Sugiyono (2012)

The indicator of every variable are:

Table 3. Research Variable Indicator

No	Research Variables	Research Indicator	Item Number	Literature
1	The Readiness of Curriculum Changes	1. Principals and teacher willingness 2. The readiness of human resources 3. Comprehension and the readiness to newest curriculum implementation	a. 1,2,3,4 b. 5,6,7,8,9,10,11 c. 12,13,14,15,16,17*,18*,19,20	Conger dan Kanungo (2011:21-24)
2	Visionary Leadership Style	1. Vision and articulation 2. Sensitivity to member needs 3. Flexibility to change 4. Sensitivity to the environment	a. 21,22,23 b. 24,25*,26,27,28,29,30,31*,32 c. 33,34 d. 35	Mas'ud (2004)
3	Work Motivation	1. Perception about employment 2. Perception about teachers' ability to solve problems 3. Perception about money-oriented motives	a. 36,37,38,39,40,41,42 b. 43,44,45,46,47* c. 48,49,50	Hersey dan Blanchard (Dharma,2000:179)
4	Organizational Culture	1. Tolerance to the conflict 2. Tolerance to the action at risk 3. Inisiatif Individual 4. Integration inside the organization	a. 51,52,53,54 b. 55,56,57 c. 58,59 d. 60	Robbins dan Judge (2008:256)

\*Negative Statement

### G. Instrument Research Test

Data analysis is a process that simplify the data to the easy form to be understand and interpreted. Using quantitative method, it is expected to get the accurate result of measurement about the response that given by the respondents so the numerical data can be processed by statistical method.

## 1. Validity Test

Validity is an instrument that can measure a thing to be measured (Ferdinand, 2006). Validity test is to measure the questionnaire whether it is valid or not. A questionnaire is valid if it reveals the matter to be measured by the questionnaire (Ghozali, 2006).

The method to do a validity test is by doing correlation between the score of each question and the total construct score or variable. If a measuring instrument has a significant correlation between the score of item and the total score then score is valid (Ghozali 2006).

the formula of validity test is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$r_{xy}$  : Cooficiency correlation between  $X_1$  with  $X_2$  and Y

N : Total respondent

$\sum XY$  : Toal multiplication of X and Y

$\sum X$  : Amount of X

$\sum Y$  : Ammount of Y

$\sum X^2$  : Amount of X square

$\sum Y^2$  : Amount of Y square

(Suharsimi Arikunto, 2006)

The item of the statement are valid if  $r_{hitung} > r_{tabel}$  are 0,30 (Sugiyono, 2013). The result of statical test shown:

a. The result of validity test on variable ‘‘Teachers’ Readiness in Facing Curriculum Changes’’

Table 4. Note of validity test (Teachers’ readiness in facing curriculum changes)

Variable	Indicator	Item Number	Discarded
The Readiness of Curriculum Changes	1. Principals and teacher willingness	a. 1,2,3,4	-
	2. The readiness of human resources	a. 5,6,7,8,9,10,11	5, 10
	3. Comprehension and the readiness to newest curriculum implementation	b. 12,13,14,15,16, 17*,18*,19,20	14

Resource: processed research data 2016

The validity test has been done using statistic program version accounting teacher as respondent in SMK Kristen 1 Magelang. The result of accounting teacher readiness in facing curriculum change contain of 20 statement which three of them are not valid in number 5, 10, and 14 and can not be process for further analysis. On the other hand the rest of statement are judgementally valid.

b. The results of validity test on variable ‘‘Visionary Leadership Style’’

Table 5. Note of Validity Test (Visionary Leadership Style)

Variable	Indicator	Item Number	Discarded
Visionary Leadership Style	1. Vision and articulation	a. 21,22,23	-
	2. Sensitivity to member needs	b. 24,25*,26,27,28, 29,30,31*,32	30, 32
	3. Flexibility to change	c. 33,34	-
	4. Sensitivity to the environment	d. 35	-

Resource: processed research data 2016

The validity test has been done using statistic program accounting teacher as respondent in SMK Kristen 1 Magelang. The result of visionary leadership style variable with 15 item contain 2 invalid statement on statement number 30 and 32 and can't be process for further analysis. On the other hand the rest of statement are judgementally valid.

c. The results of validity test on variable "Work Motivation"

Table 6. Note of Validity test (Work Motivation)

Variable	Indicator	Item Number	Discarded
Work Motivation	1. Perception about employment	a. 36,37,38,39,40,41,42	-
	2. Perception about teachers' ability to solve problems	b. 43,44,45,46,47*	45
	3. Perception about money-oriented motives	c. 48,49,50	-

Resource: processed research data 2016

The validity test has been done using statistic program accounting teacher as respondent in SMK Kristen 1 Magelang. The result of work motivation variable with 15 item contain 1 invalid statement on statement number 45 and can't be process for further analysis. On the other hand the rest of statement are judgementally valid.

## d. The results of validity test on variable “Organizational Culture”

Table 7. Note of Validity Test (Organizational Culture)

Variable	Indicator	Item Number	Discarded
Organizational Culture	1. Tolerance to the conflict	a. 51,52,53,54	-
	2. Tolerance to the action at risk	b. 55,56,57	-
	3. Inisiatif Individual	c. 58,59	-
	4. Integration inside the organization	d. 60	-

Resource: processed research data 2016

Validation test has been done using statistik program accounting teacher as respondent in SMK Kristen 1 Magelang. The result shown that Organizational culture variable which containing 10 item on the argument are valid.

## 2. Reliability Test

Reliability test is an instrument to measure the questionnaire that constitute variable indicator or construct. A questionnaire is reliable if the answer to the question is consistency and stable all the time (Ghozali, 2016). Reliability test is a stability level of the instrument in measuring a case. The reliability of this research will be tested by statistic program, Cronbach Alpha statistical test. A variable or construct is categorized reliable if the cronbach alpha > 0.06 (Ghozali, 2006).

the formula of reliability test is as follows:

$$r_i = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum a^2 b}{a^2 t} \right]$$

$r_i$  : Reliability instrument

k : Amount of question

$\sum a^2b$  : Variant of items

$a^2t$  : Variant total

(Suharsimi Arikunto, 2006)

The formula of variant of items and variant total is as follows:

$$S_t^2 = \frac{\sum Xt^2}{n} - \frac{(\sum Xt)^2}{n^2}$$

$$S_i^2 = \frac{JKi}{n} - \frac{JKs}{n^2}$$

Jki : the total of quadratic score item

JKs : The total of quadratic subject

(Sugiyono, 2012)

One variable called reliable if score of Alfa Cronbach bigger (>) than 0.60 (Bhuwono Agung, 2005). This research interpretate the result of testing using this instrumen shown on the tabel below:

Table 8. Reliability Coefficient Of The Instrument

Interval Koefisien	Criteria
0.800 – 1.000	Very High
0.600 – 0.799	High
0.400 – 0.599	Medium
0.200 – 0.399	Low
0.000 – 0.199	Very Low

Resource: Suharsimi Arikunto (2010)

Table 9. Note of Reability Test on Variable Research

Variable	Coefficient Alpha	Criteria
Readiness in Facing curriculum Change	0.885	Very High
Visionary Leadership Style	0.856	Very High
Work Motivation	0.895	Very High
Organizational Culture	0.892	Very High

Resource: processed research data 2016

From the table below score of each variable is bigger than 0.60 on the items The Readiness of Facing Curriculum Changes as much as 0.885, Visionary Leadership Style 0.856, Work Motivation 0.895, and Organizational Culture 0.892, it's concluded that each variable are reliable.

## H. Data Analysis Techniques

Data analysis technique is process of data simplicity into something understandable and easy in interpreting. There are 2 techniques in data simplicity process for understandable and easy in interpreting :

### 1. Classical Assumption Test

Classical assumption Test should be done before the Hypothesis test in order to avoid the deviation in the measurement. There are some tests that should be done:

#### a. Multicollinearity Test

This measurement is to measure is there any independent variable in the regression model or not. If there is found any multicollinearity, then, variable regression coefficient is not uncertain and the error

become limitless (Ghozali, 2016). We can examine the tolerance score and the variance inflation factor (VIF) to know is there any multicollinearity in the regression models or not. Tolerance of measuring the variability of selected independent variable can be explained by other the independent variable. So, the score of low tolerance is same with the score of high VIF ( $VIF=1/\text{tolerance}$ ) and show the high collinearity. The score of cut-off that is commonly used is tolerance score 0, 10 or same with VIF score above 10 (Ghozali, 2009).

$$VIF = \frac{1}{\text{Tolerance Value}}$$

(Santoso, 2000)

#### b. Homoscedasticity Test

This testing is to test is there any inequality variance from the residue from an observation to another in regression model or not. A good regression model is that homoscedasticity one, which is variance from the residual of an observation to the other is constant (Ghozali, 2009). The testing of glejser test to the regression model that is not homoscedasticity, should be qualified some criterion. Those are:

- a. If it has a significant variable so it indicates that there has been a homoscedasticity.
- b. If it has not a significant variable so it indicates that there has been a homoscedasticity.

### c. Linearity Test

Linearity test is used for finding whether independent variable and dependant variable on the research has linear corelation by the increasing of independant score following by the incresing of dependant variable score (Imam Ghozali, 2011). Criteria applied on the linearity is F with mathematical formula :  $F_{reg} = \frac{Rk_{reg}}{Rk_{res}}$

Description:

$F_{reg}$  : Score of F regresion

$Rk_{reg}$  : Quadrant avarage on line regression

$Rk_{res}$  : Quadrant avarage of residual line

(Sutrisno Hadi, 2004)

The result of Fhitung consulted by Ftable with 5% (95% trust rate). If thitung smaller or same with Ftable it's mean the corellation between kriterium and predicator is linear (ferdinandus, 2014). The basic of desicion making ini linearity test are:

- 1) If the probability value is  $\geq 0.05$ , then the relationships between variable X by Y is linear.
- 2) If the probability value is  $\leq 0,05$ , then the relationships between variable X by Y is linear.

### 2. Hypothesis Test

Eriyanto (2011), said that actually testing hypothesis is to ensure that the analysis can be used to describe the real situation in

population. The result of data collection will be compiled in each variable as one score from each respondent and can be calculated through statistic program. The data analysis method is using statistical calculation program to test the hypothesis that has been defined can be accepted or not. In this research, the statistical calculation uses regression analysis model with the equation:

#### 1. Simple Linier Regression

Simple regression can be used to predict scores on independent from the scores on a dependent variable (Santoso, 2000). Regression analysis, can be used to measure the strange of the relationship between two variables, it can show the direction of the relationship between independent variables and dependent variable. In this Research, a simple linier regression analysis was used to test hypothesis 1 (H1) there is positif effect and significant between principals visionary leadership style on the teacher readiness in facing curriculum changes and Hypothesis 2 (H2) there is positif effect and significant between work motivation on the the teacher readiness in facing curriculum changes. Simple regression analysis test to prove the hypothesis, with the steps:

## 1) Simple Linier Regression

$$Y = a + bX_1$$

Descriptions:

Y = Teachers' readiness to face the curriculum changes

a = Constants

b = Regression coefficients

X<sub>1</sub> = Visionary Leadership Style

(Sugiyono, 2012)

The price a dan b can be searched by the formula:

$$a = \frac{(\Sigma Y)(\Sigma X^2) - (\Sigma X)(\Sigma XY)}{n\Sigma X^2 - (\Sigma X)^2}$$

$$b = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{n\Sigma X^2 - (\Sigma X)^2}$$

Description:

n : The number of subject

$\Sigma XY$  : Total of multiplication between X and Y

$\Sigma X$  : Score Total of Y

$\Sigma Y$  : Score Total of X

(Sugiyono, 2012)

2) Find the coefficient of determination (r<sup>2</sup>) between the predictor X<sub>1</sub> and X<sub>2</sub> with Y

$$r^2(x_1y) = \frac{a_1 \Sigma X_1 Y}{\Sigma Y^2}$$

$$r^2(x_2y) = \frac{a_2 \Sigma X_2 Y}{\Sigma Y^2}$$

Description:

r<sup>2</sup>(x<sub>1</sub>y) : Coefficient of determination between X<sub>1</sub> and Y

r<sup>2</sup>(x<sub>2</sub>y) : Coefficient of determination between X<sub>2</sub> and Y

- $a_1$  : Coefficient of predictor  $X_1$   
 $a_2$  : Coefficient of predictor  $X_2$   
 $\sum X_1y$  : Total Product  $X_1$  dengan  $Y$   
 $\sum X_2y$  : Total Product  $X_2$  dengan  $Y$   
 $\sum Y^2$  : The Total of quadratic kriterium  $Y$   
 (Sutrisno Hadi, 2004)

This test is used to testing the Constanta signification in each independant variable will influencing dependant variable. the amount of thitung compare to ttablel with 5% signification (95% trust ratio), if thitung is bigger that ttablel its mean there is significant influence of independent variable to dependant. On the other side, first and second hypothesis on the research are supporting if amout of signification is smaller than level of significant ( $\text{sig.} < \alpha$ ) there must be significant correlation between free variable and bounds variable. (Bhuono Agung Nugroho, 2005).

The criteria of taking the conclusion is::

- a) If the amount of  $t_{\text{hitung}} \geq t_{\text{tabel}}$  the alternative hipotesis can be accept is Visionary leadership principal has an effect to the readiness of teacher in facing curriculum change and work motivation has an effect in teachers readiness in facing curriculum change.
- b) If the amount  $t_{\text{hitung}} \leq t_{\text{tabel}}$  so this hypothesis rejected.

## 2. Moderated Regression Analysis

To test the hypothesis those are work motivation, principals' visionary leadership style, interaction between work motivation and

organizational culture and interaction between principals' visionary leadership style and the organizational culture to the teachers' readiness to face curriculum changes by regression equation through interaction test or often called as Moderated Regression Analysis (MRA). MRA is a special application of multiple linear regression in an equation of its regression that contains some elements of interaction (multiple independent variable) as follows (Ghozali, 2006).

$$Y = \alpha + \beta.x1 + e.....(H1)$$

$$Y = \alpha + \beta.x2 + e.....(H2)$$

$$Y = \alpha + \beta1.x1 + \beta2.z + e$$

$$Y = \alpha + \beta.x1 + \beta2.z + \beta3.x1 * z + e.....(H3)$$

$$Y = \alpha + \beta1.x2 + \beta2.z + e$$

$$Y = \alpha + \beta.x2 + \beta2.z + \beta3.x2 * z + e.....(H4)$$

Description:

Y : Teachers' readiness in facing curriculum changes

$\alpha$  : Constanta

$\beta1$  s.d  $\beta2$  : Coefficient Regression

x1 : Principals' visionary leadership style

x2 : Work Motivation

z : Organizational Culture

$x1 * z$  : Interaction between Visionary Leadership Style and Organizational Culture

$x_2 * z$  : Interaction between Work Motivation and Organizational Culture

$e$  : Disturbance error (*faktor pengganggu residual*)

Decision making criteria is as follows:

a) Coefficient of Determination ( $R^2$ )

Multicollinearity happens if the score of  $R^2$  that produced by an empiric regression model is very high but, there are many individual independent variables that is not significant influencing the dependent variable (Ghozali, 2006).

b) F-test

The testing of the effect of independent variable stimulant to the changes of dependent variable score is done through a measurement to the magnitude of change of dependent variable that can be explained by the changes of all independent variables, so that should be F-test. F-test or ANOVA is done by comparing the level of significance that have been stated for the research with probability value from the research result (Ghozali, 2006).

c) T-test

This testing is used to determine is the two sample related each other or have a different mean or not. T-test is done by comparing the differences between two means with the

standard of error from the differences the mean of two samples (Ghozali, 2006).

## CHAPTER IV

### RESULT AND DISCUSSIONS

#### A. Description of Research Data

The data in this study were collected using questionnaires with the subjects were teachers of accounting at Private vocational high school 17 of Magelang, Bhakti Karya 1 magelang, and Muhammadiyah Magelang private vocational high school at academic year 2015/2016. Data collection was held on 21 to 31 of March, 2016. The number of subjects who fill out the questionnaire amounted to 55 people, but there were only 51 respondents that were qualified to be used as research data. The return was 96.52% because there was a the questionnaire was not returned and three questionnaires were not completely filled, so they were not qualified to be used as research data.

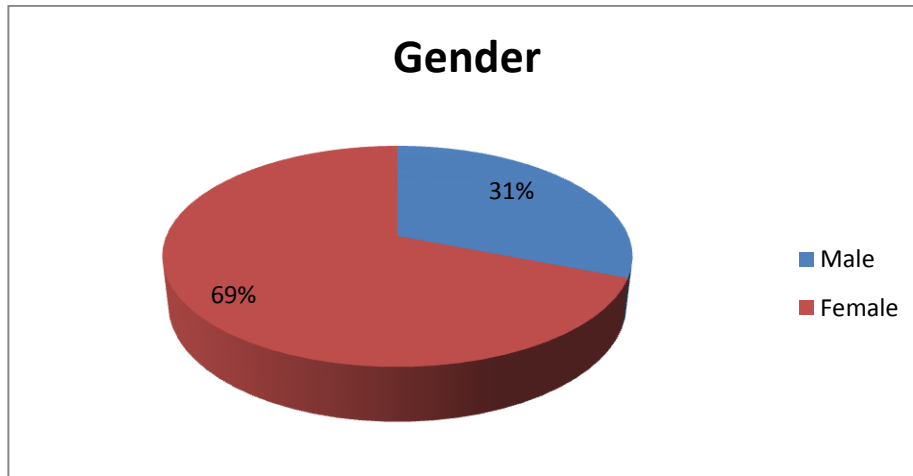
Tabel 1. Questionnaire Return Rate

<b>Information</b>	<b>Total</b>	<b>Percentage (%)</b>
Distributed questionnaires	55	100%
Unreturned questionnaire	1	0.84%
Incompleted questionnaires	3	2.52%
Qualified questionnaires	51	96.64%

Resource: processed research data 2016

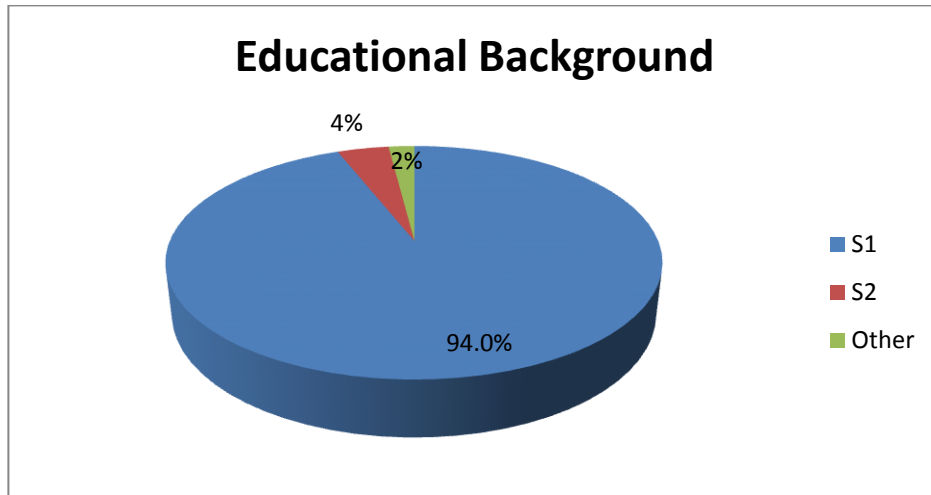
The characteristics of the qualified respondents to be used as sample in this study were divided into several groups, according to gender, education,

working period, age, and status of employment. The following was presenting the characteristics of the respondents according to gender, job periods, education, age, and their employment status.



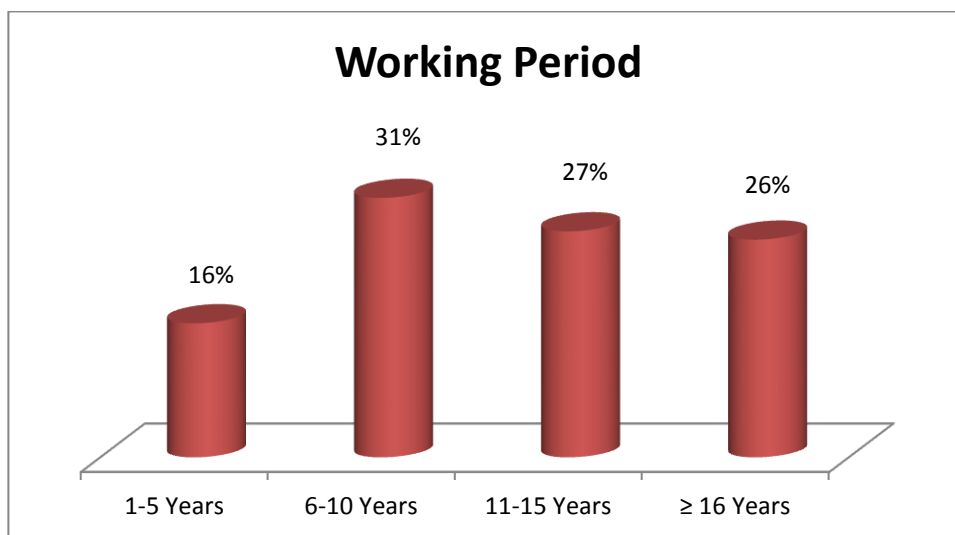
**Figure 1. Respondents' characteristics based on gender**

The image above shows that the respondents in this study were mostly female namely as many as 35 teachers (69%), and the male sex as many as 16 teacher (31%).



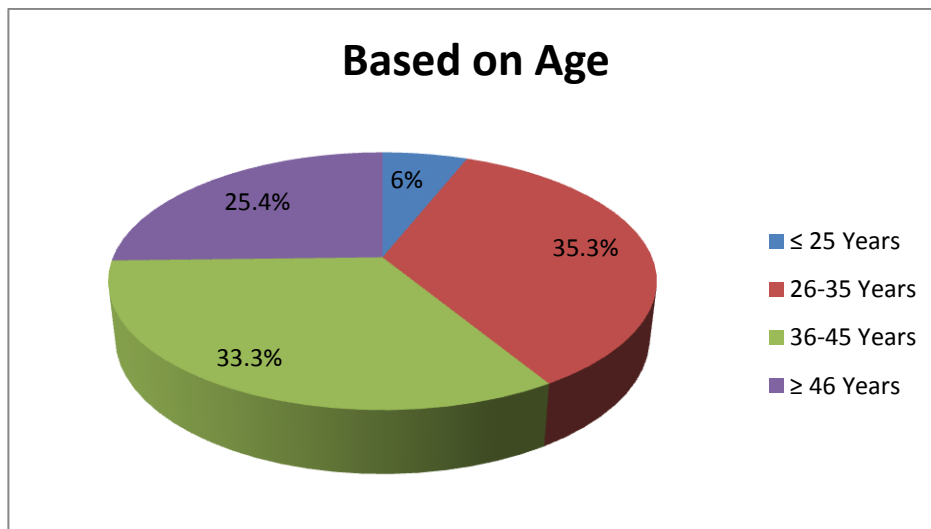
**Figure 2. Respondents' characteristics based educational background**

The image above shows that the respondents in this study were mostly having undergraduate degree Educational background namely as many as 48 teachers (94%). Followed by master degree educational background was as many as 2 teachers (4%) and other educational was as many as 1 person (2%).



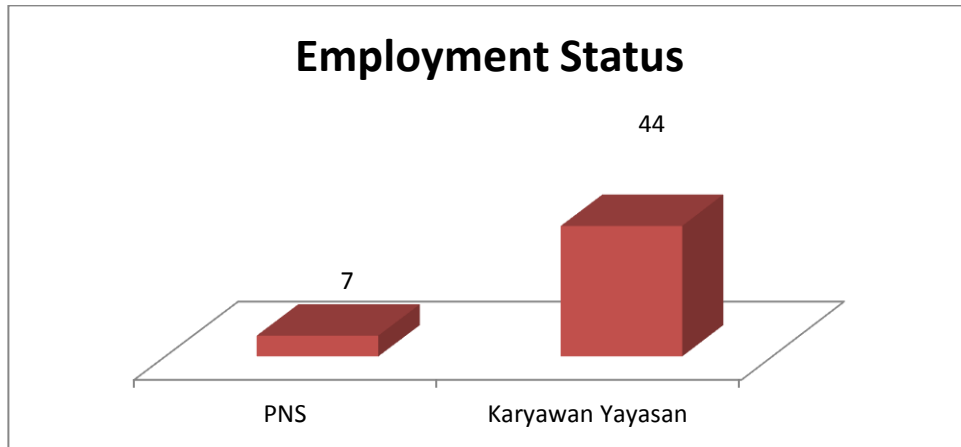
**Figure 3. Respondents' characteristics based on working period**

The image above shows that the respondents in this study were mostly the teachers working for the 6-10 year namely 16 teacher (31%), followed by teachers of 11-15 years working were 14 teachers (27%). Teachers with working period 16 years  $\geq$  were 13 teachers (26%), and teachers work with 1-5 years were 8 teachers (16%).



**Figure 4. Respondents' characteristics based on age**

The picture above shows that the respondents in this study were mostly 26-35 years by as many as 18 teachers (21.9%), followed by age 36-45 years as many as 17 teachers (33.3%), aged 46  $\geq$  years by as many as 13 teachers (15.8%). While, teachers aged  $\leq$  25 years were as many as 3 teachers (6%).



**Figure 5. Respondents' characteristics based on employment Status**

The image above shows that the respondents in this study were more teachers with the employment status of Foundation employees totaled 44 teachers (86%). The teacher with the status of employment of civil servants totaled 7 teachers (14%)

## **B. Description of specific data**

Power analysis presented in this study included the value of the average Mean (M), mode (Mo), Median (Me), and the standard deviation (SD). The *mean* was the average value, *mode* was value of the variable or the data that had high frequency in the distribution. The *median* was the value which limits the distribution frequency by 50% above and 50% down, whereas the standard deviation was the root of the variance. Besides, the frequency distribution table was served and done categorization against the value of each indicator. The steps

used in presenting the frequency distribution table taken from Sugiyono (2012) were as follows:

1. Count the number of class intervals (Formula Sturges)

$$K = 1 + 3,3 \log n$$

Description:

K : total class interval

N : total observed data

Log : logarithm

2. Determine the range of the data, i.e. the largest data minus the smallest data then plus 1.
3. Calculate the length of the class = range data divided the number of class.

The next description was doing categorization against the value of each indicator. Those value was divided into three categories based on the ideal Mean (Mi) and the ideal standard deviation (SDi). The formula to find the Mid and SDi was:

$$\text{Mean ideal (Mi)} = 1/2 (\text{maximum value} + \text{minimum})$$

$$\text{Ideal standard deviation (SDi)} = 1/6 (\text{maximum value} - \text{the value of minium})$$

While to search the following categories

Low =  $X < (Mi - SDi)$

Middle =  $(Mi - SDi) \leq X \leq (Mi + SDi)$

High =  $X > (Mi + SDi)$

### 1. The Readiness in Facing Curriculum Changes

The readiness in facing curriculum changes variable consisted three indicators, namely the ability of the teacher and principal, HR readiness in schools, understanding and readiness against the implementation of new curriculum. From those three indicators, it was made twenty statements about various actions against measurement of teachers' readiness in facing curriculum changes, and from those twenty statement, there were three invalid statement items, i.e. items of the statement numbers 5, 10, and 14 so that were considered as failed and were not been included in the analysis. While, the details of the other statement item were declared as valid. Determination of score used *likert* scale 1-4, with regulation the greater the score obtained indicated that the respondents had a readiness in facing of curriculum changes. conversely, the smaller obtained value, then the respondents were unprepared in the face of changes in the curriculum. Score provided were four for maximum and one for minimum, so it was produced the highest score of

68 from the highest score that probably achieved ( $4 \times 17 = 68$ ) and the lowest score of the lowest possible score achieved ( $1 \times 5 = 5$ ).

Based on processed teachers' readiness in facing curriculum change data with the number of respondents 51 teachers, it was retrieved values as follows: mean 57.451, mode 58.00 median 58.000, standard of deviation, 5.10025, maximum 66.00, minimum 48.00. The number of classes obtained was  $1 + 3.3 \log 51 = 6.634981581$ , rounded to 7. Range data registration  $(66 - 48) + 1 = 19$  length class  $19/7 = 2.714 = 3$  are rounded.

Table 2. Frequency Distribution of Readiness in Facing Curriculum Changes Variable (y),

<b>Class interval</b>	<b>Frequency</b>	<b>Percentage (%)</b>
48 – 50	5	9.8%
51 – 53	9	17.6%
54 – 56	7	13.7%
57 – 59	10	19.6%
60 – 62	10	19.6%
63 – 65	8	15.7%
66 – 68	2	3.9%
<b>Total</b>	<b>51</b>	<b>100%</b>

Resource: processed research data 2016

The Table above shows that the highest frequency was 10 respondents in the class interval of 57 – 59 and 60 – 62 with a percentage of 19.6%. The lowest

frequency was 2 respondents in the class interval 66 – 68 with percentage of 3.9%. Determination of variable inclination after the maximum and minimum values were known, and then searched for the ideal Mean value (Mi) and ideal standard deviation (SDi). Ideal Mean (Mi) of readiness in facing curriculum changes variables was 42.5, whereas ideal standard deviation (SDi) was 8.5. After Mi and SDi were recognized and then were categorized into three categories i.e. low, medium, high. More calculations can be seen on the attachment pages.

Table 3. Inclination Frequency Distribution of the Readiness in Facing Curriculum Changes variable

<b>Interval</b>	<b>frequency</b>	<b>Percentage (%)</b>	<b>categories</b>
< 34	0	0.00%	Low
34 s/d 51	10	19.61%	Medium
> 51	41	80.39%	High
<b>Total</b>	<b>51</b>	<b>100%</b>	

Resource: processed primary data 2016

The table above shows that the frequency of the Readiness in Facing Curriculum Changes: no respondents (0.00%) that included in “low” category, the “medium” category were totaled at 10 respondents (19.61%), and in the “high” category were respondents (80.39%). This meant that in the situation readiness in facing curriculum changes that involves private school in Magelang, the inclination of accounting teachers had the results of the high readiness of facing curriculum changes.

## 2. Visionary Leadership Styles

Visionary leadership style Variable was consisted of four indicators, namely vision and articulation, sensitivity to member needs, flexibility to change, sensitivity to the environment. There were made 15 statements from those four indicators and from those 15 statements, there are 2 statements were invalid, namely: item statement number 30 and 32 so that fall and was declared to be failed in the subsequent analysis. While the other statement items were declared valid. Likert scales score determination were consisted of four alternative answers. Provided scores were maximum at four and minimum at one, so, it was retrieved the highest score of 52 from the highest score that probably achieved ( $4 \times 13 = 52$ ) and lowest score 13 of the possible lowest score achieved ( $1 \times 13 = 13$ ).

Based on the processed data of Visionary leadership style by the number of respondents 51 accounting teacher, then the retrieved value is as follows: 44.1176 mean, mode 43.00, standard deviation 3.84524, maximum 52, and minimum 38. The obtained number of classes was  $1 + 3.3 \log 51 = 6.634981581$ , rounded to 7. Range data registration  $(52 - 38) + 1 = 15$ . Length of class  $15/7 = 2.142 = 2$  (rounded). More calculations can be viewed page.

Table 4. Frequency Distribution of Visionary Leadership Style Variable

<b>Class interval</b>	<b>Frequency</b>	<b>Percentage (%)</b>
38 – 39	7	13.7%
40 – 41	7	13.7%
42 – 43	12	23.5%
44 – 45	6	11.8%
46 – 47	9	17.6%
48 – 49	3	5.9%
50 – 51	5	9.8%
52 – 53	2	3.9%
<b>Total</b>	<b>51</b>	<b>100%</b>

Resource: processed research data 2016

The table above shows that the highest frequency was 12 respondents in the class interval 42 – 43 with percentage of 23.5%. The lowest frequency was 2 respondents found in class intervals of 52 – 53 with percentage of 3.9%. Determination of variable inclinations after the maximum and minimum values was known, then search for the ideal Mean value (Mi) and the ideal standard deviation (SDi).

Ideal Mean (Mi) of visionary leadership style variable was 32.5, whereas ideal standard deviation was 6.5 (SDi). After Mi and SDi were recognized, then they categorized into three categories i.e. low, medium, high. More calculations can be seen on the attachment page.

Table 5. Inclination Frequency Distribution of Visionary Leadership Style

Variable			
Interval	Frequency	Percentage (%)	Categories
< 26	0	0.00%	low
26 to 39	7	13.73%	Medium
> 39	44	86.27%	High
<b>Total</b>	<b>41</b>	<b>100%</b>	

Resource: processed primary data 2016

The table above shows that the frequency of visionary leadership style with no respondents was at (0.00%), the low category was 7 respondents (13.73%), and in the high category was 44 respondents (86.27%). This means that in a situation of visionary leadership style that involved the head of the private school in magelang, the majority inclination of accounting teacher was high in perception.

### 3. Work Motivation

Work motivation Variable was consisting of three indicators, namely the perception about the challenges of the job, the perception about the ability of teachers to cope with distress, perceptions about motive based on money. From those three indicators, 15 statements were made and there is a statement was invalid, namely item number 45 so that it was declared as failed and was not included in subsequent analysis. While the other statement items were

declared as valid. Likert scales score determination was consisting of four alternative answers. Provided scores were maximum at four and a minimum at one, so, it was produced the highest score of 56 from the score that might be accomplished ( $4 \times 14 = 56$ ) and the lowest score of the lowest score that might be accomplished ( $1 \times 14 = 14$ ).

based on Work Motivation data that were processed by the number of respondents 51 of accounting teachers, then it was retrieved value as follows: mean was 47.0392, mode was 45.00, standard deviation was 4.98783, maximum 56, and minimum 36. The number of classes obtained was  $1 + 3.3 \log 51 = 6.634981581$ , rounded to 7. Range of data was  $(36 - 56) + 1 = 21$ . Length of class  $21/7 = 3$ . More calculations can be viewed in page.

Table 6. Frequency Distribution of Work Motivation Variable

<b>Class Interval</b>	<b>Frequency</b>	<b>Percentage (%)</b>
36 – 38	3	5.9%
39 – 41	2	3.9%
42 – 44	10	19.6%
45 – 47	16	31.4%
48 – 50	7	13.7%
51 – 53	6	11.8%
54 – 56	7	13.7%
<b>Total</b>	<b>51</b>	<b>100%</b>

Sumber: processed primary data 2016

The table above shows that the highest frequency was 16 respondents in class intervals of 45 – 47 with percentage of 31.4%. The lowest frequency was 2 respondents in the class interval 39 – 41 with a percentage of 3.9%. Determination of variable inclination after the maximum and minimum values was known, then search for the ideal Mean value (Mi) and ideal standard deviation (SDi).

Ideal Mean (Mi) work motivation was 35, whereas standard deviation ideally (SDi) 7. After the Mi and SDi were recognized, they were categorized into three categories i.e. low, medium, high. More calculations can be seen on the attachment page.

Table 7. Inclination Frequency Distribution of Work Motivation Variable

<b>Interval</b>	<b>Frekuensi</b>	<b>Persentase (%)</b>	<b>Kategori</b>
< 28	0	0.00%	Low
28 s/d 42	9	17.65%	Medium
> 42	42	82.35%	High
<b>Total</b>	<b>51</b>	<b>100%</b>	

Resource: processed primary research data 2

The table above shows that the frequency of work motivation with no respondents was (0.00%), the low category are was 9 respondents (18%), and the high category was 42 respondents (82.35%). This means that the working motivation in a situation involving private school in magelang, the majority inclination of accounting- teachers were highly motivated.

#### 4. Organizational Culture

Organizational culture Variable was consisting of four indicators, namely tolerance towards conflict, tolerance of risk-taking action, individual initiative, integration within the organization. From those four indicators 10 statements were made and were declared as valid. Likert scales score determination was consisting of four alternative answers. Provided scores were maximum at four and minimum at one, so, it was retrieved the highest score was 40 from the highest score that might be accomplished ( $4 \times 10 = 40$ ) and the lowest score of the lowest score that possibly achieved ( $1 \times 10 = 0$ ).

Based on the processed organizational culture data with the number of respondents 51 accounting teachers, then the retrieved value was as follows: mean was 33.6275, mode was 39.00, standard deviation was 3.91898, maximum was 40, and minimum was 27. The number of classes obtained was  $1 + 3.3 \log 51 = 6.634981581$ , rounded to 7. Range of data registration was  $(40 - 27) + 1 = 14$ . The length of the class  $14/7 = 2$ . More calculations can be viewed page.

Table 8. Frequency Distribution of Organizational Culture Variable

<b>Class Interval</b>	<b>Frequency</b>	<b>Percentage (%)</b>
27 – 28	8	15.7%
29 – 30	5	9.8%
31 – 32	6	11.8%
33 – 34	11	21.6%
35 – 36	7	13.7%
37 – 38	5	9.8%
39 – 40	9	17.6%
<b>Jumlah</b>	<b>51</b>	<b>100%</b>

Resource: processed primary data 2016

The table above shows that the highest frequency was 11 respondents in class intervals of 33 – 34 with the percentage was 21.6%, the lowest frequency was 5 respondents in the class interval of 29 – 30 and 37 – 38 with percentage of 9.8%. Determination of the variable inclination after the maximum and minimum values was recognized, and then researcher searched for the ideal Mean value (Mi) and ideal standard deviation (SDi).

Mean ideal (Mi) of motivation of work was 25, whereas the ideal standard deviation (SDi) was 5. After Mi and SDi are recognized, they were categorized into three categories i.e., weak, medium, strong. More calculations can be seen on the attachment page.

Table 9. Inclination Frequency Distribution of Organizational Culture Variable

<b>Interval</b>	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Categories</b>
< 20	0	0.00%	Weak
20 to 30	13	25.49%	Medium
> 30	38	74.51%	Strong
<b>Total</b>	<b>51</b>	<b>100%</b>	

Resources: processed primary data 2016

The table above shows that the frequency of organizational culture with no respondents was (0.00%), the low category was as 13 respondents (25.49%), and in the strong category as many as 38 respondents (74.51%). This means the accounting teachers had perception that organizational culture tends to be strong

### **C. Data analysis**

#### **1. Classical Assumption Test**

Before regression analysis against variable study was conducted, it was firstly done a Classical Assumption Test. The goal was to make the data was feasible to be used as source of testing, and the correct conclusion was able to be produced. Calculation of all classical assumption test on this study was processed and can be seen in attachment. Classical Assumption Test that had been conducted included:

a. Linearity Test

Linearity test was performed to find out the relationship between free and bound variables whether they were linear or not. Summary Results of calculation linearity test can be seen in the table below.

Table 10. Linearity Test Result

<b>Correlation</b>	<b>Sig</b>	<b>Criteria</b>
$X_1 - Y$	0.487	Linear
$X_2 - Y$	0.064	Linear

Resource: processed primary data 2016

Based on the table above, the significant value of visionary leadership style against the readiness of facing curriculum change was 0.487 and significance value of motivation of working against the readiness of facing curriculum change was 0.064. The significant value was greater than 0.05, so it can be concluded that the influence of each independent variable towards the dependent variable are linear

b. Multicollinearity Test

Test for multicollinearity aimed to test whether there was a correlation between free variables as terms to be used in multiple regressions in testing the hypothesis. In a good regression model, correlation among independent variables should not occur. Using the values of tolerance, the formed value must be above 10% by using the VIF

(Variance Inflation Factor), the formed value must be less than 10, if not, then multicollinearity would happen, and the regression model was not feasible to be used. Multicollinearity test results can be seen in table below.

Table 11. Multicollinearity Test Result

Variabel	Collinearity Statistics	
	Tolerance	VIF
X <sub>1</sub>	0.492	2.034
X <sub>2</sub>	0.492	2.034

Resource: processed primary data 2016

Table 11 shows that the value of the VIF (Variance Inflation Factor) visionary leadership style variable and work motivation was 2.034. Overall, the value was less than 10. Besides, the value of the Tolerance for variable visionary leadership style and work Motivation was 0.492 and greater than 10%. Thus, it could be concluded that in the regression model cannot be found the existence of a multi co-linearity among the independent variables.

c. Homoscedasticity test

Test homoscedasticity aimed to test whether the regression model occurred inequality variance from residual between observations or not. To find out existence of homoscedasticity in the data, Glejser test was

used. If the significance was larger than a predetermined significance level i.e. 5%, then homoscedasticity was not occurred. Conversely, if the significance was less than 5%, then homoscedasticity was occurred. The test results can be seen in the table below.

Table 12. Homoscedasticity test result

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.992	3.105		1.608	.114
	Visionary Leadership Style	-.078	.099	-.161	-.787	.435
	Work Motivation	.019	.076	.050	.245	.807

a. Dependent Variable: abres

Resource: processed primary data 2016

From above data, it could be known that visionary leadership style had the significance at 0.435 and motivation of work had significance at 0.807 or greater than 5% (0.05), so that it could be summed up that homoscedasticity was not occurring.

## 2. Hypothesis test

Analysis techniques were used to test the first and second hypothesis using simple regression analysis techniques, while for the third and fourth hypothesis test was using the MRA (Moderated Regression Analysis) analysis technique.

a. Simple regression analysis

Simple linear Regression was to determine the partially influence of the independent variable against the dependent variable.

- 1) H1: there was significant and positive effect of visionary leadership style against the teachers readiness to face the curriculum changes.

Summary of the results of the simple regression analysis using statistical processing for the first hypothesis in this study were as follows:

Table 13. Results of The Simple Regression Analysis the First Hypothesis H<sub>1</sub>

Variabel	Perhitungan		Sig	Konstanta	Coefficient
	r(x1y)	r <sup>2</sup> (x1y)			
X <sub>1</sub> – Y	0.742	0.550	0.000	14.049	0.984

Resource: processed primary data 2016

Based on the table above, the results of the simple regression analysis of the obtained correlation coefficients value r (xly) was 0.742, and the value of the determination coefficient r<sup>2</sup> (xly) was 0.550. The significance value was less than the level of significant (0.000 < 0.050). The magnitude of the regression coefficient values X<sub>1</sub> was 0.984 and its number of constant was 14.049. Based on these figures can be composed the regression line equation as follows:

$$Y = 14.049 + 0.984X_1$$

The regression equations indicated that if the value of  $X_1$  were considered as constant or did not change then the accounting teacher readiness in facing curriculum changes would be remained at 14.049. If the value of  $X_1$  was increasing up one unit higher the value  $Y$  rose by 0.984 units. It could be concluded that there was a positive influence of visionary leadership style against the teachers' readiness in facing the curriculum changes, thus the first hypothesis accepted.

- 2)  $H_2$ : there was significant and positive effect of work motivation against the teachers' readiness in facing curriculum changes.

Summary of simple regression analysis results using statistical processing for the second hypothesis in this study were as follows:

Table 14. Summary of Simple Regression Analysis Result on  $H_2$

Variabel	Perhitungan		Sig	Konstanta	Coefficient
	$r(x_2y)$	$r^2(x_2y)$			
$X_2 - Y$	0.731	0.535	0.000	22.279	0.748

Resource: processed primary data 2016

Based on the table above, the results of the simple regression analysis obtained correlation coefficients  $r(x_2y)$  was 0.731, and the value of the determination coefficient  $r^2(x_2y)$  was 0.535. The significance value was less than the level of significant ( $0.000 < 0.050$ ) and the magnitude of the regression coefficient values of  $x_2$  was 0.748

and its number of constant was 22.279. Based on these figures, it could be composed the regression line equation was as follows:

$$Y = 22.279 + 0.748X_2$$

Regression equations indicated that if the value of  $X_2$  was considered as constant or did not change, then, the accounting teachers readiness in facing curriculum changes would be remained at of 22.279. If the value of  $X_2$  increased up one unit higher, then, the value  $Y$  rose by 0.748 units. It could be that there was a positive influence between work Motivation towards teachers' readiness in facing curriculum changes, thus the second hypothesis was accepted.

#### b. Multiple Regression Analysis

This research used regression equations through interaction test or often called with MRA (Moderated Regression Analysis). MRA was a special applications of multiple linear regression; in which, in the equation, the regression contains elements of interaction gained from absolute difference of the independent variable (Ghozali, 2016).

- 1) H3: organizational culture can moderate the effect of principals visionary leadership style on the teachers readiness to face the curriculum changes.

This analysis was used to find out how the organizational culture in moderating visionary leadership style toward accounting teachers' readiness in facing curriculum changes. To know the interpretation of the analysis results, it needed to be determined the type of moderation variable, so that the third hypothesis had three equations. The equation for this fourth hypothesis were:

$$Y = \alpha + \beta_1.x_1 + e \quad (1)$$

$$Y = \alpha + \beta_1.x_1 + \beta_2.z + e \quad (2)$$

$$Y = \alpha + \beta_1.x_1 + \beta_2.z + \beta_3.x_1*z + e \quad (3)$$

If the equation 2 and 3 were not different significantly or  $\beta_3 = 0$ ;  $\beta_2 \neq 0$  then organizational culture variable was not moderation variable, but as a predictor variable (independent). If equations 1 and 2 were not different but different from Equation 3 or  $\beta_2 = 0$ ;  $\beta_3 \neq 0$  then organizational culture variable was a pure moderator variable. Cultural Organization was the quasi moderator variable if the equation 1, 2, and 3 must be different to each other or  $\beta_2 \neq \beta_3 \neq 0$  (Imam Ghozali, 2011). Here are the results:

Table 15. Result of Moderated Regression Analysis  $X_1$  with Z towards Y

Keterangan	Equation		
	Equation 1	Equation 2	Equation 3
Equation	$Y = 14.049 + 0.984X_1$	$Y = 5.152 + 0.728X_1 + 0.601Z$	$Y = -12.284 + 1.128X_1 + 1.123Z - 0.012X_1*Z$
Coefficient	$\beta_1 = 0.984$	$\beta_1 = 0.728$	$\beta_1 = 1.128$
Score		$\beta_2 = 0.601$	$\beta_2 = 1.123$
			$\beta_3 = -0.012$
Sig.	$\beta_1 = 0.000$	$\beta_1 = 0.000$	$\beta_1 = 0.212$
		$\beta_2 = 0.000$	$\beta_2 = 0.338$
			$\beta_3 = 0.653$
$R^2$	0.550	0.726	0.727
Adj. $R^2$	0.541	0.714	0.710
F	59.916	63.520	41.713
N	51	51	51

Resource: processed primary data 2016

In Equation 1 could be seen that the value of the coefficient regression was 0.984 which meant that visionary leadership style positive influence against the accounting teacher readiness in facing curriculum changes.  $R^2$  was 0.550 which meant the magnitude of the influence of the principals' visionary leadership style against the accounting teacher readiness in facing curriculum changes was 55%.

In Equation 2, based on the table above, showed that the variable  $X_1$  coefficient was 0.728 which meant that visionary

leadership style positively influence the accounting teachers' readiness in facing curriculum changes. The value of variable Z coefficient was 0.601. The Regression Coefficient was positive it which meant that positive relationship between organizational culture with the accounting teachers' readiness in facing curriculum changes was taken place.

Based on a regression equation 3 above, interaction variable (multiplication between a visionary leadership style with the Organization culture) had the negative coefficient value, this means that the visionary leadership style interaction with cultural organizations had relationships that were not in line with the accounting teacher readiness in in facing curriculum changes. In other words, if the visionary leadership style of interaction the culture of the Organization increased then the accounting teachers' readiness face curriculum changes was decreased.  $X1*Z$  is a model of the interactions between the visionary leadership style and organizational culture that yielded the significance value 0.653; greater than level significance 0.05 so that organizational culture variable was not the moderation variable and insignificant in the moderating influence of the principal visionary leadership style against readiness in facing a curriculum change. Based on these equations, it could be concluded that the

culture of the organizations in this study was not a moderation variable or  $\beta_3 = 0$ ;  $\neq 0$  or  $\beta_2 \beta_3 = -0.012$ ;  $\beta_2 \neq 0$  (1.123). The influence of interaction of  $X_1 * Z$  against  $Y$  was insignificant, indicated by small changes in the value of  $R_2$  i.e. from before 0.726 and after the interaction becomes 0.727.

Based on the analysis above, it can be concluded that the third hypothesis could not be supported which means that organizational culture did not moderate the influence of principals' visionary leadership style against the accounting teacher preparedness in the face of changes in the curriculum, thus the third hypothesis was rejected.

- 2) H4: organizational culture can moderate the effect of work motivation on the teacher readiness to face the curriculum changes.

This analysis was used to find out how the organizational culture in moderating working motivation towards the accounting teacher readiness in facing curriculum changes. To know the interpretation of the analysis results, it needed to be specified the type of variable moderation, so that this fourth hypothesis had three equations. The equations for this fourth hypothesis were:

$$Y = \alpha + \beta_1.x_2 + e \quad (1)$$

$$Y = \alpha + \beta_1.x_2 + \beta_2.z + e \quad (2)$$

$$Y = \alpha + \beta_1.x_2 + \beta_2.z + \beta_3.x_2*z + e \quad (3)$$

If the equation 2 and 3 were not different significantly or  $\beta_3 = 0$ ;  $\beta_2 \neq 0$  then organizational culture variable was not moderation variable, but was a predictor variable (independent). If equation 1 and 2 were not different but different from equation 3 or  $\beta_2 = 0$ ;  $\beta_3 \neq 0$  then organizational culture variable was pure moderator variable. Cultural Organization was the quasi moderator variable if the equation 1, 2, and 3 must be different to each other or  $\beta_2 \neq \beta_3 \neq 0$  (Imam Ghozali, 2011). Here are the results:

Table 16. Result of Moderated Regression Analysis  $X_2$  with Z towards Y

information	Equation		
	Equation 1	Equation 2	Equation 3
Equation	$Y = 22.279 + 0.748X_2$	$Y = 9.493 + 0.565X_2 + 0.636Z$	$Y = -36.197 + 1.559X_2 + 1.937Z - 0.028X_2*Z$
Coefficient value	$\beta_1 = 0.748$	$\beta_1 = 0.565$ $\beta_2 = 0.636$	$\beta_1 = 1.559$ $\beta_2 = 1.937$ $\beta_3 = -0.028$
Sig.	$\beta_1 = 0.000$	$\beta_1 = 0.000$ $\beta_2 = 0.000$	$\beta_1 = 0.032$ $\beta_2 = 0.042$ $\beta_3 = 0.163$
$R^2$	0.535	0.742	0.752
Adj. $R^2$	0.525	0.731	0.736
F	56.309	68.894	47.560
N	51	51	51

Resource: processed primary data 2016

In Equation 1 could be seen that the value of the regression coefficient was 0.748, which meant that working motivation positively influence against the accounting teacher readiness in the facing curriculum changes.  $R^2$  was 0.535 meant that the magnitude of the influence of working motivation of against the accounting teacher readiness in facing curriculum changes was 53.5%.

In Equation 2, based on the table above, shows that the variable  $X_2$  coefficient was 0.565, meant that working motivation was

positively influenced the accounting teacher readiness in facing curriculum changes. The value of variable Z coefficient was 0.636. Regression Coefficient was positive, it meant that it was taken place a positive relationship between organizational culture with the accounting teacher readiness in facing curriculum changes.

Based on a regression equation 3 above, the variable interactions (multiplication between working motivation with organizational culture) had negative coefficient value of the, which was meaning that the interaction of motivation with the organizational culture had a direct relationship with the accounting teacher readiness in facing curriculum changes. In other words, if the interaction of working motivation with organizational culture increased then the readiness of accounting teachers in facing curriculum changes was decreased.  $X^2*Z$  is a model of interaction between work motivation and culture of the organization that produces the significance value 0.163 that greater than 0.05 level of significance so that organizational culture variable was not the moderation variable and insignificant in the moderating influence of the motivation of working against teachers' readiness in facing the accounting curriculum changes to the. Based on these equations it could be concluded that the culture of the

organizations in this study was not a moderation variable or  $\beta_3 = 0$ ;  $\beta_2 \neq 0$  or  $\beta_3 = -0.028$ ;  $\beta_2 \neq 0$  (1.937).

Based on the analysis above, it can be concluded that the fourth hypothesis cannot be supported which means that organizational culture does not moderate the influence of motivation of working against the accounting teacher preparedness in the face of changes in the curriculum, thus the fourth hypothesis is rejected.

#### **D. Discussions the Results**

1. The positive and significant effect Visionary leadership style against The Readiness in Facing Curriculum Changes

The results showed that there was a significant and positive effect of visionary leadership style against the readiness of Teachers in facing curriculum changes. Through simple regression analysis obtained regression coefficients  $X_1$  0.984 and the number of its constant 14.049. So the equation of the regression line was:

$$Y = 14.049 + 0.984X_1$$

The equation had a meaning if the value of  $X_1$  was considered as constant or not changing, then  $Y$  would be at a fixed amount of 9.404. From the results of the simple regression analysis, correlation coefficients was obtained  $r(x_1y)$  was 0.742 for the and determination coefficient values  $r^2(x_1y)$  was 0.550, it also can be interpreted that the magnitude of the

influence of Visionary leadership style against Curriculum Changes Facing Readiness namely amounting to 55% and the rest 45% of which was explained by the unexamined variables.

Value of significance was smaller than the level of significant ( $0.000 < 0.050$ ). The first hypothesis (H1) mentioned that there is a significant and positive influence of visionary leadership style against the curriculum Change Facing readiness, supported by data or in other words, the hypothesis was accepted. This means that the higher the Visionary leadership style which belonged to the principal, then Accounting teachers' readiness in facing curriculum changes would also be increased. If the Principal has a high Visionary leadership style, then he will soon realize and preparing for what happens in the future. If the principal is able to predict and prepare for the changes that occur in the future then the teachers will be required to better prepared and take action in the face of changes especially the changes to the curriculum.

Conducted Research to the accounting teacher showed that the most visionary leadership style that is both the principal that already make the vision and mission of the school together with the teachers, about what can be achieved in the future. This was demonstrated by the statement of the most high score on visionary leadership style variable, while the lowest score in the statement that the principal was open minded to receive any complaints from

teachers, in other words even though the principal has made mission and vision together with teachers about what they want to accomplish in the future, but the accounting teacher considered the principal was less open minded to receive any complaints from teacher against a difficulty in the application of the curriculum. This means that the principal Visionary leadership style can encourage teachers to be able to confront and prepare to curriculum change in the future. The results of this study in accordance with the research conducted by Ni Ketut Suarni (2005), which revealed that influential positive leadership style against the readiness of the implementation of the curriculum. The results show that the increasingly strong visionary leadership style that owned by the principal will drive the increasing accounting teachers readiness of facing curriculum changes.

2. The positive and significant effect work motivation towards the readiness in facing curriculum changes

Results showed that there was a significant and positive influence working of motivation against the facing curriculum change readiness. Through simple regression analysis obtained regression coefficient value  $X_2$  0.748 and the number of its constant was 22.279. So the equation of the regression line was:

$$Y = 22.279 + 0.748X_2$$

The equation has a meaning if the value of X2 was considered constant or not changing, then Y would be at a fixed amount of 22.279. From the results of the simple regression analysis, it was obtained correlation coefficients  $r(x_2y)$  at 0.731 and the value of the determination coefficient  $r^2(x_2y)$  was 0.535, it also can be interpreted as the magnitude of the influence the working motivation of against the of curriculum Change Facing readiness was 53.5% and the rest was 46.5% which was explained by the unexamined variables.

Value of significance was smaller than the level of significant ( $0.000 < 0.050$ ). it had a meaning that the motivation of working influence significantly to the readiness in facing curriculum changes. The second hypothesis (H2) mentioned that there was a significant positive influence and working motivation against the readiness in facing curriculum changes, was successfully supported by data or in other words, the hypothesis is accepted. The higher the work motivation level belonging to the accounting teacher, then the Readiness in Facing Curriculum Changes will be better.

Research conducted to teachers accounting showed that the motivation of working encourages teachers to be obedient towards the principals' given instruction, security assurance and serenity in the job was good. This is demonstrated by the statement of the highest score on variable work motivation, while the lowest score in the statement that the accounting teacher feel challenged in the face of adversity. Although the accounting teacher

already follow the principals' instruction given, assurance of security and tranquility in the job's was good, but the difficulty of accounting teacher looking for ways in overcoming hardship, and had an impact on their readiness in preparing curriculum development in the future.

When accounting teachers have high Work motivation, then they will give the passion for work and by the presence of a high Work Motivation then the teachers will continue to be motivated to improve their performance and encourage in seeking the latest information to prepare themselves on any changes that exist in developing their abilities. If the teacher is ready in facing the curriculum changes because they has good working motivation then it will affect the other teachers in order to be motivated also in learning the new curriculum.

The results of this study was in accordance with the research done by Nasrun and Martias (2015), who suggested that the positive effect of work Motivation against the readiness to implement the curriculum. These results indicated that the higher the Teachers' working motivation will encourage Teacher curriculum changes facing readiness.

3. Organizational culture can moderate the influence of Visionary leadership style against the Teacher in Facing Curriculum Changes

Results showed that organizational culture did not moderate the influence of visionary leadership style against the readiness in facing curriculum changes. It could be seen that the organizational culture has no

significant influence of the regression coefficients  $X1*Z$  was  $-0.012$ .  $X1*Z$  is a model of the interactions between the Visionary leadership style and organizational culture that yields the value of significance on the number  $0.653$  which was greater than levels of significance  $0.050$ , so that the organizational culture variable proved to be unable to moderate the influence of Principal leadership style against the readiness in facing curriculum changes. The results obtained in this study indicated that the organizational culture could not moderate the principals' visionary leadership style against the readiness in facing curriculum changes.

Visionary leadership style that owned by the principals will encourage teachers in preparing themselves in the face of changes in the future, so that if a curriculum change occurs then the teachers will be better equipped in implementing these changes. In the world of work, visionary leaders will provide information and prediction in the future so that his subordinates were more optimistic in accepting good changes in their environment. This was due to the visionaries leadership style owned by principals will influence the confidence in preparing the curriculum changes that continuously happen and act before those changes occurred.

Organizational culture did not moderate the influence of visionary leadership style against the readiness in facing curriculum changes. This means that the principals tend to take the decision alone to prepare and face the challenges in the future. This is evidenced by the low acquired by one

statement Principals were always open to ideas and opinions from teachers. Culture in schools encouraged accounting teachers to work in a coordinated effort, evidenced by the high score item statement at school “I was always encouraged to work in a coordinated model, but in fact lack of planning in the face of a change”. It is evidenced by the low score on the item statements “all over the teachers and principals help planning ahead for the school”. The cause was possibly organizational culture is an environment product that was agreed and interpreted together with the members of the organization in the school environment. Organizational culture is sometimes contrary to visionary leadership style, especially if the implemented organizational culture is a old culture which often creates conflict of visionary leadership style that gives information and the description of the future. Then, the organizational culture in this study could not moderate the influence of principal visionary leadership style against the accounting teacher readiness in facing changes in the curriculum. These results are in line with studies Made Sudarma and Sutrisno (2012), which suggested that the organizational culture significantly cannot moderate the visionary leadership style in the face of change.

#### 4. Organizational Culture can moderate the influence of Work Motivation of against The Readiness in Facing Curriculum Changes

Results showed that organizational culture cannot moderate the influence of working motivation against the readiness in facing curriculum changes. It could be seen that the culture of the organization did not have

significant influence from the regression coefficient value  $X2*Z$  was -0.028.  $X2*Z$  is a model of interaction between Work Motivation and organization culture that produced the value of significance on the number of 0.163, this was greater than levels of significance i.e. 0.050, so that the organizational culture variable was not proven to moderate the influence of working motivation against the readiness in facing curriculum changes.

Based on the theory of organizations in cultural organizations, Cushway and Lodge (2000) stated the culture organizations is a system of values of the Organization and will affect how the way of work is done and how its members behave, that the organizational culture is very influential on performance of a teacher and the way they behave in the face of change. According to Munandar (2001:264) a strong Culture within an organization will motivate members to interact with other members, improve performance or solve the problems encountered and prepare yourself in the face of changes in the future. Organizational culture is an agreed product of environment and implemented with the Member organizations in the school environment. However, the organizational culture is sometimes contrary to the motivation of working, especially if the organizational culture that is implemented is the old culture that often creates a clash with the motivation to work. The result of the research showed accounting teachers had a high motivation to complete a task, but in fact the teachers were less prepared planning about what will be faced in the future. This is evidenced by the high score on one of the

statement stating that “accounting teacher completes a task on time”. While the lowest score that is “all over the teachers and principals help planning ahead for the school”.

Then the organizational culture in this study could not moderate the influence of working motivation against the accounting teacher readiness in the face of changes in the curriculum. These results were in line with research done by Sholihul Fuad and Cecilia Sri Mindarti (2014) that shows the organizational culture could not moderate the motivation to work on MI teacher in Sub Winong of Pati district

#### **E. Limitation of Research**

Research has sought to be enforced properly and in accordance with the scientific procedure, however it still has limitations that referable by further research in order to obtain better results. As for the limitations are as follows:

1. This research is limited to the individual factors for Visionary leadership style and motivation of work belonging to the respondents in shaping perceptions towards the level of readiness in facing curriculum changes. The coefficient of determination ( $R^2$ ) of the variable for 0.550 visionaries and leadership style to Work Motivation have value variable determination coefficients of ( $R^2$ ) of 0.535, so that shows the number other factors that can shape the teacher readiness in facing curriculum changes.

2. Research respondents and the object of the in this study is still limited to three private schools, which are: senior vocational high school 17 of Magelang, Bhakti Karya 1 magelang senior vocational high school, and Muhammadiyah Magelang senior vocational high school at academic year 2015/2016 so it is possible to occur the existence of conclusion difference when performed on the entire senior vocational; high school in Magelang city.
3. Data collection Techniques were simply used the questionnaire so that researchers could not control the respondent answers that do not show the true state of affairs. The questionnaires has a chance of bringing up bias on the data because of differences between the perception of researchers with respondents to the statements and proposed questions.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research result in chapter IV, it can be concluded that:

1. There is positive and significant effect of visionary leadership style of principals on the teacher readiness in facing curriculum change at SMK 17 Magelang, SMK Bhakti Karya, and SMK Muhammadiyah Magelang. This is proved by a simple regression analysis obtained by the correlation coefficient  $r(x_1y)$  of 0.742 and the coefficient of determination  $r^2(x_1y)$  amounted to 0.550. The value of Significant less than the level of significance ( $0.000 < 0.050$ ). The value of the regression coefficient  $X_1$  0.984 and the number of constants  $X_1$  14.049. It's mean there is positif and significant effect between Visionary Leadership Style on the teacher rediness to facing curriculum changes.
2. There is positive and significant effect of work motivation of the teacher readiness in facing curriculum change at SMK 17 Magelang, SMK Bhakti Karya, dan SMK Muhammadiyah Magelang. This is proved by a simple regression analysis obtained by the correlation coefficient  $r(x_2y)$  of 0.731 and the coefficient of determination  $r^2(x_2y)$  amounted to 0.535. The value of Significant less than the level of significance ( $0.000 < 0.050$ ). The value of the regression coefficient  $X_2$  0.748 and the number of constants 22.279. It's mean there is positif and significant effect between work motivation on the teacher rediness to facing curriculum changes.

3. Organizational culture can not do as a moderating variable in the relationship between Visionary Leadership Styles and Work Motivation in the readiness to facing curriculum change at SMK 17 Magelang, SMK Bhakti Karya, and SMK Muhammadiyah Magelang. Organizational Culture can not moderate Visionary Leadership Style effect to the readiness to face the curriculum changes it shown by the equation  $Y = -12.284 + 1.128X_1 + 1.123Z - 0.012X_1*Z$  and the significance value more than 5% ( $0.653 > 0.050$ ). While the Organizational Culture can not moderate Work Motivation effect to the readiness to face the curriculum changes it shown by the equation  $Y = -36.197 + 1.559X_2 + 1.937Z - 0.028X_2*Z$  and the significance value more than 5% ( $0.163 > 0.050$ ).

## B. Suggestion

Based on the results of the research and the calculation of the questionnaire, it can be given suggestions as follows:

### 1. Accounting Teachers

Based on the data, the lowest score answerd by respondent seen on the items and statment statement ”*saya mencari cara untuk mengatasi kesukaran yang saya hadapi*”. Those poin indicated low motivation in perform their work and low motivatin in facing curriculum change. Therefor, accounting teacher expected to increase their work performance and their readiness in facing curriculum change later in the future. To increase their work performance, teachers can find the solution by finding the

information related to the suitable method that can be applied in the class, training for teachers, and find the information about how to applied new curriculum applied nowadays.

## 2. Principals

Based on the data of visionary leadership style in facing curriculum change the lowest score shown on the items "*kepala sekolah selalu terbuka terhadap keluhan dari bapak dan ibu guru*" and items "*kepala sekolah selalu terbuka terhadap ide-ide yang diberikan oleh bapak dan ibu guru*". The scores indicated the lack of openness in giving and accepting the suggestion for future progression. The principal expected to increase their visionary leadership style to push the teacher facing and accept the curriculum change, by revise the vision and work together with teachers and open in any idea and suggestion so the accounting teachers will ready in facing the change in curriculum.

## 3. Institutional Education

The needs in adding the training for three school located in magelang. especially training related to the curriculum applied. by doing the training the teacher expected to understand how to apply the curriculum in class.

#### 4. Next Researchers

a. The next research will be better if increase their population and not only limited for accounting teacher in three school located in magelang, but also another school in magelang region. So, the results of the research can be use to explain for other school.

b. The research will be more accurate if it is completed by interview or another methode of research, so the validation of reaserch will be accurate and match with the reality.

c. This research cannot show that organizational culture is a variable that moderate the style of visionary leadership and work motivation into the readiness in facing curriculum changing. Hopefully the next research will develope another variable to complete this research limitation.

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**Lampiran 1****KATA PENGANTAR**

Dengan Hormat,

Dengan ini saya:

Nama : Marsha Tabarruj Albir Nurut

Prodi/Universitas : Pendidikan Akuntansi/Universitas Negeri Yogyakarta

Nim : 12818244027

Memohon bantuan Bapak/Ibu/Sdr untuk menjadi responden dalam penelitian yang saya lakukan dengan judul “Pengaruh Faktor Motivasi Kerja Guru dan Gaya Kepemimpinan Visioner Kepala Sekolah terhadap Kesiapan Guru Akuntansi Menghadapi Perubahan Kurikulum dengan Budaya Organisasi sebagai Variabel Moderasi di SMK Swasta Kota Magelang Tahun Ajaran 2015/2016” (angket terlampir).

Bapak/Ibu/Sdr dimohon menjawab seluruh pertanyaan yang telah disediakan. Jawaban yang diberikan hendaknya sesuai kondisi sebenarnya. Data mengenai penelitian ini akan dirahasiakan, semua berkas terkait identitas subjek penelitian hanya dipergunakan untuk pengolahan data. Keberhasilan penelitian ini sangat ditentukan oleh partisipasi Bapak/Ibu/Sdr. Oleh karena itu saya ucapkan terimakasih atas kerjasamanya.

Hormat saya,

Peneliti

## KUESIONER

### I. Petunjuk pengisian angket:

1. Tulislah identitas Anda dengan benar terlebih dahulu
  2. Perhatikan dengan seksama setiap pernyataan yang ada
  3. Jawablah sesuai dengan kenyataan sebenarnya
  4. Jawablah dengan memilih salah satu dari empat alternatif jawaban kemudian berilah tanda (√) pada jawaban Anda
  5. Angket ini tidak berpengaruh terhadap penilaian kinerja guru mata pelajaran yang bersangkutan
- 

### II. Identitas Diri

- Jenis kelamin:  Laki-Laki  Perempuan
- Pendidikan terakhir:  D3  S1  S2  Lain-Lain
- Masa Kerja:  1-5 Tahun  
 6-10 Tahun  
 11-15 Tahun  
 ≥16 Tahun
- Umur:  ≤ 25 Tahun  
 26-35 Tahun  
 36-45 Tahun  
 ≥ 46 Tahun
- Status Kepegawaian:  PNS  Karyawan Yayasan

### III. Alternatif jawaban:

- SS : Sangat Setuju  
 S : Setuju  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

## IV. Angket

## A. Kesiapan Menghadapi Perubahan Kurikulum

No	Pernyataan	Penilaian			
		SS	S	TS	STS
1	Saya menyelesaikan tugas tepat pada waktunya dengan metode sendiri				
2	Saya berusaha mengeluarkan pendapat jika sedang berdiskusi dan menghadapi permasalahan				
3	Saya selalu didorong untuk bekerja dengan cara yang terkoordinasi				
4	Saya mendapatkan penilaian yang baik dalam hasil kinerja				
5	Saya menguasai bidang mata pelajaran yang akan diajarkan				
6	Saya berkomunikasi secara efektif, empatik, dan santun dengan peserta didik dan rekan kerja saya				
7	Saya melakukan tindakan reflektif untuk peningkatan kualitas pembelajaran				
8	Saya berusaha mengikuti semua aturan yang berlaku dengan sebaik-baiknya				
9	Saya memfasilitasi pengembangan potensi peserta didik untuk mengaktualisasikan berbagai potensi yang dimiliki				
10	Saya menguasai teknologi dan informasi untuk digunakan dalam proses pembelajaran				
11	Saya mengaitkan materi pembelajaran dengan kehidupan sehari hari				
12	Saya selalu update dengan perkembangan kurikulum yang baru				
13	Saya merasa senang dalam mengimplementasikan kurikulum terbaru				

No	Pernyataan	Penilaian			
		SS	S	TS	STS
14	Saya merasa keberatan jika kurikulum sering berubah				
15	Kurikulum yang berubah membuat saya kesulitan dalam menerapkannya				
16	Saya selalu mencari informasi mengenai penerapan kurikulum				
17	Setiap ada perubahan kurikulum maka saya akan mengubah metode dan proses pembelajaran saya di dalam kelas				

## B. Gaya Kepemimpinan Visioner

No	Pernyataan	Penilaian			
		SS	S	TS	STS
18	Kepala sekolah sudah membuat visi dan misi sekolah bersama Bapak/Ibu guru mengenai apa yang dapat dicapai di masa depan				
19	Kepala sekolah selalu membuat tujuan sekolah bersama bapak/ibu guru pada setiap awal tahun pembelajaran				
20	Kepala sekolah selalu mengkomunikasikan ide-ide baru masa depan yang berimplikasi pada kemajuan sekolah				
21	Kepala sekolah selalu terbuka terhadap keluhan ibu/bapak guru				
22	Kepala sekolah hanya mendengarkan pendapat dari guru tertentu				
23	Kepala sekolah selalu terbuka terhadap ide-ide yang diberikan oleh bapak/ibu guru				
24	Kepala sekolah selalu mendorong bapak/ibu guru untuk menghasilkan ide dan metode pembelajaran baru				
25	Kepala sekolah selalu memberikan dorongan dan masukan untuk bapak/ibu guru dalam menyelesaikan tugas				
26	Kepala sekolah mampu menunjukkan kepedulian terhadap bapak/ibu guru yang mengalami kesulitan				
27	Kepala sekolah menganggap fasilitas yang dimiliki sekolah sudah cukup memadai				
28	Kepala sekolah sering mengungkapkan ide baru saat diskusi bagi keberlangsungan sekolah				
29	Kepala sekolah bersemangat dan merasa tertantang untuk menyesuaikan terhadap perubahan				
30	Setiap ada perubahan yang terjadi kepala sekolah selalu melakukan pendampingan kepada guru dalam menyikapi perubahan yang terjadi				

## C. Motivasi Kerja

No	Pernyataan	Penilaian			
		SS	S	TS	STS
31	Mata pelajaran yang saya ajarkan sungguh membutuhkan keterampilan yang tidak sembarangan orang mampu melakukannya				
32	Setiap pekerjaan yang diberikan menjadikan sesuatu yang menantang bagi saya				
33	Saya berusaha untuk mengembangkan metode pengajaran yang sesuai dengan kelas yang dihadapi.				
34	Saya melakukan pekerjaan bukan hanya untuk kepentingan diri sendiri tetapi juga untuk kepentingan sekolah.				
35	Saya berusaha hadir di tempat kerja dengan tepat waktu				
36	Saya berusaha mengikuti semua aturan yang berlaku dengan sebaik-baiknya				
37	Saya patuh terhadap intruksi yang diberikan kepala sekolah				
38	Saya mencari cara untuk mengatasi kesukaran yang saya hadapi				
39	Pekerjaan saya memberikan kesempatan untuk terus belajar				
40	Biasanya jika menghadapi kesulitan saya meminta rekan guru membantu				
41	Saya menolak jika diberikan tugas yang sulit dari kepala sekolah				
42	Hasil kerja yang saya selesaikan sesuai dengan insentif yang diberikan pada saya				
43	Jaminan keamanan dan ketenangan dalam pekerjaan sudah baik				
44	Saya merasa sejahtera dengan upah yang saya dapatkan				

## D. Budaya Organisasi

No	Pernyataan	Penilaian			
		SS	S	TS	STS
45	Dalam setiap kegiatan, saya diperbolehkan memberi saran mengenai penyelesaian sebuah masalah				
46	Saya diperkenankan membantu pekerjaan rekan guru yang lain				
47	Ketika saya bertanya kepada kepala sekolah atau rekan kerja mengenai tugas yang kurang dimengerti, mereka akan menjelaskan dengan baik dan jelas				
48	Rekan kerja dan kepala sekolah saya bersedia mendengarkan saran dan masukan dari rekan lain				
49	Sekolah tempat saya mengajar memberikan kesempatan pelatihan bagi para guru				
50	Seluruh guru dan kepala sekolah membantu melakukan perencanaan ke depan untuk sekolah				
51	Saya selalu didorong untuk meningkatkan kinerja dan hasil kerja				
52	Saya menyelesaikan tugas tepat pada waktunya dengan metode sendiri				
53	Saya berusaha mengeluarkan pendapat jika sedang berdiskusi dan menghadapi permasalahan				
54	Saya selalu didorong untuk bekerja dengan cara yang terkoordinasi				



24	4	3	4	3	4	4	4	4	3	3	3	3	3	3	3	4	4	59
25	4	4	4	4	3	4	4	4	4	4	3	4	4	3	3	4	4	64
26	4	4	3	3	3	3	4	3	4	4	4	4	3	3	3	4	2	58
27	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	66
28	4	4	2	2	4	2	4	4	4	4	4	4	4	4	2	2	2	56
29	4	3	3	2	2	2	3	4	2	4	4	4	4	4	3	2	2	52
30	4	4	3	3	3	3	4	3	3	4	4	4	4	4	4	3	3	60
31	4	4	4	3	3	4	4	4	4	3	4	4	4	4	3	4	3	63
32	4	4	4	3	3	3	4	4	3	3	4	4	2	3	4	2	4	58
33	4	4	4	4	4	4	2	4	4	4	4	4	4	4	3	2	3	62
34	3	4	4	3	3	2	3	4	2	4	4	4	2	4	1	1	2	50
35	4	4	4	3	4	3	3	4	3	4	3	3	3	3	3	3	2	56
36	4	4	4	4	4	4	4	4	3	4	3	3	3	3	3	3	3	60
37	4	4	3	3	4	4	4	3	4	4	4	4	4	3	4	3	3	62
38	4	4	3	3	4	3	4	4	4	4	4	2	3	4	3	2	3	58
39	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	3	3	64
40	4	4	2	4	2	3	3	4	3	4	4	1	2	3	2	3	3	51
41	3	3	3	2	3	3	4	4	4	4	4	4	3	4	2	3	2	55
42	4	4	3	4	4	4	4	4	4	4	4	1	4	4	2	3	3	60
43	4	4	3	3	2	3	4	3	4	4	4	2	4	2	2	1	2	51
44	4	4	3	3	3	2	3	4	3	3	3	1	2	3	2	2	3	48
45	4	4	1	4	3	1	4	4	4	4	4	4	2	4	3	3	3	56
46	4	4	3	4	4	4	4	4	3	4	3	3	3	3	3	3	3	59
47	4	4	4	4	4	3	4	4	4	4	4	3	3	3	3	3	3	61
48	4	4	3	4	3	4	3	4	4	4	4	2	3	3	3	3	3	58
49	4	3	3	4	3	2	4	4	4	4	4	1	3	4	2	3	2	54
50	4	4	3	2	3	4	4	4	3	4	4	4	4	4	2	2	3	58
51	4	4	3	3	3	2	3	4	3	3	3	1	2	3	2	2	3	48

196	193	174	164	176	170	188	200	178	196	199	176	176	185	165	170	177	
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## 2. Gaya Kepemimpinan Visioner

Responden	GAYA KEPEMIMPINAN VISIONER													Skor
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	4	4	4	4	4	3	4	4	4	4	4	4	3	50
2	4	4	3	3	3	3	3	4	3	4	4	4	4	46
3	4	4	4	4	4	4	3	4	4	4	4	4	4	51
4	4	4	2	2	4	3	2	3	3	4	3	4	3	41
5	4	3	3	2	2	2	2	3	4	2	4	4	4	39
6	4	4	3	3	3	3	3	4	3	3	4	4	4	45
7	4	3	3	3	4	3	3	3	4	3	4	3	3	43
8	4	4	4	3	4	3	3	4	4	3	4	4	4	48
9	4	4	4	4	4	4	4	2	4	4	4	4	4	50
10	3	4	4	3	3	3	2	3	4	2	4	4	4	43
11	4	4	4	4	4	4	3	3	4	3	3	3	3	46
12	4	4	4	4	4	3	3	4	3	3	3	3	4	46
13	4	3	3	3	4	3	3	3	4	3	3	3	3	42
14	4	4	3	3	3	4	4	4	4	4	4	4	4	49
15	4	3	3	3	3	3	3	3	4	3	3	3	3	41
16	4	2	2	3	2	4	3	2	4	3	4	3	3	39
17	4	3	3	3	4	2	4	3	4	2	2	3	3	40
18	4	3	3	3	3	3	3	3	3	3	4	3	3	41
19	4	4	4	3	2	3	4	2	4	4	2	2	2	40
20	4	4	4	3	4	3	3	3	3	3	3	3	3	43
21	4	4	4	4	4	4	4	2	4	4	4	4	4	50
22	3	2	3	3	3	3	4	3	2	3	4	3	3	39

23	4	4	4	3	3	4	3	4	4	3	4	3	3	46
24	4	4	4	4	4	4	4	4	4	4	4	4	4	52
25	4	4	3	3	4	4	4	4	3	4	4	2	4	47
26	4	4	3	3	4	4	3	4	4	4	4	4	2	47
27	4	4	4	4	4	4	4	4	4	4	4	4	4	52
28	4	4	2	4	4	2	3	3	4	3	4	4	3	44
29	3	3	3	2	3	3	3	4	4	4	4	4	4	44
30	4	4	3	4	4	4	4	4	4	4	4	4	3	50
31	4	4	3	3	3	2	3	4	3	4	4	4	2	43
32	4	4	3	3	4	3	2	3	4	3	3	3	3	42
33	4	4	1	4	3	3	4	4	4	4	4	4	4	47
34	4	3	3	3	3	3	2	2	3	3	3	3	3	38
35	4	4	3	2	3	4	3	3	3	4	4	3	3	43
36	4	4	3	4	4	3	4	3	4	4	4	4	3	48
37	4	3	3	4	3	3	2	4	4	4	4	4	3	45
38	4	4	3	2	3	3	4	4	4	3	3	3	3	43
39	4	4	3	4	4	3	3	3	3	3	4	3	3	44
40	3	3	3	3	3	1	3	3	3	3	3	4	3	38
41	4	4	4	3	3	3	3	2	3	3	3	3	4	42
42	4	3	3	4	3	3	3	4	4	4	4	4	3	46
43	4	4	4	3	2	2	4	2	2	3	3	3	3	39
44	3	3	3	3	4	3	3	4	3	3	3	4	3	42
45	4	4	3	4	3	4	3	3	4	3	3	4	4	46
46	4	3	3	2	2	3	3	3	3	3	3	4	3	39
47	4	4	3	2	4	4	4	2	2	4	4	4	4	45
48	3	4	3	2	3	3	3	2	4	4	4	4	4	43
49	4	4	2	2	3	3	3	3	4	3	4	3	3	41
50	4	1	4	3	3	4	3	3	3	3	3	3	3	40

51	4	3	3	4	3	3	4	3	4	3	2	3	3	42
	198	183	163	161	171	162	164	164	182	172	182	179	169	

### 3. Motivasi Kerja

Responden	MOTIVASI KERJA														Skor
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	4	4	4	4	4	4	4	4	3	4	4	4	4	4	55
2	4	4	3	3	4	4	3	4	4	4	4	4	4	4	53
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
4	4	4	2	4	4	2	3	3	3	3	4	3	3	4	46
5	3	3	3	2	3	3	3	3	4	3	3	4	3	4	44
6	4	4	3	4	4	4	4	4	3	3	4	3	4	4	52
7	4	4	3	3	3	2	3	4	3	4	3	4	4	3	47
8	4	4	3	3	4	3	4	3	4	4	4	4	4	4	52
9	4	4	1	4	3	3	4	4	4	4	4	4	4	4	51
10	4	3	3	3	3	3	3	3	3	4	3	4	3	3	45
11	4	4	4	4	4	4	3	4	4	4	4	4	4	4	55
12	4	4	3	4	3	3	3	3	4	4	4	3	4	4	50
13	3	3	3	3	3	4	3	3	3	4	4	3	3	3	45
14	4	4	4	4	4	4	4	3	4	4	4	4	4	4	55
15	4	3	3	3	3	3	3	3	3	3	3	4	3	4	45
16	3	3	3	3	3	3	4	3	3	3	3	3	3	3	43
17	3	3	3	3	3	3	3	3	3	3	4	3	3	4	44
18	4	2	3	3	3	3	4	3	3	3	3	3	3	3	43
19	3	3	3	4	3	4	4	3	4	3	2	4	4	3	47
20	1	1	4	4	4	4	4	4	4	4	4	4	4	4	50
21	4	4	4	4	4	4	4	4	4	3	4	4	4	4	55

22	3	3	3	3	3	3	4	3	3	2	3	3	3	3	42
23	3	3	4	4	4	4	4	4	4	4	4	4	4	4	54
24	4	3	3	4	4	4	4	4	4	4	3	4	4	4	53
25	4	1	4	4	4	4	4	4	4	4	4	4	4	4	53
26	4	4	3	3	3	4	3	3	3	3	3	3	4	4	47
27	4	3	4	4	4	4	4	4	4	4	3	4	4	4	54
28	2	4	2	2	2	2	4	1	4	2	2	3	3	3	36
29	2	1	3	1	3	4	4	3	2	3	4	4	4	4	42
30	3	4	4	4	3	3	4	4	3	3	2	4	3	4	48
31	4	4	3	4	3	3	4	4	3	3	3	3	3	3	47
32	3	2	3	4	3	2	4	3	2	4	2	4	2	4	42
33	4	4	3	3	4	3	4	3	3	4	4	3	4	4	50
34	1	2	4	2	2	3	4	3	2	3	2	3	2	3	36
35	2	3	2	3	4	3	3	1	3	3	3	3	2	3	38
36	2	4	3	4	2	3	4	4	4	2	3	3	3	4	45
37	3	2	3	4	4	3	4	3	3	4	3	3	3	4	46
38	4	4	2	2	3	4	3	3	2	2	4	2	4	2	41
39	3	4	4	4	4	4	3	4	3	4	3	3	3	4	50
40	3	4	2	3	3	2	4	3	2	3	3	2	3	4	41
41	3	4	3	4	3	3	4	2	4	3	2	4	3	4	46
42	4	4	4	3	4	3	2	3	4	3	4	4	3	3	48
43	4	2	1	3	4	4	4	2	2	4	3	3	4	4	44
44	3	4	3	4	3	3	3	2	2	3	3	4	4	4	45
45	3	4	3	3	2	3	4	3	3	3	4	3	2	2	42
46	4	3	4	3	3	4	4	3	3	3	3	3	3	3	46
47	4	4	4	3	3	3	4	3	4	3	4	3	4	3	49
48	3	4	4	4	3	3	4	3	3	3	3	3	3	3	46
49	3	3	3	3	3	2	3	3	3	4	3	4	4	4	45

50	4	4	2	3	3	3	4	3	4	3	3	3	3	4	46
51	4	3	3	3	3	3	3	3	3	3	3	3	3	4	44
	173	170	159	171	169	167	185	163	167	171	169	176	174	185	

#### 4. Budaya Organisasi

Responden	BUDAYA ORGANISASI										Skor
	1	2	3	4	5	6	7	8	9	10	
1	4	4	4	4	4	3	4	4	4	4	39
2	4	4	4	3	4	3	3	4	4	2	35
3	4	3	4	3	4	4	4	4	4	2	36
4	2	3	3	3	3	3	4	3	3	3	30
5	2	2	3	4	2	3	2	3	3	3	27
6	4	4	4	4	4	4	4	4	4	3	39
7	4	4	3	3	3	3	3	3	3	3	32
8	3	3	3	4	4	4	4	3	4	3	35
9	4	4	3	3	3	4	3	4	4	4	36
10	3	3	3	3	3	3	3	2	2	3	28
11	4	4	4	4	4	4	4	4	4	4	40
12	3	3	3	4	4	3	3	3	4	3	33
13	4	4	4	2	4	2	2	4	4	2	32
14	3	4	4	4	4	4	4	4	4	4	39
15	3	2	4	3	3	3	3	3	3	3	30
16	2	2	4	4	3	2	2	4	4	3	30
17	1	4	2	4	4	3	3	4	2	4	31



42	4	4	2	4	4	2	3	3	4	3	33
43	3	3	3	2	3	3	3	4	4	3	31
44	3	3	3	2	3	3	3	3	2	3	28
45	4	4	3	3	3	2	3	4	3	4	33
46	4	4	3	3	4	3	2	3	4	4	34
47	4	4	1	4	3	3	4	4	4	3	34
48	4	4	3	4	4	4	4	4	4	4	39
49	4	3	3	3	4	3	3	4	4	3	34
50	4	3	3	4	4	3	3	3	4	3	34
51	3	3	3	3	3	2	2	3	2	3	27
	172	176	176	178	184	167	173	187	184	173	





KK 15	Pearson Correlation	.436	.408	.085	-.085	-.076	.437	.156	.101	.408	.072	.076	.302	.524*	.262	1	.577**	.500*	.500*	.302	.503*	.523*
	Sig. (2-tailed)	.054	.074	.722	.722	.749	.054	.511	.673	.074	.764	.749	.196	.018	.264		.008	.025	.025	.196	.024	.018
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
KK 16	Pearson Correlation	.378	.471*	.147	.245	-.309	.252	.271	.174	.471*	.124	.397	.174	.424	-.050	.577**	1	.577**	.577**	.638**	.522*	.571**
	Sig. (2-tailed)	.100	.036	.537	.298	.185	.283	.249	.463	.036	.602	.083	.463	.063	.833	.008		.008	.008	.002	.018	.009
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
KK 17	Pearson Correlation	.327	.408	.254	.254	-.497*	.349	.351	.050	.408	.537*	.268	.050	.367	-.131	.500*	.577**	1	1.000**	.553*	.452*	.573**
	Sig. (2-tailed)	.159	.074	.279	.279	.026	.131	.129	.833	.074	.015	.254	.833	.112	.582	.025	.008		.000	.011	.045	.008
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
KK 18	Pearson Correlation	.327	.408	.254	.254	-.497*	.349	.351	.050	.408	.537*	.268	.050	.367	-.131	.500*	.577**	1.000**	1	.553*	.452*	.573**
	Sig. (2-tailed)	.159	.074	.279	.279	.026	.131	.129	.833	.074	.015	.254	.833	.112	.582	.025	.008	.000		.011	.045	.008
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
KK 19	Pearson Correlation	.373	.328	.332	.418	-.208	.325	.518*	.192	.533*	.396	.407	.192	.242	-.149	.302	.638**	.553*	.553*	1	.818**	.657**
	Sig. (2-tailed)	.105	.158	.152	.067	.380	.162	.019	.418	.015	.084	.075	.418	.303	.530	.196	.002	.011	.011		.000	.002
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
KK 20	Pearson Correlation	.504*	.287	.520*	.435	-.100	.378	.581**	.212	.492*	.324	.515*	.212	.390	-.026	.503*	.522*	.452*	.452*	.818**	1	.729**
	Sig. (2-tailed)	.023	.220	.019	.055	.675	.101	.007	.369	.027	.164	.020	.369	.089	.912	.024	.018	.045	.045	.000		.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Total KK	Pearson Correlation	.781**	.743**	.681**	.660**	.145	.610**	.621**	.507*	.709**	.330	.628**	.507*	.731**	.290	.523*	.571**	.573**	.573**	.657**	.729**	1
	Sig. (2-tailed)	.000	.000	.001	.002	.541	.004	.003	.023	.000	.155	.003	.023	.000	.216	.018	.009	.008	.008	.002	.000	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## b. Gaya Kepemimpinan Visioner

## Correlations

	GK 21	GK 22	GK 23	GK 24	GK 25	GK 26	GK 27	GK 28	GK 29	GK 30	GK 31	GK 32	GK 33	GK 34	GK 35	Total GK
GK 21 Pearson Correlation	1	.663**	.305	.165	.440	.157	.088	.504*	.579**	-.117	.130	.535*	.611**	.655**	.655**	.659**
Sig. (2-tailed)		.001	.191	.486	.052	.509	.713	.023	.007	.624	.586	.015	.004	.002	.002	.002
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 22 Pearson Correlation	.663**	1	.342	.354	.221	.395	.295	.601**	.257	-.224	.382	.385	.329	.524*	.524*	.616**
Sig. (2-tailed)	.001		.140	.126	.349	.084	.207	.005	.274	.342	.096	.094	.157	.018	.018	.004
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 23 Pearson Correlation	.305	.342	1	.546*	.385	.419	.562**	.609**	.571**	-.125	.277	.190	.514*	.280	.466*	.693**
Sig. (2-tailed)	.191	.140		.013	.094	.066	.010	.004	.009	.601	.237	.421	.020	.232	.038	.001
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 24 Pearson Correlation	.165	.354	.546*	1	.170	.730**	.802**	.574**	.534*	-.037	.333	-.112	.134	-.069	.207	.599**
Sig. (2-tailed)	.486	.126	.013		.473	.000	.000	.008	.015	.878	.152	.637	.572	.773	.382	.005
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 25 Pearson Correlation	.440	.221	.385	.170	1	.296	.258	.562**	.393	-.037	.459*	.356	.552*	.458*	.275	.688**
Sig. (2-tailed)	.052	.349	.094	.473		.205	.273	.010	.087	.878	.042	.124	.012	.042	.241	.001
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 26 Pearson Correlation	.157	.395	.419	.730**	.296	1	.649**	.487*	.440	.096	.503*	-.073	-.046	-.180	.180	.579**
Sig. (2-tailed)	.509	.084	.066	.000	.205		.002	.029	.052	.687	.024	.759	.848	.449	.449	.007
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 27 Pearson Correlation	.088	.295	.562**	.802**	.258	.649**	1	.686**	.492*	.322	.511*	-.164	.307	-.080	.241	.688**
Sig. (2-tailed)	.713	.207	.010	.000	.273	.002		.001	.028	.166	.021	.490	.189	.736	.306	.001

	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 28	Pearson Correlation	.504*	.601**	.609**	.574**	.562**	.487*	.686**	1	.492*	-.027	.520*	.328	.673**	.503*	.704**	.901**
	Sig. (2-tailed)	.023	.005	.004	.008	.010	.029	.001		.027	.910	.019	.158	.001	.024	.001	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 29	Pearson Correlation	.579**	.257	.571**	.534*	.393	.440	.492*	.492*	1	.082	.104	.042	.416	.204	.408	.661**
	Sig. (2-tailed)	.007	.274	.009	.015	.087	.052	.028	.027		.732	.663	.862	.068	.388	.074	.002
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 30	Pearson Correlation	-.117	-.224	-.125	-.037	-.037	.096	.322	-.027	.082	1	.136	-.355	-.023	-.267	.000	.094
	Sig. (2-tailed)	.624	.342	.601	.878	.878	.687	.166	.910	.732		.567	.125	.924	.255	1.000	.695
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 31	Pearson Correlation	.130	.382	.277	.333	.459*	.503*	.511*	.520*	.104	.136	1	.242	.151	.254	.085	.588**
	Sig. (2-tailed)	.586	.096	.237	.152	.042	.024	.021	.019	.663	.567		.303	.525	.279	.722	.006
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 32	Pearson Correlation	.535*	.385	.190	-.112	.356	-.073	-.164	.328	.042	-.355	.242	1	.450*	.612**	.408	.382
	Sig. (2-tailed)	.015	.094	.421	.637	.124	.759	.490	.158	.862	.125	.303		.046	.004	.074	.096
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 33	Pearson Correlation	.611**	.329	.514*	.134	.552*	-.046	.307	.673**	.416	-.023	.151	.450*	1	.594**	.763**	.696**
	Sig. (2-tailed)	.004	.157	.020	.572	.012	.848	.189	.001	.068	.924	.525	.046		.006	.000	.001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 34	Pearson Correlation	.655**	.524*	.280	-.069	.458*	-.180	-.080	.503*	.204	-.267	.254	.612**	.594**	1	.600**	.520*
	Sig. (2-tailed)	.002	.018	.232	.773	.042	.449	.736	.024	.388	.255	.279	.004	.006		.005	.019
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
GK 35	Pearson Correlation	.655**	.524*	.466*	.207	.275	.180	.241	.704**	.408	.000	.085	.408	.763**	.600**	1	.672**
	Sig. (2-tailed)	.002	.018	.038	.382	.241	.449	.306	.001	.074	1.000	.722	.074	.000	.005		.001

N		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Total	Pearson Correlation	.659**	.616**	.693**	.599**	.688**	.579**	.688**	.901**	.661**	.094	.588**	.382	.696**	.520*	.672**	1
GK	Sig. (2-tailed)	.002	.004	.001	.005	.001	.007	.001	.000	.002	.695	.006	.096	.001	.019	.001	
N		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**c. Motivasi Kerja**

**Correlations**

		MK 36	MK 37	MK 38	MK 39	MK 40	MK 41	MK 42	MK 43	MK 44	MK 45	MK 46	MK 47	MK 48	MK 49	MK 50	Total MK
MK 36	Pearson Correlation	1	.524*	.043	.262	.218	.066	.252	.535*	.252	.019	.134	.373	.066	.393	.241	.436
	Sig. (2-tailed)		.018	.858	.265	.355	.783	.285	.015	.285	.936	.574	.105	.783	.086	.307	.054
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 37	Pearson Correlation	.524*	1	.257	.636**	.436	.395	.480*	.535*	.252	.019	.356	.592**	.504*	.625**	.241	.701**
	Sig. (2-tailed)	.018		.274	.003	.054	.085	.032	.015	.285	.936	.123	.006	.023	.003	.307	.001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 38	Pearson Correlation	.043	.257	1	.404	.196	.650**	.535*	.480*	.329	.446*	.520*	.434	.552*	.146	.299	.630**
	Sig. (2-tailed)	.858	.274		.078	.407	.002	.015	.032	.157	.049	.019	.056	.012	.540	.200	.003
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 39	Pearson Correlation	.262	.636**	.404	1	.514*	.491*	.575**	.490*	.036	.180	.385	.586**	.276	.255	.378	.654**
	Sig. (2-tailed)	.265	.003	.078		.020	.028	.008	.028	.880	.448	.094	.007	.239	.279	.100	.002
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 40	Pearson Correlation	.218	.436	.196	.514*	1	.302	.734**	.408	.314	.087	.204	.704**	.302	.424	.594**	.654**
	Sig. (2-tailed)	.355	.054	.407	.020		.196	.000	.074	.177	.714	.388	.001	.196	.062	.006	.002

	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 41	Pearson Correlation	.066	.395	.650**	.491*	.302	1	.506*	.431	.348	.158	.339	.364	.394	.224	.205	.603**
	Sig. (2-tailed)	.783	.085	.002	.028	.196		.023	.058	.133	.506	.144	.115	.086	.343	.387	.005
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 42	Pearson Correlation	.252	.480*	.535*	.575**	.734**	.506*	1	.471*	.341	.284	.385	.601**	.453*	.411	.560*	.768**
	Sig. (2-tailed)	.285	.032	.015	.008	.000	.023		.036	.142	.225	.094	.005	.045	.072	.010	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 43	Pearson Correlation	.535*	.535*	.480*	.490*	.408	.431	.471*	1	.471*	.036	.458*	.492*	.533*	.627**	.450*	.759**
	Sig. (2-tailed)	.015	.015	.032	.028	.074	.058	.036		.036	.881	.042	.027	.015	.003	.046	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 44	Pearson Correlation	.252	.252	.329	.036	.314	.348	.341	.471*	1	.284	.385	.390	.664**	.411	.560*	.611**
	Sig. (2-tailed)	.285	.285	.157	.880	.177	.133	.142	.036		.225	.094	.089	.001	.072	.010	.004
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 45	Pearson Correlation	.019	.019	.446*	.180	.087	.158	.284	.036	.284	1	.678**	.149	.378	-.028	.319	.395
	Sig. (2-tailed)	.936	.936	.049	.448	.714	.506	.225	.881	.225		.001	.530	.101	.907	.171	.085
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 46	Pearson Correlation	.134	.356	.520*	.385	.204	.339	.385	.458*	.385	.678**	1	.328	.698**	.454*	.416	.690**
	Sig. (2-tailed)	.574	.123	.019	.094	.388	.144	.094	.042	.094	.001		.158	.001	.044	.068	.001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 47	Pearson Correlation	.373	.592**	.434	.586**	.704**	.364	.601**	.492*	.390	.149	.328	1	.414	.522*	.690**	.777**
	Sig. (2-tailed)	.105	.006	.056	.007	.001	.115	.005	.027	.089	.530	.158		.069	.018	.001	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 48	Pearson Correlation	.066	.504*	.552*	.276	.302	.394	.453*	.533*	.664**	.378	.698**	.414	1	.543*	.503*	.744**
	Sig. (2-tailed)	.783	.023	.012	.239	.196	.086	.045	.015	.001	.101	.001	.069		.013	.024	.000

	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 49	Pearson Correlation	.393	.625**	.146	.255	.424	.224	.411	.627**	.411	-.028	.454*	.522*	.543*	1	.369	.681**
	Sig. (2-tailed)	.086	.003	.540	.279	.062	.343	.072	.003	.072	.907	.044	.018	.013		.110	.001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
MK 50	Pearson Correlation	.241	.241	.299	.378	.594**	.205	.560*	.450*	.560*	.319	.416	.690**	.503*	.369	1	.691**
	Sig. (2-tailed)	.307	.307	.200	.100	.006	.387	.010	.046	.010	.171	.068	.001	.024	.110		.001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Total	Pearson Correlation	.436	.701**	.630**	.654**	.654**	.603**	.768**	.759**	.611**	.395	.690**	.777**	.744**	.681**	.691**	1
MK	Sig. (2-tailed)	.054	.001	.003	.002	.002	.005	.000	.000	.004	.085	.001	.000	.000	.001	.001	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).



BO 58	Pearson Correlation	.674**	.422	.798**	.350	.595**	.616**	.595**	1	.798**	.363	.852**
	Sig. (2-tailed)	.001	.064	.000	.131	.006	.004	.006	.000	.000	.115	.000
	N	20	20	20	20	20	20	20	20	20	20	20
BO 59	Pearson Correlation	.524*	.422	.596**	.350	.764**	.616**	.595**	.798**	1	.202	.802**
	Sig. (2-tailed)	.018	.064	.006	.131	.000	.004	.006	.000	.000	.394	.000
	N	20	20	20	20	20	20	20	20	20	20	20
BO 60	Pearson Correlation	.180	.112	.202	.647**	.204	.444*	.475*	.363	.202	1	.546*
	Sig. (2-tailed)	.449	.637	.394	.002	.389	.050	.034	.115	.394	.013	.013
	N	20	20	20	20	20	20	20	20	20	20	20
Total BO	Pearson Correlation	.716**	.588**	.701**	.594**	.812**	.779**	.812**	.852**	.802**	.546*	1
	Sig. (2-tailed)	.000	.006	.001	.006	.000	.000	.000	.000	.000	.013	.000
	N	20	20	20	20	20	20	20	20	20	20	20

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## 2. Uji Reliabilitas

### a. Kesiapan Menghadapi Perubahan Kurikulum

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.885	20

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
KK 1	64.1500	33.818	.749	.873
KK 2	64.2500	33.776	.703	.874
KK 3	64.4000	33.411	.623	.875
KK 4	64.9000	33.568	.599	.876
KK 5	64.7000	37.379	.037	.897
KK 6	64.5000	34.053	.545	.878
KK 7	64.5500	33.524	.549	.878
KK 8	64.4000	35.200	.441	.881
KK 9	64.2500	33.987	.665	.875
KK 10	64.6000	35.726	.221	.891
KK 11	64.7000	33.379	.555	.878
KK 12	64.4000	35.200	.441	.881
KK 13	64.2000	33.958	.690	.874
KK 14	64.2000	36.379	.199	.889
KK 15	64.3500	35.082	.459	.881
KK 16	64.6000	35.200	.519	.879
KK 17	64.6500	35.397	.526	.880
KK 18	64.6500	35.397	.526	.880
KK 19	64.4000	34.253	.606	.876

## Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
KK 1	64.1500	33.818	.749	.873
KK 2	64.2500	33.776	.703	.874
KK 3	64.4000	33.411	.623	.875
KK 4	64.9000	33.568	.599	.876
KK 5	64.7000	37.379	.037	.897
KK 6	64.5000	34.053	.545	.878
KK 7	64.5500	33.524	.549	.878
KK 8	64.4000	35.200	.441	.881
KK 9	64.2500	33.987	.665	.875
KK 10	64.6000	35.726	.221	.891
KK 11	64.7000	33.379	.555	.878
KK 12	64.4000	35.200	.441	.881
KK 13	64.2000	33.958	.690	.874
KK 14	64.2000	36.379	.199	.889
KK 15	64.3500	35.082	.459	.881
KK 16	64.6000	35.200	.519	.879
KK 17	64.6500	35.397	.526	.880
KK 18	64.6500	35.397	.526	.880
KK 19	64.4000	34.253	.606	.876
KK 20	64.3000	33.800	.686	.874

## b. Gaya Kepemimpinan Visioner

### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.856	15

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
GK 21	47.4500	26.261	.605	.843
GK 22	47.5000	26.368	.555	.845
GK 23	47.9000	25.568	.634	.840
GK 24	47.8000	25.116	.499	.847
GK 25	48.2500	22.303	.553	.852
GK 26	47.8500	26.134	.503	.846
GK 27	47.9000	25.042	.618	.840
GK 28	47.6000	24.674	.880	.830
GK 29	47.5500	26.050	.603	.843
GK 30	47.9500	29.208	-.048	.880
GK 31	47.7000	25.905	.508	.846
GK 32	47.7500	27.566	.299	.856
GK 33	47.6000	25.200	.631	.840
GK 34	47.6500	26.766	.446	.849
GK 35	47.6500	25.924	.615	.842

### c. Motivasi Kerja

#### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.895	15

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MK 36	47.7000	28.116	.363	.896
MK 37	47.7000	26.747	.654	.886
MK 38	48.2000	26.800	.567	.889
MK 39	48.0000	26.211	.584	.888
MK 40	47.9000	26.726	.595	.888
MK 41	48.0000	26.105	.515	.892
MK 42	48.0500	26.261	.727	.884
MK 43	48.0000	26.211	.716	.884
MK 44	48.0500	27.103	.551	.890
MK 45	48.0500	27.945	.299	.899
MK 46	47.8000	26.589	.638	.887
MK 47	47.9500	26.050	.736	.883
MK 48	47.8500	26.239	.698	.884
MK 49	48.5000	23.842	.568	.896
MK 50	47.8500	25.924	.626	.886

### d. Budaya Organisasi

#### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.892	10

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BO 51	31.0500	13.313	.618	.884
BO 52	31.3000	14.537	.489	.891
BO 53	31.0000	14.211	.629	.882
BO 54	31.1000	14.305	.485	.892
BO 55	31.0500	13.208	.752	.873
BO 56	31.1000	13.884	.722	.876
BO 57	31.0500	13.208	.752	.873
BO 58	31.0000	13.579	.811	.871
BO 59	31.0000	13.789	.750	.875
BO 60	31.3000	14.432	.423	.897

## D. Statistik Deskriptif

### 1. Tabel Statistik Deskriptif

		Statistics			
		KESIAPAN PERUBAHAN KURIKULUM	GAYA KEPEMIMPINA N VISIONER	MOTIVASI KERJA	BUDAYA ORGANISASI
N	Valid	51	51	51	51
	Missing	0	0	0	0
Mean		57.4510	44.1176	47.0392	33.6275
Median		58.0000	43.0000	46.0000	34.0000
Mode		58.00	43.00	45.00 <sup>a</sup>	39.00
Std. Deviation		5.10025	3.84524	4.98783	3.91898
Range		18.00	14.00	20.00	13.00
Minimum		48.00	38.00	36.00	27.00
Maximum		66.00	52.00	56.00	40.00
Sum		2930.00	2250.00	2399.00	1715.00

a. Multiple modes exist. The smallest value is shown

#### KESIAPAN PERUBAHAN KURIKULUM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	2	3.9	3.9	3.9
	49	1	2.0	2.0	5.9
	50	2	3.9	3.9	9.8
	51	5	9.8	9.8	19.6
	52	2	3.9	3.9	23.5
	53	2	3.9	3.9	27.5
	54	2	3.9	3.9	31.4
	55	2	3.9	3.9	35.3
	56	3	5.9	5.9	41.2
	58	7	13.7	13.7	54.9
	59	3	5.9	5.9	60.8
	60	3	5.9	5.9	66.7
	61	3	5.9	5.9	72.5
	62	4	7.8	7.8	80.4
63	4	7.8	7.8	88.2	

64	4	7.8	7.8	96.1
66	2	3.9	3.9	100.0
Total	51	100.0	100.0	

**GAYA KEPEMIMPINAN VISIONER**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 38	2	3.9	3.9	3.9
39	5	9.8	9.8	13.7
40	3	5.9	5.9	19.6
41	4	7.8	7.8	27.5
42	5	9.8	9.8	37.3
43	7	13.7	13.7	51.0
44	3	5.9	5.9	56.9
45	3	5.9	5.9	62.7
46	6	11.8	11.8	74.5
47	3	5.9	5.9	80.4
48	2	3.9	3.9	84.3
49	1	2.0	2.0	86.3
50	4	7.8	7.8	94.1
51	1	2.0	2.0	96.1
52	2	3.9	3.9	100.0
Total	51	100.0	100.0	

**MOTIVASI KERJA**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 36	2	3.9	3.9	3.9
38	1	2.0	2.0	5.9
41	2	3.9	3.9	9.8
42	4	7.8	7.8	17.6
43	2	3.9	3.9	21.6
44	4	7.8	7.8	29.4
45	6	11.8	11.8	41.2
46	6	11.8	11.8	52.9

47	4	7.8	7.8	60.8
48	2	3.9	3.9	64.7
49	1	2.0	2.0	66.7
50	4	7.8	7.8	74.5
51	1	2.0	2.0	76.5
52	2	3.9	3.9	80.4
53	3	5.9	5.9	86.3
54	2	3.9	3.9	90.2
55	4	7.8	7.8	98.0
56	1	2.0	2.0	100.0
Total	51	100.0	100.0	

**BUDAYA ORGANISASI**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 27	3	5.9	5.9	5.9
28	5	9.8	9.8	15.7
29	1	2.0	2.0	17.6
30	4	7.8	7.8	25.5
31	3	5.9	5.9	31.4
32	3	5.9	5.9	37.3
33	6	11.8	11.8	49.0
34	5	9.8	9.8	58.8
35	3	5.9	5.9	64.7
36	4	7.8	7.8	72.5
37	3	5.9	5.9	78.4
38	2	3.9	3.9	82.4
39	8	15.7	15.7	98.0
40	1	2.0	2.0	100.0
Total	51	100.0	100.0	

## 2. Perhitungan Mean Ideal (Mi) dan Standar Deviasi Ideal (SDi)

### a. Kesiapan Menghadapi Perubahan Kurikulum

$$\begin{aligned} \text{Mi} &= 1/2 (\text{nilai maksimum} + \text{nilai minimum}) \\ &= 1/2 (68 + 17) \\ &= 1/2 (85) \\ &= 42,5 \end{aligned}$$

$$\begin{aligned} \text{SDi} &= 1/6 (\text{nilai maksimum} - \text{nilai minimum}) \\ &= 1/6 (68 - 17) \\ &= 1/6 (51) \\ &= 8,5 \end{aligned}$$

Kategori Penilaian:

$$\begin{aligned} \text{Tidak Siap} &= X < (\text{Mi} - \text{SDi}) \\ &X < (42,5 - 8,5) \\ &X < 34 \end{aligned}$$

$$\begin{aligned} \text{Siap} &= (\text{Mi} - \text{SDi}) \leq X \leq (\text{Mi} + \text{SDi}) \\ &(42,5 - 8,5) \leq X \leq (42,5 + 8,5) \\ &34 \leq X \leq 51 \end{aligned}$$

$$\begin{aligned} \text{Sangat Siap} &= X > (\text{Mi} + \text{SDi}) \\ &X > (42 + 8,5) \\ &X > 51 \end{aligned}$$

### b. Gaya Kepemimpinan Visioner

$$\begin{aligned} \text{Mi} &= 1/2 (\text{nilai maksimum} + \text{nilai minimum}) \\ &= 1/2 (52 + 13) \\ &= 1/2 (65) \\ &= 32,5 \end{aligned}$$

$$\text{SDi} = 1/6 (\text{nilai maksimum} - \text{nilai minimum})$$

$$= 1/6 (52 - 13)$$

$$= 1/6 (39)$$

$$= 6,5$$

Kategori Penilaian:

$$\text{Rendah} = X < (Mi - SDi)$$

$$X < (32,5 - 6,5)$$

$$X < 26$$

$$\text{Sedang} = (Mi - SDi) \leq X \leq (Mi + SDi)$$

$$(32,5 - 6,5) \leq X \leq (32,5 + 6,5)$$

$$26 \leq X \leq 39$$

$$\text{Tinggi} = X > (Mi + SDi)$$

$$X > (32,5 + 6,5)$$

$$X > 39$$

### c. Motivasi Kerja

$$Mi = 1/2 (\text{nilai maksimum} + \text{nilai minimum})$$

$$= 1/2 (56 + 14)$$

$$= 1/2 (70)$$

$$= 35$$

$$SDi = 1/6 (\text{nilai maksimum} - \text{nilai minimum})$$

$$= 1/6 (56 - 14)$$

$$= 1/6 (42)$$

$$= 7$$

Kategori Penilaian:

$$\text{Rendah} = X < (Mi - SDi)$$

$$X < (35 - 7)$$

$$X < 28$$

$$\text{Sedang} = (Mi - SDi) \leq X \leq (Mi + SDi)$$

$$(35 - 7) \leq X \leq (35 + 7)$$

$$28 \leq X \leq 42$$

$$\text{Tinggi} = X > (Mi + SDi)$$

$$X > (35 + 7)$$

$$X > 42$$

#### **d. Budaya Organisasi**

$$Mi = 1/2 (\text{nilai maksimum} + \text{nilai minimum})$$

$$= 1/2 (40 + 10)$$

$$= 1/2 (50)$$

$$= 25$$

$$SDi = 1/6 (\text{nilai maksimum} - \text{nilai minimum})$$

$$= 1/6 (40 - 10)$$

$$= 1/6 (30)$$

$$= 5$$

Kategori Penilaian:

$$\text{Rendah} = X < (Mi - SDi)$$

$$X < (25 - 5)$$

$$X < 20$$

$$\text{Sedang} = (Mi - SDi) \leq X \leq (Mi + SDi)$$

$$(25 - 5) \leq X \leq (25 + 5)$$

$$20 \leq X \leq 30$$

$$\text{Tinggi} = X > (Mi + SDi)$$

$$X > (25 + 5)$$

$$X > 30$$

## E. Uji Asumsi Klasik

### 1. Linearitas

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
KESIAPAN	Between	(Combined)	868.716	14	62.051	5.172	.000
PERUBAHAN	Groups	Linearity	715.489	1	715.489	59.636	.000
KURIKULUM *		Deviation from					
GAYA		Linearity	153.227	13	11.787	.982	.487
KEPEMIMPINAN	Within Groups		431.912	36	11.998		
VISIONER	Total		1300.627	50			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
KESIAPAN	Between	(Combined)	982.627	17	57.802	5.998	.000
PERUBAHAN	Groups	Linearity	695.448	1	695.448	72.169	.000
KURIKULUM *		Deviation from					
MOTIVASI KERJA		Linearity	287.180	16	17.949	1.863	.064
	Within Groups		318.000	33	9.636		
	Total		1300.627	50			

### 2. Multikolineritas

Variables Entered/Removed<sup>b</sup>

Model	Variables Entered	Variables Removed	Method
1	MOTIVASI KERJA, GAYA KEPEMIMPINA N VISIONER <sup>a</sup>		. Enter

a. All requested variables entered.

b. Dependent Variable: KESIAPAN PERUBAHAN  
KURIKULUM

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796 <sup>a</sup>	.633	.618	3.15161

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796 <sup>a</sup>	.633	.618	3.15161

a. Predictors: (Constant), MOTIVASI KERJA, GAYA KEPEMIMPINAN VISIONER

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	823.861	2	411.931	41.472	.000 <sup>a</sup>
	Residual	476.766	48	9.933		
	Total	1300.627	50			

a. Predictors: (Constant), MOTIVASI KERJA, GAYA KEPEMIMPINAN VISIONER

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	11.425	5.194		2.200	.033		
	GAYA KEPEMIMPINAN VISIONER	.594	.165	.448	3.596	.001	.492	2.034
	MOTIVASI KERJA	.421	.127	.412	3.303	.002	.492	2.034

a. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

### 3. Heteroskedastisitas

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	MOTIVASI KERJA, GAYA KEPEMIMPINA N VISIONER <sup>a</sup>		. Enter

a. All requested variables entered.

b. Dependent Variable: abres

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.130 <sup>a</sup>	.017	-.024	1.88396

a. Predictors: (Constant), MOTIVASI KERJA, GAYA KEPEMIMPINAN VISIONER

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.920	2	1.460	.411	.665 <sup>a</sup>
	Residual	170.366	48	3.549		
	Total	173.286	50			

a. Predictors: (Constant), MOTIVASI KERJA, GAYA KEPEMIMPINAN VISIONER

b. Dependent Variable: abres

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.992	3.105		1.608	.114
	GAYA KEPEMIMPINAN VISIONER	-.078	.099	-.161	-.787	.435
	MOTIVASI KERJA	.019	.076	.050	.245	.807

a. Dependent Variable: abres

## F. Uji Hipotesis

### 1. Regresi Linear Sederhana

#### a. $X_1 - Y$

Variables Entered/Removed<sup>b</sup>

Model	Variables Entered	Variables Removed	Method
1	GAYA KEPEMIMPINA N VISIONER <sup>a</sup>		. Enter

a. All requested variables entered.

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.742 <sup>a</sup>	.550	.541	3.45566

a. Predictors: (Constant), GAYA KEPEMIMPINAN VISIONER

ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	715.489	1	715.489	59.916	.000 <sup>a</sup>
	Residual	585.139	49	11.942		
	Total	1300.627	50			

a. Predictors: (Constant), GAYA KEPEMIMPINAN VISIONER

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.049	5.628		2.496	.016
	GAYA KEPEMIMPINAN VISIONER	.984	.127	.742	7.741	.000

a. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

**b.  $X_2 - Y$** **Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	MOTIVASI KERJA <sup>a</sup>		. Enter

a. All requested variables entered.

b. Dependent Variable: KESIAPAN PERUBAHAN  
KURIKULUM

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.731 <sup>a</sup>	.535	.525	3.51434

a. Predictors: (Constant), MOTIVASI KERJA

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	695.448	1	695.448	56.309	.000 <sup>a</sup>
	Residual	605.180	49	12.351		
	Total	1300.627	50			

a. Predictors: (Constant), MOTIVASI KERJA

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.279	4.713		4.727	.000
	MOTIVASI KERJA	.748	.100	.731	7.504	.000

a. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

## 2. Moderated Regression Analysis (MRA)

### Hipotesis 3 (H<sub>3</sub>)

#### a. Persamaan 1.1

Variables Entered/Removed<sup>b</sup>

Model	Variables Entered	Variables Removed	Method
1	GAYA KEPEMIMPINA N VISIONER <sup>a</sup>		. Enter

a. All requested variables entered.

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.742 <sup>a</sup>	.550	.541	3.45566

a. Predictors: (Constant), GAYA KEPEMIMPINAN VISIONER

ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	715.489	1	715.489	59.916	.000 <sup>a</sup>
	Residual	585.139	49	11.942		
	Total	1300.627	50			

a. Predictors: (Constant), GAYA KEPEMIMPINAN VISIONER

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.049	5.628		2.496	.016
	GAYA KEPEMIMPINAN VISIONER	.984	.127	.742	7.741	.000

a. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

## b. Persamaan 1.2

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	BUDAYA ORGANISASI, GAYA KEPEMIMPINAN VISIONER <sup>a</sup>		. Enter

a. All requested variables entered.

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.852 <sup>a</sup>	.726	.714	2.72588

a. Predictors: (Constant), BUDAYA ORGANISASI, GAYA KEPEMIMPINAN VISIONER

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	943.967	2	471.984	63.520	.000 <sup>a</sup>
	Residual	356.660	48	7.430		
	Total	1300.627	50			

a. Predictors: (Constant), BUDAYA ORGANISASI, GAYA KEPEMIMPINAN VISIONER

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.152	4.720		1.091	.281
	GAYA KEPEMIMPINAN VISIONER	.728	.110	.549	6.593	.000
	BUDAYA ORGANISASI	.601	.108	.461	5.545	.000

a. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

### c. Persamaan 1.3

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	GAYA_KEPEMIMPINAN.BUDAYA_ORGANISASI, GAYA KEPEMIMPINAN VISIONER, BUDAYA ORGANISASI <sup>a</sup>		. Enter

a. All requested variables entered.

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853 <sup>a</sup>	.727	.710	2.74875

a. Predictors: (Constant),

GAYA\_KEPEMIMPINAN.BUDAYA\_ORGANISASI, GAYA KEPEMIMPINAN VISIONER, BUDAYA ORGANISASI

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	945.512	3	315.171	41.713	.000 <sup>a</sup>
	Residual	355.116	47	7.556		
	Total	1300.627	50			

a. Predictors: (Constant), GAYA\_KEPEMIMPINAN.BUDAYA\_ORGANISASI, GAYA KEPEMIMPINAN VISIONER, BUDAYA ORGANISASI

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-12.284	38.859		-.316	.753
	GAYA KEPEMIMPINAN VISIONER	1.128	.892	.850	1.264	.212
	BUDAYA ORGANISASI	1.123	1.160	.863	.968	.338
	GAYA_KEPEMIMPINAN.BUDAYA_ORGANISASI	-.012	.026	-.596	-.452	.653

a. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

## Hipotesis 4 (H<sub>4</sub>)

### a. Persamaan 2.1

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	MOTIVASI KERJA <sup>a</sup>		. Enter

a. All requested variables entered.

b. Dependent Variable: KESIAPAN PERUBAHAN  
KURIKULUM

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.731 <sup>a</sup>	.535	.525	3.51434

a. Predictors: (Constant), MOTIVASI KERJA

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	695.448	1	695.448	56.309	.000 <sup>a</sup>
	Residual	605.180	49	12.351		
	Total	1300.627	50			

a. Predictors: (Constant), MOTIVASI KERJA

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.279	4.713		4.727	.000
	MOTIVASI KERJA	.748	.100	.731	7.504	.000

a. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

## b. Persamaan 2.2

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	BUDAYA ORGANISASI, MOTIVASI KERJA <sup>a</sup>		. Enter

a. All requested variables entered.

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.861 <sup>a</sup>	.742	.731	2.64587

a. Predictors: (Constant), BUDAYA ORGANISASI, MOTIVASI KERJA

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	964.598	2	482.299	68.894	.000 <sup>a</sup>
	Residual	336.030	48	7.001		
	Total	1300.627	50			

a. Predictors: (Constant), BUDAYA ORGANISASI, MOTIVASI KERJA

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.493	4.104		2.313	.025
	MOTIVASI KERJA	.565	.081	.552	7.006	.000
	BUDAYA ORGANISASI	.636	.103	.489	6.201	.000

a. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

### c. Persamaan 2.3

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	MOTIVASI_KERJA.BUDAYA_ORGANISASI, MOTIVASI_KERJA, BUDAYA_ORGANISASI <sup>a</sup>		Enter

a. All requested variables entered.

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.867 <sup>a</sup>	.752	.736	2.61858

a. Predictors: (Constant),

MOTIVASI\_KERJA.BUDAYA\_ORGANISASI, MOTIVASI\_KERJA,  
BUDAYA\_ORGANISASI

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	978.351	3	326.117	47.560	.000 <sup>a</sup>
	Residual	322.277	47	6.857		
	Total	1300.627	50			

a. Predictors: (Constant), MOTIVASI\_KERJA.BUDAYA\_ORGANISASI, MOTIVASI\_KERJA,  
BUDAYA\_ORGANISASI

b. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-36.197	32.516		-1.113	.271
	MOTIVASI_KERJA	1.559	.706	1.524	2.207	.032
	BUDAYA_ORGANISASI	1.937	.924	1.489	2.096	.042
	MOTIVASI_KERJA.BUDAYA_ORGANISASI	-.028	.020	-1.633	-1.416	.163

a. Dependent Variable: KESIAPAN PERUBAHAN KURIKULUM