

THE INFLUENCE OF LEADERSHIP STYLE ON INNOVATION CAPABILITIES OF ISLAMIC SCHOOL TEACHERS IN ORGANIZATIONAL LEARNING PERSPECTIVE DURING COVID-19 PANDEMIC

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ABSTRACT

This study aims to measure the influence of transformational and transactional leadership on the teacher innovation capability in Islamic schools in Jakarta during COVID-19 Pandemic mediated by organizational learning. Data collection was carried out by simple random sampling via electronic to a population of the teachers in Islamic school in Jakarta during COVID-19 Pandemic. The returned and valid questionnaire results were 130 samples. Data processing using SEM method with SmartPLS 3.0 software. The results of this study are transformational leadership have positive and significant effect on teacher innovation capability, both directly and through mediating organizational learning. While transactional leadership has positive and significant effect on teacher innovation capability only through mediating organizational learning. Because, transactional leadership has not significant effect on the teacher innovation capability directly. This novel research is proposing a model to build innovation capability among teachers through transformational and transactional leadership with organizational learning as mediation.

Keywords: COVID-19 Pandemic Organizational learning, teacher innovation capability, leadership. Islamic school Teachers

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INTRODUCTION

Indonesian Education in the era of this pandemic is getting more serious, where in the era of this pandemic, from social restrictions due to the Covid-19 outbreak in achieving and strengthening the character of the Indonesian nation towards a superior generation, we must pay more attention to the spirit of learning and teaching in science. Education is one of the central sectors that is feeling the impact of this outbreak. Until now, there are 156 countries in the world that are changing their education policies, from using a face-to-face learning system to a distance learning system. Indonesia also certainly does the same thing with other countries, namely changing the learning patterns of students from primary, secondary, to higher education by using distance learning. The new school year has entered the world of Indonesian education. However, distance learning is a constant policy implemented in the midst of the covid pandemic 19 Education Policy in the Covid-19 emergency period, the implementation of learning is in accordance with this policy which contains 4 things, namely (1) independent learning

aimed at providing meaningful learning experiences without being burdened to complete curriculum achievements for class advancement and graduation; (2) students must be equipped with life skills about the Covid-19 pandemic; (3)

the teacher gives various assignments by considering the differences in the abilities of each individual, and the learning facilities; and (4) providing feedback (feedback) on student performance must be qualitative. One of them, is the impact that causes changes in teaching and learning methods in the classroom to become PJJ or Distance Learning. Where the teaching and learning process in the classroom by teachers and students changes to an online learning process. There are short-term to long-term effects of implementing distance learning. Short-term impacts include the vulnerability of students' psychological health conditions, limited information technology infrastructure, limited mastery of information technology by teachers and students, inadequate facilities and infrastructure (limited internet access), and inadequate budget provision. Meanwhile, the long-term impact is on the aspect of justice. There are inequalities between community groups between regions in Indonesia. All stakeholders play an important role in helping make strategic steps and solutions in the Indonesian education sector in handling the impact of Covid-19 on the world of education. This condition cannot be separated from the perspective of government policy and its implementation in the field. Therefore, online learning steps must be done as effectively as possible.

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There is a change in physical distancing policy from formal education to at home with an online system which makes improving teacher performance. Improved teacher performance must be taken during the Covid-19 pandemic, which can be realized by the existence of online-based applications, the values taken in this online-based system can increase the value of students in being responsible, independent, working hard and honestly. The government implements policies such as Work From Home (WFH) to apply students to finish everything at home, because in Indonesia this is one of the countries that has an impact due to the covid-19. The Ministry of Education issued a policy that replaces the Teaching and Learning Activities (KBM) process by using an online system. Thus, achieving teacher performance in an online-based system is not as easy as turning your hand. All efforts either thought or energy must be optimized in such a way. With this students and teachers here can master various technology systems that are so sophisticated, because teachers and students are required to have capabilities in the field of technology in their learning systems.

The consequences of studying at home or WFH, teachers are required to master learning technology, and indirectly this is a great opportunity for teachers who have not mastered learning technology. For teachers or teachers, teaching sites from home or WFH are very useful for the teaching process, because of the large number of information about what technologies can be used or utilized for teaching from home or WFH, apart from that from this site the teacher can also choose the application that best suits the subject to be taught. Usually teachers send video tutorials using Google Classroom or you can upload them on Youtube, or practice together through Google Meet or the Zoom application during the teaching and learning process at home. These applications make it easier for teachers in distance learning.

During a pandemic, many teachers and educators have started to innovate using media as an application in the learning process both face-to-face virtually and also interactive discussions, applications that are very commonly used are class wa groups which are always filled by teachers and students -the student is for assigning tasks and also collecting tasks, the role of whatsapp groups is very popular in this pandemic era. In addition to using WhatsApp, there are also teachers who have used applications such as zoom meetings for virtual applications that can make us communicate face-to-face virtually from their respective homes, usually students will be happy when they can meet their friends through applications that are commonly called videos. online call which contains nearly 100 participants, there are also teachers who use two applications made by Google itself as well as being able to search Google for this online media, namely Google Meet and Google Classroom, Google Meet is usually chosen for some teachers who want to perform virtual communication via google in addition to using zoom, and googleclassroom can be used as a chat room for discussion. Education is an important role in shaping a better human being in the future and is beneficial for human development and progress. In this pandemic there are many benefits for WFH "" Work From Home "", especially for teacher performance. Basically there are still many teachers who are blind to technology, so in this pandemic teachers are required to be able to master technology that has entered the era of 4.0. This can be used by teachers to start innovating in education so that education in Indonesia is not left behind with countries outside. Given the large role of education, the learning system must be addressed in order to change one's behavior for the better.

There are many ways that schools or institutions will do to improve teacher performance, one of which is the leadership

factor. Leadership in institutions is very important to achieve institutional goals. A person's leadership in a school is one of the factors that determines the steps of a school. Leadership is an activity to influence people so that they are willing to work together to achieve the desired goals (Kartono, 2011). The ways and patterns of behavior of leaders are defined by subordinates as leadership styles. Leadership as an activity to influence people to achieve goals. institutions (Thoha, 2012). A good leader is one who is able to take advantage of human resources in the school, so that leadership is an important part of improving teacher performance. The success factor of a leader is seen from the way in which a leader can create a situation so that his subordinates emerge awareness of doing what they want (Rivai&Mulyadi, 2009). Leadership is considered very important because it relates to efforts to achieve institutional goals through influencing others in the institution. The form of leadership that is believed to be able to balance the new paradigm reflection mindset in the flow of globalization is formulated as transformational leadership and transactional leadership (Yukl, 2009). Transformational leadership is a leadership process in which leaders develop the commitment of their followers with various values and visions of the institution (Wuradji, 2008).

Transformational leadership refers to leaders who succeed in moving teachers beyond self-interest directly through idealized influence (charisma), inspiration, intellectual stimulation, or individual consideration (Salain, 2014).

Conversely, transactional leadership involves an exchange process that can result in following the leader's requests but unlikely to generate enthusiasm for the field of commitment to the task objectives (Yukl, 2001). Transactional Leadership is leadership that focuses on interpersonal transactions, between management and teachers, two characteristics that underlie transactional leadership, namely: Leaders use contingent rewards to motivate teachers and leaders to carry out corrective actions only when subordinates fail to achieve performance goals (Suwatno&Priansa, 2011). The leadership style applied by the leader will have an impact on teacher job satisfaction. Job satisfaction (jobsatisfaction) is a positive emotional state that is the result of evaluating a person's work experience. Job dissatisfaction arises when one's expectations are not met (Maltis& Jackson, 2006). Job satisfaction is also a pleasant or unpleasant emotional state in which employees perceive their work (Handoko, 2012). Job satisfaction is a positive feeling about job results based on an evaluation of its characteristics. Someone with high job satisfaction has positive feelings about their job, while someone with low job satisfaction has negative feelings (Robbins and Judge, 2017). Apart from job satisfaction, leadership style also has an impact on teacher performance. Sedarmayati stated that "performance is the achievement / achievement of a person with respect to the task assigned to him" (Sedarmayati, 2011). Performance is a description of the level of achievement of the implementation of an activity program or policy in realizing the goals, objectives, vision and mission of the institution as outlined in the strategic planning of an institution (Moehiriono, 2012). Meanwhile, Mangkunegara stated that performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him (Mangkunegara, 2011). Therefore, in this research, the author conducted research on the effect of transformational leadership styles and transactional leadership styles on teacher performance with job satisfaction as an intervening variable. This research is important because to improve teacher performance, a good leadership style is needed from the supervisor or principal, where the boss or leader can provide examples and directions to their subordinates in carrying out the assigned task. This study

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aims to measure the influence of transformational and transactional leadership on the teacher innovation capability in Islamic schools in Jakarta during COVID-19 Pandemic mediated by organizational learning.

LITERATURE REVIEW AND HYPOTHESES

Transformational leadership is often defined by its impact on how leaders strengthen mutual cooperation and trust, collective self-improvement, and team learning (Yukl, 2009). "Transformational leadership is a leadership style that calls upon the moral values of followers in an effort to raise their awareness of ethical issues and to mobilize their energy and resources to reform institutions (Yukl, 2009)." Transformational leadership is a process where people engage with people, others, and creates relationships that increase motivation and morality in leaders and followers (Burn, 2013).

The transformational leadership style referred to in this study is the leadership of a leader who is able to bring change in every teacher. Indicators of transformational leadership style are as follows (Yukl, 2010): 1) Idealized Influence, namely behavior that evokes emotions and strong identification of followers of the leader. 2) Individualized consideration includes providing support, encouragement, and training for followers. 3) Inspirational motivation includes delivering an attractive vision, using symbols to focus subordinates' efforts. 4) Intellectual stimulation, which is behavior that increases followers' awareness of problems and influences followers to view problems from a new perspective.

Leadership

Robbins and Judgement define transactional leadership as leadership that guides or motivates followers towards established goals by clarifying roles and job requirements (Robbins & Judge, 2011). The definition of transactional leadership cannot be separated from the opinion expressed by Burns (1978), namely leadership that conducts transactions to motivate followers by calling for the personal interests of followers (Yukl, 2010). Yukl said that the transactional leadership style involves an exchange process that can generate enthusiastic commitment to the task objectives (Yukl, 2010).

Transactional leadership style in this study, namely the independent variable is a leadership style that focuses its attention on interpersonal transactions between leaders and teachers that involve exchange relationships. The transactional leadership process can be demonstrated through a number of dimensions of leadership behavior as follows (Yukl, 2010): 1) Relevant rewards (Contingent reward), which includes clarifying the work needed to get rewards and the use of incentives and rewards that relate to influencing motivation. 2) Management by Exception -Active which is finding errors and enforcing rules to avoid mistakes. 3) Management by Exception -Passive includes the use of related penalties and other corrective action in response to deviations from accepted performance standards.

Teacher Innovation Capability

The current industrial era 4.0 requires teacher innovation capability as a competitive advantage for schools (Malik, 2019; Muscio & Ciffolili, 2019; Durana et al, 2019; Lund & Karlsen, 2019; Haseeb et al, 2019; Jakhar et al, 2018; Hamada, 2019), competitive strategy (Culot, Orzes & Sartor, 2019), the key to facing the industrial era 4.0 (Stachova et al, 2019) is part of the quality of management in the 21st century (Gunasekaran, Sabramanian & Ngai, 2019), has many benefits for education (Zambon et al, 2019; Parida, Sjodin & Reim, 2019). Innovation capability is recognized as one of the most important internal resources that can produce

superior performance in school education institutions (Zouaghi et al, 2018; Santoro et al, 2017; Castela et al, 2018; Ruiz-Torres et al, 2018; Huesig & Endres, 2019). Innovation is an important aspect of quality education (Klaaijnsen, Vermeulen, & Martens, 2017).

Organizational Learning

Good organizational learning will be more resilient to crises (Starbuck, 2017). Dimensions such as desire, discipline, decision making, and equity are presented as important elements of institutional learning (Wetzel & Tint, 2019; Urban & Gaffurini, 2018). Organizational learning is also an important performance indicator for evaluating overall organizational performance (Qi & Chau, 2018) which is able to help build the necessary knowledge resources and maintain school growth and continuity. The ability to access knowledge is a differentiating factor between one school and another. The success of the school education institution's strategy is very significant in relation to the solid knowledge base possessed by every individual in the school education institution.

The Influence of Transformational and Transactional Leadership on Teacher Innovation Capability

In the current industrial 4.0 era, marked by increasingly fierce competition, sustainability remains an important concern and issue. Teacher innovation capability is a driver of education sustainability. This performance depends on the knowledge culture that is embedded in the institution. Many researchers discuss teacher innovation capability, which concludes that innovation is influenced by leadership (Samsir, 2018; Schuckert et al, 2018; Villaluz & Hechanova, 2019), teacher involvement climate (Naqshbandi, Tabche & Choudhary, 2019) knowledge sharing (Kim & Shim, 2018) knowledge search (Wang, Chen & Chang, 2019) collaborative culture (Yang, Nguyen & Le, 2018) and knowledge process (Imran et al, 2018). This study intends to examine the effect of transformational and transactional leadership on teacher innovation capability in manufacturing schools in Indonesia in the context of welcoming industrial revolution 4.0. Previous researchers have proven a positive and significant effect of transformational and transactional leadership on teacher innovation capability (Ganguly et al, 2019; Aulawi, 2018; Rumanti et al, 2018 & 2019; Torres & Liang, 2016; Li et al, 2019). More specifically, many researchers conclude that transformational leadership has a positive and significant effect on teacher innovation capability (Perez-Luno et al, 2018). All of them are within the scope of educational institutions. Based on the literature above, the following hypothesis is compiled:

H1: Transformational leadership has a significant effect on teacher innovation capability

H2: Transactional leadership has a significant effect on teacher innovation capability

The Influence of Organizational Learning on Teacher Innovation Capability

Knowledge creation conditioned by organizational learning will trigger and spur teacher innovation capability and institutional performance (Asbari, Purwanto & Santoso, 2019; Vijande & Sanchez, 2017; Lin & Lee, 2017). School innovation will be sustainable when it is based on a learning culture that adds value. This learning culture is what makes all teachers interact with each other so that their current knowledge and new knowledge acquired can be effectively transferred, exchanged and combined into school intelligence and knowledge (Lin & Lee, 2017; Lee et al, 2016; Chang & Lin, 2015). An institutional environment that provides joy at work is an important factor in creating teacher innovation

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capability for institutional members (Bani-Melhem, Zeffane&Albaity, 2018). Furthermore, based on the literature above, the hypotheses to be tested are as follows:

H3: Organizational learning has a significant effect on teacher innovation capability

METHODS

The method used in this research is quantitative method. Data were collected by distributing electronic online questionnaires to all teachers in Islamic schools in Jakarta, Indonesia. The instrument that has been used to measure transformational leadership was adapted from Bass & Avolio (2000) using 5 items. Transactional leadership is also adapted from Bass & Avolio (2000) using 4 items. Organizational learning is measured from an instrument adapted from Jiménez-Jiménez and Sanz-Valle (2011) using 5 items. Teacher innovation capability adapted from Lee & Choi (2003) using 5 items. The questionnaire is designed closed except for questions / statements regarding the identity of the respondent in the form of a semi-open questionnaire. Each closed question / statement item is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, disagree (KS) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. The method for processing data is by using PLS and using SmartPLS version 3.0 software as the tool. The population in this study were teachers of Islamic schools in Jakarta and the questionnaires were distributed electronically using simple random sampling technique. The results of the questionnaire were returned 130 respondents.

Table 1. Profile of respondents

	Criteria	Total
Age	< 30 years	35
	30 - 40 years	45
	> 40 years	40
Working period as teacher	< 5 years	25
	5-10 years	45
	> 10 years	60
Education	< S1 (bachelor degree)	95
	≥ S1 (bachelor degree)	45

For respondents who were under 30 years old were 35 teachers, respondents aged 30-40 years were 45 teachers and respondents aged over 40 years were 40 teachers. There were 25 respondents for Working period as teacher under 5 years, 45 respondents for working period as teacher for 5 - 10 years, and 60 teachers for Working period as teacher over 10 years. For respondents with education levels below the bachelor's degree, there were 95 teachers, and respondents with education levels above the bachelor's degree were 45 teachers.

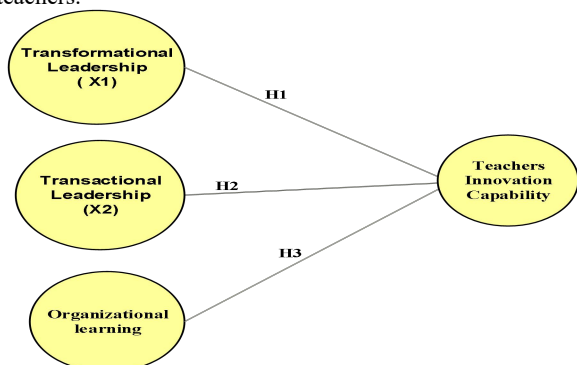


Table 2. Items, Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Transformational (X1)	X11	0.742	0.732	0.821	0.673
	X12	0.731			

Figure 1. Research Framework

Based on previous research literature studies, the following hypothesis is obtained

H1: Transformational leadership has a significant effect on teacher innovation capability

H2: Transactional leadership has a significant effect on teacher innovation capability

H3: Organizational learning has a significant effect on teacher innovation capability

RESULT AND DISCUSSION

This testing phase includes testing for convergent validity, discriminant validity and composite reliability. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing.

1. Convergent Validity Testing indicators

Convergent validity test is done by looking at the loading factor value of each indicator against the construct. Based on the reference, factor weights of 0.5 or more are considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Hair et al, 2010; Ghozali, 2014). In this study, the minimum accepted factor value is 0.5, provided that the AVE value of each construct is > 0.5 (Ghozali, 2014).

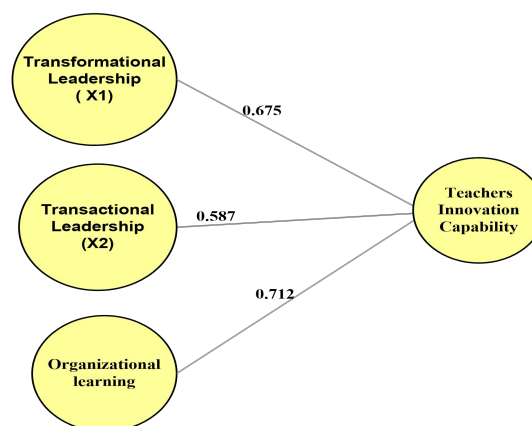


Figure 2. Estimation valid model

Based on the estimation results of the PLS model in the figure above, all indicators have a loading factor value above 0.5 so that the model has met the convergent validity requirements. Convergent validity was also assessed from the AVE value of each construct. The AVE value of each construct of this study was above 0.5. So the convergent validity of this research model has met the requirements. The value of loadings, cronbach's alpha, composite reliability and AVE for each complete construct can be seen in table 2 below:

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Transactional (X2)	X13	0.831	0.742	0.876	0.875
	X21	0.631			
	X22	0.612			
Organizational Learning (X3)	X33	0.723	0.875	0.876	0.812
	X31	0.823			
	X32	0.991			
Teachers' Innovation Capability (Y)	X33	0.872	0.913	0.867	0.812
	Y1	0.765			
	Y2	0.712			
	Y3	0.876			

3. Construction Reliability Testing

Construct reliability can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended composite reliability and cronbach's alpha value is more than 0.7. (Ghozali, 2014) The results of the reliability test in Table 2 above show that all constructs have a composite reliability value and Cronbach's alpha is greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

Testing of the validity of discriminant variables

Discriminant validity testing is performed to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between this construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of discriminant validity testing using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value are obtained as follows:

Table 3. Discriminant Validity

Variables	X1	X2	X3	Y
X1	0.712			
X2	0.721	0.872		
X3	0.734	0.713	0.987	
Y	0.745	0.791	0.892	0.924

The results of the discriminant validity test in table 3 above show that all constructs have a square root value of AVE

Table 5. Hypothesis Testing Result

Hypothesis	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	X1 -> Y	0.321	0.042	3.654	0.001	Supported
H2	X2 -> Y	0.367	0.034	4.324	0.001	Supported
H3	X3 -> Y	0.317	0.021	4.987	0.001	Supported

H1: Transformational leadership has a significant effect on teacher innovation capability

Based on the hypothesis testing results, it was found that the Beta value was 0.321, SE 0.042, T Statistics 3.654 and P-Values 0.001 so that it can be concluded that transformational leadership has positive and significant effect on teacher innovation capability. These results are in line with research conducted by Asbari (2019) that transformational leadership has positive and significant effect on teacher innovation capability, Santoso (2019) transformational leadership has positive and significant effect on teacher innovation capability, Wijayanti (2019) transformational leadership has positive and significant effect on teacher innovation capability and Hyun (2020) that transformational leadership has positive and significant effect on teacher innovation capability. Bernarto (2019) transformational leadership has positive and significant effect on teacher innovation capability and Hyun (2020) that transformational leadership has positive and significant effect on teacher innovation capability. Pramono (2019) transformational leadership has positive and significant

above the correlation value with other latent constructs (through the Fornell-Larcker criteria) so that it can be concluded that the model has met discriminant validity.

Table 4. R Square Value

	R Square	R Square Adjusted
Teachers' Innovation Capability (Y)	0.897	0.765

Based on Table 4 above, the R Square value is 0.897, which means that the teacher innovation capability (Y) variable can be explained by the transformational leadership (X1), transactional leadership (X2) and organizational learning variables by 89.7%, while the remaining 10.3% is explained by other variables not discussed in this study.

Hypothesis Testing

Hypothesis testing in this PLS includes testing the significance of direct and indirect effects and measuring the influence of exogenous variables on endogenous variables. To determine the effect of transactional leadership, transactional leadership and organization learning on teacher innovation capability, a direct effect test is needed. The direct effect test was carried out using the t-statistical test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the bootstrapping technique, the R Square value and the significance test value are obtained as shown in the table 5 below:

effect on teacher innovation capability and Hyun (2020) that transformational leadership has positive and significant effect on teacher innovation capability. Purwanto (2020) Transformational leadership has positive and significant effect on teacher innovation capability

H2: Transactional leadership has a significant effect on teacher innovation capability

Based on the hypothesis testing results, it was found that the Beta value was 0.367, SE 0.034, T Statistics 4.324 and P-Values 0.001 so it can be concluded that transactional leadership has positive and significant effect on teacher innovation capability. These results are in line with research conducted by Asbari (2020) that transactional leadership has positive and significant effects on teacher innovation capability, Purwanto (2020) transactional leadership has positive and significant effect on teacher innovation capability, Santoso (2020) transactional leadership has positive and significant effect on teacher innovation capability, Wijayanti (2020) transactional leadership has positive and significant effect on teacher innovation

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H3: Organizational learning has a significant effect on teacher innovation capability

Based on the hypothesis testing results, it was found that the Beta value was 0.317, SE 0.021, T Statistics 4.987 and P-Values 0.001 so it can be concluded that Organizational learning has positive and significant effect on teacher innovation capability. These results are in line with research conducted by Asbari (2020) that Organizational learning has positive and significant effects on teacher innovation capability, Purwanto (2020) Organizational learning has positive and significant effect on teacher innovation capability, Santoso (2020) Organizational learning has positive and significant effect on teacher innovation capability, Wijayanti (2020) organizational learning has positive and significant effect on teacher innovation capability and Hyun (2019) that Organizational learning has positive and significant effect on teacher innovation capability. Bernarto (2020) organizational learning has positive and significant effect on teacher innovation capability and Pramono (2019) that Organizational learning has positive and significant effect on teacher innovation capability. Purwanto (2019) that Organizational learning has a positive and significant effect on teacher innovation capability.

Based on the research results, it can be concluded that transformational leadership has a positive and significant impact on teacher innovation capability, meaning that the more positive transformational leadership is owned by school leaders, the more individual teacher innovation capability of teachers in schools will increase. This finding is in line with previous studies, namely Perez-Luno et al. (2018), Terhorst et al (2018), Boadu et al (2018), Che et al (2019). Transactional leadership has a positive and significant impact on teacher innovation capability, meaning that the more positive transactional leadership school leaders have, the more individual teacher innovation capability of teachers in schools will be increased. Organizational learning has a positive and significant impact on teacher innovation capability, meaning that the more positive organizational learning is owned by school leaders, the more individual teacher innovation capability of teachers in schools will be increased.

CONCLUSION

Based on the research results, it can be concluded that transformational leadership has a positive and significant impact on teacher innovation capability, meaning that the more positive transformational leadership is owned by school leaders, the more individual teacher innovation capability of teachers in Islamic schools will increase. Transactional leadership has a positive and significant impact on teacher innovation capability, meaning that the more positive transactional leadership school leaders have, the more individual teacher innovation capability of teachers in Islamic schools will be increased. Organizational learning has a positive and significant impact on teacher innovation capability, meaning that the more positive organizational learning is owned by school leaders, the more individual

teacher innovation capability of teachers in Islamic schools will be increased. In order to add to the transformational leadership role of school leaders as a predictor of teacher innovation capability, Islamic schools need to provide autonomy and breadth to share the vision and motivation of school leaders with their members. Therefore, schools need to create organizational learning as a positive environment that spurs the competence and engagement of individual teachers at schools. Researchers continue to study leadership as an important school resource. It can be said that leadership skills, both transformational and transactional leadership, can significantly increase the innovation capabilities of teachers. Organizational learning accelerates individual knowledge into school knowledge. This study concludes that organizational learning acts as a catalyst for the process of increasing innovation capabilities among school teachers. This study has several limitations. First, this study analyzes the effect of transformational and transactional leadership on teacher innovation capability of teachers. Of course, there may be several other variables that affect teacher innovation capability, the author highly recommends finding, exploring and analyzing it. Second, this research conducted in other schools may not be generalizable to other schools. Therefore, it is highly recommended that further research on this topic be carried out in other schools

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