Examine Relationship of Soft Skills, Hard Skills, Innovation and Performance: the Mediation Effect of Organizational Learning

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Abstract *— The purpose of this research was to measure the effect of hard skills and soft skills towards teachers' innovation capability which was mediated by an organizational learning and to measure the effect of teachers' innovation capability towards their performance. Data collection was done by simple random sampling to 251 population of the teachers in five private senior high schools di Tangerang. The returned and valid questionnaire results were 211 samples. SEM method with SmartPLS 3.0 software is used for data processing. Hard skills and soft skills are concluded as a result of research that has a positive and significant effect on the capability of teachers' innovation, both directly and indirectly through mediation of the organizational learning. As well as the capability of teachers' innovation has a positive and significant effect on their performance. A model for building innovation capability and teacher performance among teachers in Tangerang through enhancing hard and soft skills with organizational learning as a mediator was proposed as new research. To improve teacher readiness in facing the era of education 4.0 this study was pave.*

Keywords — *Hard skills, organizational learning, performance, soft skills, teachers' innovation capability*

I. INTRODUCTION

Dramatic changes that come from industrial revolution 4.0 become a new challenge for education. This industrial revolution requires qualified, agile, adaptive and responsive human resources against a rapid change. The world of education is facing rapid economic, social, political and technological change. Therefore, schools must be flexible to be able to adapt of the changing situations and contexts. An environment that continues to grow positive and conducive is needed for shool and other educational institutions to compete in global human resources. Therefore, synergy between teachers and the work environment is needed by schools to make continuous improvements in innovation and performance. The point is that innovation and flexibility in the era of economic knowledge are needed by the community as energy to survive competition. Increasing knowledge resources is the strategic development of educational institutions in the future, especially teachers, which provide space for innovation and growth.

To ensure that educational institutions, teachers need to be directed and involved in pumping school performance so that schools can be competitive and adaptive. Teachers must be powered and empowered. As a result, schools must manifest into real organizational learning. Organizational learning that empowers teachers as one of the main elements of school transformation, as well as teachers as instruments of civilization. The form of schools as the organizational learning is very important for educational institutions that operate in the environments with rapid and unexpected changes. So that, absolute condition for the creation of human resources is the speed of response to change, becomes an requirement to, students who are competitive and win global human resources competition.

Intellectual capital consisting of the knowledge of each teacher and school will become a new icon that illustrates the economic value of a school. This is the new paradigm adapted from industrial revolution 4.0. Major future investment contribution no longer depend on traditional productive assets such as buildings, constructions, land and other tangible assets. Teacher knowledge is an intangible asset that is a productive and sustainable asset in the future. This research seeks to understand and explain the effect of teachers' hard skills

and soft skills on their 'teachers' innovation capability', then, to measure the effect of the organizational learning mediation on the relationship between hard skills, soft skills and teachers' innovation in Indonesia.

II. LITERATURE REVIEW

Hard Skills

Hard skills are one type of knowledge that is easily documented and formed (Choi & Lee, 2003; Sousa & Rocha, 2019; Borrego et al, 2019; Wokcik et al, 2019; Cifariello, Ferragina & Ponza, 2019; Che et al, 2018; Tang et al, 2016; Bashir & Farooq, 2019; Attia & Salama, 2018), easily articulated (Haamann & Basten, 2018) and usually constitute knowledge that inherent in schools (Afsar, Masood & Umrani, 2019). In addition, hard skills can be created, written and transferred between school activity units (Lombardi, 2019). The transfer of hard skills among teachers is easier to be encouraged by a conducive school mechanisms and culture.

Hard skills can be described in general and are also based on the specific context in which these skills are used. Rainsbury et al. (2002) defines hard skills as skills that related to technical aspects for carrying out several tasks at work. Therefore, hard skills are basically cognitive and are affected by intellectual quotient (IQ) (Muhammad et al., 2019; Kenayathulla, Ahmad & Idris, 2019; Tsotsotso et al., 2017; Fan, Wei & Zhang, 2017). Contextually, some researchers use the concept of hard skills in particular the state of management. Azim et al. (2010) generally refers to hard skills in the context of project management as processes, procedures, tools, and techniques (Gale et al, 2017; Laker & Powell, 2011)

Behavior and skills that can be seen is a picture of hard skills (explicit). Hard skills are the main skills that produce something that can be seen and directly. Technical or practical tests can assess hard skills. Intelligence thinking that has indicators for calculating, analyzing, designing, broad insights and knowledge, modeling and critical are elements of hard skills. Mastery of science, technology and technical skills related to the part of knowledge related the hard skills. A teacher must have expertise in opening lessons, managing classes, designing group discussions, arranging rooms, and writing well (Muqowim, 2012). Hard skills are relatively easy skills to measure. Widoyoko distinguishes between two hard skills, namely their academic and vocational skills. Academic skills are the ability to master various concepts in the field of research, such as skills to define, count, explain, describe, classify, identify, describe, predict, analyze, compare, differentiate, and draw conclusions from various concepts, data and facts related to the subject (Widoyoko, 2009).

Soft Skills

Two types of knowledge classification that is: soft skills and hard skills (Polanyi, 1966). Knowledge that is still in the human mind and is very personal is definition of soft skills (Chen et al, 2018; Holford, 2018; Khoshorour & Gilaninia, 2018; Zebal, Ferdous & Chambers, 2019; Agyemang & Boateng, 2019; Perez-Fuillerat et al, 2018), it is difficult to be formulated and divided naturally (Deranek, McLeod & Schmidt, 2017; Wang & Liu, 2019; Asher & Popper, 2019) personal interaction is needed by transformation (Lee, 2019). A person's actions and experiences, including idealism, values, and emotions are the roots of soft skills (Boske & Osanloo, 2015; Kawamura, 2016; Hartley, 2018).

Based on its understanding, personal knowledge or in other words knowledge obtained from individuals or personal are categorize soft skills (Nonaka & Toyama, 2015; Munoz et al, 2015; Stewart et al, 2017; Razmerita et al, 2016; Jaleel & Verghis, 2015; Wang et al., 2016; Serna et al., 2017; Jou et al., 2016; Rothberg & Erickson, 2017). Each teacher gets a different experience based on situations and conditions that cannot be predicted. Soft skills are not easily articulated and converted into hard skills (Mohajan, 2016; Prasarnphanich et al, 2016; Addis, 2016; Cairo Battistutti, 2017; Zang et al, 2015; Spraggon & Bodolica, 2017). However, the process of knowledge spiral or SECI Model can empower by soft skills (Li, Liu & Zhou, 2018; Nonaka & Hirose, 2018; Chatterjee et al, 2018; Sasaki, 2017; Lievre & Tang, 2015; Stanica & Peydro, 2016 ; Norwich et al., 2016; Hodgins & Dadich, 2017; Balde et al., 2018; Okuyama, 2017; Huang et al., 2016).

Teacher soft skills must be used to encourage them to share knowledge and keep learning for each school educational institution. School educational institutions like this will become more creative, innovative and lead in the era of education 4.0. Management and use of tacit knowledge that is outside the awareness stored in the subconscious mind of each teacher with an embedding and sharing approach can be facilitated by schools (Ma et al, 2018; Ferreira et al, 2018; Borges et al, 2019; Ferraris et al, 2018; Guo et al, 2018; Tsai & Hsu, 2019; Swierczek, 2019; Cantwell & Zaman, 2018).

Organizational Learning

Crises will more resilient to good organizational learning (Starbuck, 2017). Organizational learning present as important elements of the dimensions such as desire, discipline, decision making, and alignment (Wetzel & Tint, 2019; Urban & Gaffurini, 2018). An important performance indicator for evaluating overall organizational performance is organizational learning (Qi & Chau, 2018) which is able to help build the knowledge resources needed to maintain school growth and continuity. The distinguishing factor between one school and another is the ability to access knowledge. The strong knowledge base possessed by each individual from a school education institution is very significantly related to the success of school education institution's strategy.

Teachers' Innovation Capability

Teacher innovation skills are needed in the industrial era 4.0 as a competitive advantage in schools (Malik, 2019; Muscio & Ciffolili, 2019; Durana et al, 2019; Lund & Karlsen, 2019; Haseeb et al, 2019; Jakhar et al, 2018; Hamada, 2019; 2019), competitive strategy (Culot, Orzes & Sartor, 2019), the key to face industry era 4.0 (Stachova et al, 2019) part of the quality of 21st century management (Gunasekaran, Sabramanian & Ngai, 2019), has many advantages business (Zambon et al., 2019; Parida, Sjodin & Reim, 2019). One of the most important internal resources that can produce superior school educational institution performance recognize as an innovation capability (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 (Klaeijsen, Vermeulen, & Martens, 2017).

Performance

According to Campbell (1990), a series of individual actions and behaviors that are relevant to the organization's goals are a reference to individual performance. "The extent to which work is done well" is one of the simplest definitions of individual performance (Campbell et al., 1993). Not only to ensure better school management, but also to facilitate services to the development of science required employee performance appraisal. Thus, good individual performance means the teacher has completed work related responsibilities to the satisfactory extent or to the extent expected by school management.

The effect of *Hard skills* and *Soft Skills* towards *Teachers' Innovation Capability*

Increasingly fierce competition, sustainability remains a concern and important issues mark the current industry 4.0 era. Business sustainability are drived by teachers' innovation capability. The culture of knowledge that exists in organizations influences a performance. Knowledge consists of tacit and hard skills. Teacher innovation abilities that are influenced by leadership are discussed by many researchers (Samsir, 2018; Schuckert et al, 2018; Villaluz & Hechanova, 2019), employee 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 research will evaluate the effect of hard and soft skills regarding teacher innovation competencies in school educational institutions to deal with the industrial revolution 4.0. The positive and significant effect of hard and soft skills on teachers' innovation capability have been proven by previous researchers (Ganguly et al, 2019; Aulawi, 2018; Rumanti et al, 2018 & 2019; Torres & Liang, 2016; Li et al, 2019). More specifically, soft skills have a positive and significant effect on the ability of teacher innovation this was concluded by many researchers (Perez-Luno et al, 2018). All of them are within the scope of business organizations. However, there are researchers who state that formal & informal learning affect teachers' innovation capability of teachers in schools (Lecat, Beausaert, & Raemdonck, 2018). Based on the above literature, the following hypotheses are arranged:

H^1: *Hard skills* directly effect towards *teachers' innovation capability*
H^2: *Soft skills* directly effect towards *teachers' innovation capability*

The effect of *Hard skills* and *Soft Skills* towards *Organizational Learning*

One strategy for organizations to study the dynamics of the business environment is in learning organization (Senge, 1990; Zhu et al., 2018; Kasim et al., 2018; Darwish et al., 2018). Learning routines will

produce a collection of knowledgeable individuals, both hard and soft skills was managed by schools (Hussain et al, 2018). The organizational learning is affected by collaborative culture and knowledge sharing is concluded by some researchers (Nugroho, 2018). Very significant predictors for the development of the organizational learning find the soft skills (Muthuveloo, Shanmugam & Teoh, 2017). Based on the above literature, the hypotheses to be examined are as follows:

H^3: *Hard skills* directly effect towards *organizational learning*
H^4: *Soft skills* directly effect towards *organizational learning*

The effect of the *Organizational Learning* towards *Teachers' Innovation Capability*

Organizational learning will trigger and spur teacher innovation abilities and organizational performance was conditioned by knowledge creation (Asbari, Purwanto & Santoso, 2019; Vijande & Sanchez, 2017; Lin & Lee, 2017). Learning culture that adds value will be sustainable when based on school innovation. 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 of the school was used as a learning culture (Lin & Lee, 2017; Lee et al, 2016; Chang & Lin , 2015). An organizational environment that provides excitement at work is an important factor in creating teachers' innovation capability of the organizational members (Bani-Melhem, Zeffane & Albaity, 2018). Furthermore, based on the above literature, the hypotheses to be examined are as follows:
H^5: *Organizational learning* directly effect towards *teachers' innovation capability*

The effect of *Teachers' Innovation Capability* towards *Teachers' Performance*

Organizations need to increase their flexibility, responsiveness, and efficiency, and innovation to respond challenges that faced in local and global competition (Asbari et al, 2019; Asbari et al., 2020; Purwanto et al., 2020). This is due to the rapidly increasing need for innovative product and service capabilities as well as internal processes and behavior of all members on the organization. In addressing this issue, previous researches emerged that have explored shifting from an efficiency view to innovation. The need for more knowledge about how individuals can be coordinated is to improve innovation and performance at the organizational level (Sopa et al, 2020). In addition, Asbari et al (2020) argues that internal processes should create innovations which contribute to improve performance. While Prameswari et al (2020) show that employee innovation indirectly affects the value of the organization through its effect on market and financial position. Nevertheless, according to Sopa et al. (2020) mention that innovation is very important for improving teachers' performance and they show that schools which focus on teachers' innovation will be more productive and competitive in the global education market. Therefore, we hypothesize:

H^6: *Teachers' innovation capability* directly effect towards *teachers' performance*

The Mediation Effect of the *Organizational Learning* towards the relationship of Hard Skills, Soft Skills and *Teachers' Innovation Capability*

Honeycutt (2000) explains that knowledge management is a discipline that treats intellectual capital from managed assets. Because, the concept of knowledge management basically develops from the fact that in the present and future, the main assets of an organization to be able to compete are intellectual or knowledge assets, not physical assets. In general, knowledge management carried out by the organizational learning is a technique or way to manage knowledge in organizations to create value and increase competitive advantage. The organizational learning as a mediation variable plays a role between hard skills, soft skills and the organizational innovation. In addition, this process has been considered as a system where knowledge and skills are input, the organizational learning is the main process, and the organizational innovation is an important output (Nouri & Ghorbani, 2017; Chang, Liao & Wu, 2017).
Furthermore, based on the above literature, the hypotheses to be examined are as follows:
H^7: *Hard skills* indirectly effect towards *teachers' innovation capability* through the organizational *learning* mediation
H^8: *Soft skills* indirectly effect towards *teachers' innovation capability* through the *organizational learning* mediation

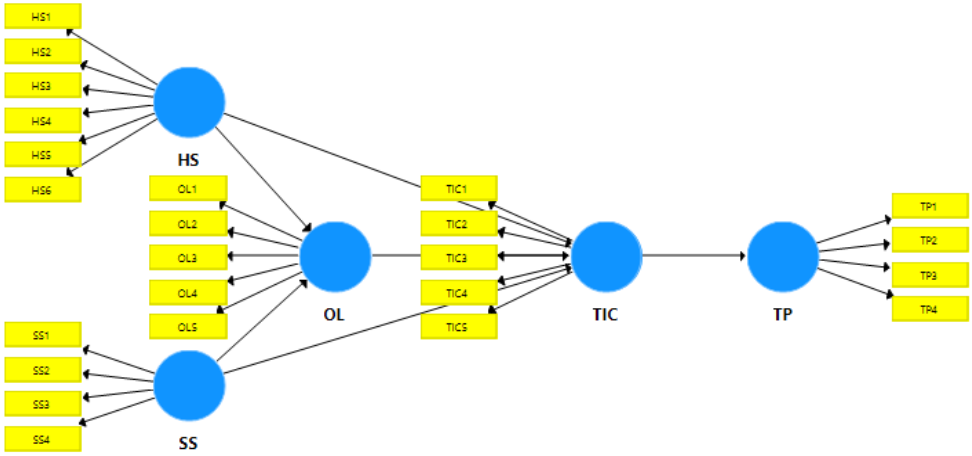

Figure 1. Research Model

III.METHOD

Definition of Operational Variables dan Indicators

In this research is quantitative method was used as the method. Data was collected by distributing questionnaires to all teachers of school education institutions. To measure hard skills was used the instrument adapted from Hendarman & Cantner (2017) using six items. Soft skills were also adapted from Hendarman & Cantner (2017) using four items. Instruments adapted from Jiménez-Jiménez and Sanz-Valle (2011) measure the organizational learning using five items. Lee & Choi (2003) adapted teachers' innovation capability using five items. Teachers' performance was adapted from Grace et al (2016) using four items. For questions / statements about the respondent's identity in the form of a semi-open questionnaire designed by a closed questionnaire. Five answer options give each closed question / statement item given, namely: strongly agree (SS) score 5, agree (S) score 4, less agree (KS) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. PLS and SmartPLS software version 3.0 are used as a method for processing data.

1) Population and Sample

Data collection was done by simple random sampling to 251 population of the teachers in five private senior high schools di Tangerang. The returned and valid questionnaire results were 211 samples (88.05 percent).

IV.RESULTS AND DISCUSSION

Description of Sample

Table 1. Information descriptive of the sample

Criteria		Total	%
Age (per October 2019)	< 30 years	45	20.41%
	30 - 40 years	103	46.60%
	> 40 years	73	32.99%
Teachers' Status	Public (ASN)	69	31.07%
	Private (Swasta)	152	68.93%
Service period as teacher	< 5 years	70	31.66%
	5-10 years	107	48.52%
	> 10 years	44	19.82%
Highest education	< S1(bachelor degree)	18	7.99%
	≥ S1 (bachelor degree)	203	92.01%

Validity and Reability Test Result of Research Indicator

Convergent validity, discriminant validity and composite reliability testing are the measurement models used in the testing phase. To test the research hypothesis if all the indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing can use the results of the PLS analysis.

Convergent Validity Test

To see the loading factor value of each indicator, do a convergent validity test. For most references, latent constructs are considered to have sufficiently strong validation explained through a factor weighting of 0.5 or more (Chin, 1998; Hair et al, 2010; Ghozali, 2014). AVE requirements for each construct> 0.5 are accepted as the minimum loading factor size in this study (Ghozali, 2014).

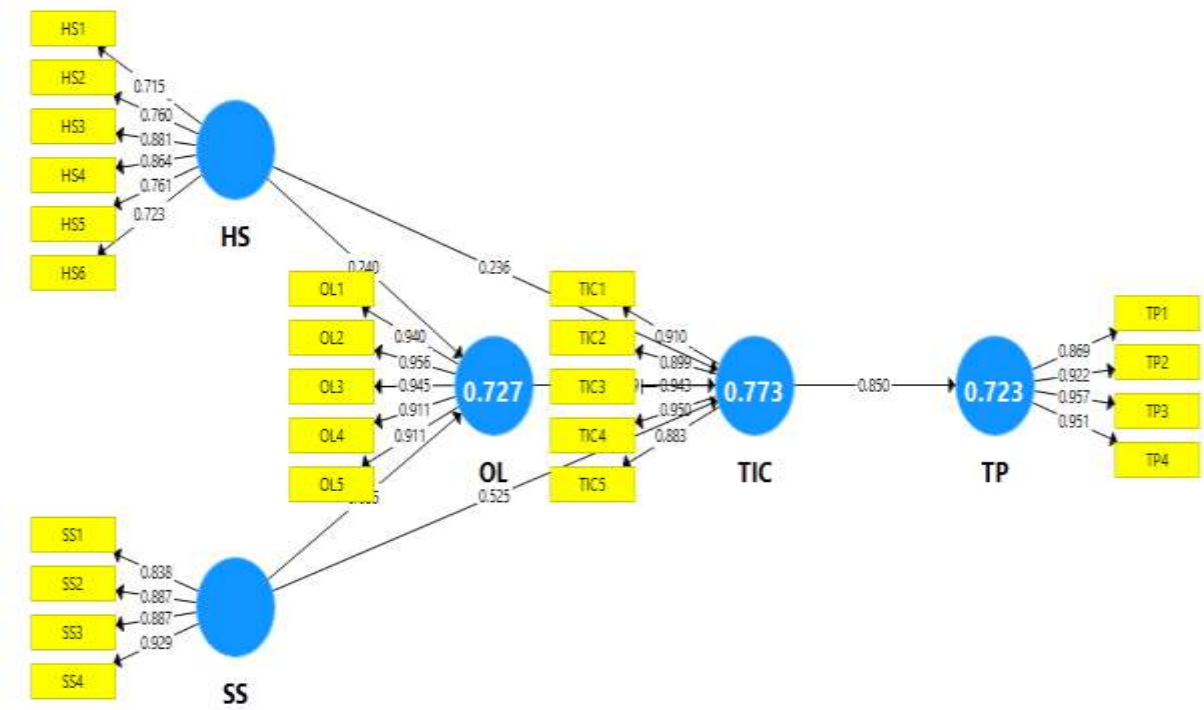

Figure 2. Estimation valid model

All indicators have a loading factor value above 0.5 so that the model meets the convergent validity requirements, that is based on the estimation results of the PLS model in the picture above. Convergent validity is assessed from the AVE value in each construct, besides that it is also seen from the value of the loading factor on each indicator. AVE value for each construct of this research is above 0.5. So the convergent validity of this research model meets the requirements. In table 2 below can see the loading value, cronbach's alpha, composite reliability and AVE of each construct:

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

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Hard Skills (HS)	HS1	0.715	0.876	0.906	0.619
	HS2	0.760			
	HS3	0.881			
	HS4	0.864			
	HS5	0.761			
	HS6	0.723			

Soft Skills (*SS*)	SS1	0.838	0.908	0.936	0.784
	SS2	0.887			
	SS3	0.887			
	SS4	0.929			
Organizational Learning (OL)	OL1	0.940	0.963	0.971	0.870
	OL2	0.956			
	OL3	0.945			
	OL4	0.911			
	OL5	0.911			
Teachers' Innovation Capability (TIC)	TIC1	0.910	0.953	0.964	0.842
	TIC 2	0.899			
	TIC 3	0.943			
	TIC 4	0.950			
	TIC 5	0.883			
Teachers' Performance (TP)	TP1	0.869	0.944	0.960	0.857
	TP2	0.922			
	TP3	0.957			
	TP4	0.951			

1. Discriminant Validity Test

To ensure that each concept of each latent variable is different from other latent variables do discriminant validity. If the AVE squared value of each exogenous construct (diagonal value) exceeds the correlation between construct and other construct (values below the diagonal) it can be interpreted that the model has good discriminant validity (Ghozali, 2014). AVE squared value is used as a result of discriminant validity test by looking at the Fornell-Larcker Criterion Value obtained as follows:

Table 3. Discriminant Validity

Variables	*HS*	OL	SS	*TIC*	*TP*
HS	**0.787**				
OL	0.741	**0.933**			
SS	0.764	0.839	**0.886**		
TIC	0.770	0.794	0.856	**0.917**	
TP	0.776	0.789	0.819	0.850	**0.926**

The results of the discriminant validity test in table 3 above can conclude that the model meets the discriminant validity show by all constructs have AVE square root values above the correlation value with other latent constructs (through the Fornell-Larcker criteria).

2. Construct Reliability Test

The value of Cronbach's alpha and composite reliability of each construct can assess construct reliability. The recommended composite reliability and Cronbach's alpha values are more than 0.7. (Ghozali, 2014). All constructs have composite reliability and Cronbach's alpha value greater than 0.7 (> 0.7) is indicated by the reliability test results in table 2 above. In conclusion, the required reliability have been met all constructs.

Hypothesis Test

The inner model test was called hypothesis test in PLS. A test of the significance of direct and indirect effects and measurement of the magnitude of the effect of exogenous variables on endogenous variables is included this test. A direct effect test is taken to determine the effect of tacit and hard skills sharing on the organizational learning and teachers' innovation capability. The t-statistic test in the partial least squared (PLS) analysis model using the help of SmartPLS 3.0 software perform using the direct effect test. The table below obtain the bootstrapping technique, R Square values and significance test values:

Table 4. *R Square* Value

	R Square	R Square Adjusted
OL	0.727	0.725
TIC	0.773	0.770
TP	0.723	0.722

Table 5. Hypothesis Test

Hypothesis	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	HS -> TIC	0.236	0.071	3.316	0.028	Supported
H2	SS -> TIC	0.525	0.071	7.413	0.000	Supported
H3	HS -> OL	0.240	0.065	3.670	0.000	Supported
H4	SS -> OL	0.655	0.053	12.420	0.000	Supported
H5	OL -> TIC	0.179	0.082	2.200	0.028	Supported
H6	TIC -> TP	0.850	0.020	41.840	0.000	Supported
H7	HS -> OL -> TIC	0.203	0.028	3.637	0.000	Supported
H8	SS -> OL -> TIC	0.118	0.050	2.341	0.020	Supported

According to Table 4 above, hard skills (HS) and soft skills (SS) variables by 72.7% can explain R Square OL value of 0.727 means that the organizational learning (OL) variables, while other variables explaine the remaining 27.3% (not discussed in this research). Meanwhile, the value of R Square teachers' innovation capability (TIC) is 0.773 which means that the teachers' innovation capability variable is able to explain the variables of hard skills, soft skills and the organizational learning by 77.3%, while other variables explaine the remaining 22.7% (not discussed in the research). The R Square TP value of 0.723 which means that the teachers' performance variable (TP) can be explained by the teachers' innovation capability (TIC) variable by72.3%, while other variables explaine the remaining 27.7% (not discussed in this research). While Table 5 displays the effect between the research variables that have been mentioned are showed the T Statistics and P-Values .

Discussion

Based on the results of the research, hard skills sharing has a positive and significant impact on teachers' innovation capability can conclude, both directly and through the organizational learning mediation. This means that the more positive hard skills possessed by teachers, the teachers' innovation capability of individual teachers in school education institutions will also increase. This finding is in line with previous research on business the organizations, namely Perez-Luno et al (2018), Terhorst et al (2018), Boadu et al (2018), Che et al (2019). Likewise, soft skills have a positive and significant effect on teachers' innovation capability, both directly and through the organizational learning mediation. This means that the more positive soft skills possessed by the teacher, the teachers' innovation capability of the individual teacher will also increase. That is, the organizational learning becomes between teachers' soft skills and teachers' innovation capability.

The results of this research hard skills and soft skills had a positive and significant effect on the organizational learning were conclude. This means that the better hard skills and soft skills controlled by a teacher, the more positive formation and development of the organizational learning in school education institutions. This is in line with the conclusions of Qi & Chau (2018) research on business the organizations. This implies that teachers who can create new ideas and innovations are the rarest and most valuable resources in the digital age are not ordinary teachers and mediocre (Xu, David & Kim, 2018). Teachers play a key role in producing and reusing their knowledge and intellectual property through education and teaching (Al-Kurdi, El-Haddadeh & Eldabi, 2018). For this reason, the scarcity of teachers who have adequate hard skills and soft skills can paralyze the power of innovation, competitiveness, growth and flexibility of school education institutions. No doubt, in the future, the talent and response of school teachers in improving hard skills and soft skills will be an important factor in the future of nation's education. School teachers with skills and innovations will become capital luxury items and instruments of civilization.

Several researches have concluded that soft skills have more effect on innovation than hard skills (Ibrahim, Boerhannoeddin & Bakare, 2017; Albandea & Giret, 2018; Viviers, Fouche & Reitsma, 2016; Escrig-Tena et al, 2018). However, this research shows that hard skills have a greater effect on teachers' innovation capability. The rational possibility is because the research respondents were in big cities, namely in Jakarta, Bogor, Depok, Tangerang and Bekasi (Greater Jakarta).

Based on the findings of this research, the facts conclude that the organizational learning has a positive and significant effect on teachers' innovation capability. The organizational learning also mediates the effect of hard skills and soft skills on teachers' innovation capability. Likewise teachers' innovation capability has a positive and significant effect on teachers' performance. This is consistent with the conclusion of Martinez-Costa (2018). The research also concluded that school education institutions could manage past experiences to be combined with the current hard skills and soft skills that teachers have. In essence, positive conditions in the process of knowledge creation in the current education 4.0 eras is able to provided the organizational learning.

V. CONCLUSIONS AND SUGGESTIONS

Conclusions

To add the role of soft skills as a predictor of teachers' innovation capability, schools need to provide autonomy and breadth to share knowledge to the teachers. Therefore, an organizational learning as positive environment that drives the competence and engagement of individual teachers in school education institutions is created by schools. If the performance of each teacher is in good condition knowledge management will run effectively in school education institutions (Manaf et al, 2017).

Knowledge as an important school resource is learned by researchers. Both hard skills and soft skills, can significantly improve school performance can say skills. Individual knowledge into school knowledge is transformed by the organizational learning. The organizational learning acts as a catalyst of the process of knowledge creation among teachers in schools is concluded by this research. Because, in fact, the teacher who carries the obligation to prepare their students to learn and work in this knowledge society.

Managerial Implications

Based on the conclusions of this research, maximum involvement of all teachers to continuously improve their hard skills and soft skills was billed by the management of school education institutions. The key performance an indicator of each teacher was tailored by teacher training in each section of the school is a necessity with the level of intensity, content and context. In essence, team learning behavior created in the school environment will be a driving force for teachers' innovation (Widmann & Mulder, 2018).

The process of improving skills to build teachers' innovation capability of school education institutions should not only limit to the internal processes of the school. However, the process of building this innovation through efforts to absorb, articulate, utilize and manage knowledge sourced from external school partners such as parents, government, communities, and other educational institutions are expanded by school management. School management can activate learning from others when assigning their teachers to attend training, seminars, workshops, visits to other schools, meet with school committees and other strategic partners. Because external knowledge, such as those from trainers, coaches, students' parents, the government, the community, and other educational institutions support the teachers' innovation capability of school education institutions.

In addition, things that need to be considered are commitment to learning and seriousness to be involved in managing the learning environment. The learning process is enjoyed by all members of school education institutions because school education institutions can become learning organizations. School culture that encourages innovation is used as a learning process (Asbari, Santoso & Purwanto, 2019). Trust, open communication, high involvement, the presence of industry challenges, and a creative work atmosphere are key factors of the organizational learning. Facilitate the fulfillment of these key factors is the task of school management.

Limitation

Some limitations are owned by this research . First, the effect of hard skills and soft skills on teachers innovation ability, both directly and indirectly through the organizational learning variables analyzed by this research. Searching, exploring and analyzing it are suggested by the author because there may be several other variables that affect the ability of teacher innovation. Second, the environment of the school educational institution is the place where this research was conducted and may not be generalized to other industries. Therefore recommended on this topic in other industries can carry out strongly research.

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