



The Effect of Transformational Leadership, Organizational Structure and Learning Culture on School Innovation Capacity

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Abstract: *This research aims to measure the influence of transformational leadership, learning culture and organizational structure on school innovation capacity. Data collection was carried out using simple random sampling via electronics on a population of private school teachers in Indonesia. The results of the questionnaire that were returned and valid were 800 respondents as a sample. Data processing uses the SEM method with SmartPLS 3.0 software. The results of this research are that transformational leadership, learning culture and school organizational structure have a positive and significant effect on school innovation capacity. Transformational leadership has a positive and significant effect on learning culture and school organizational structure. The novelty of this research is to propose a model for building school innovation capacity through transformational leadership from a learning organization perspective. This research can pave the way to increase the readiness of the world of education in Indonesia, especially private schools, to face the industrial revolution 4.0.*

Keywords: transformational leadership, learning culture, organizational structure, innovation capacity.

INTRODUCTION

The influence of organizational leadership to increase innovation acceleration is a hot topic currently (Dunne et al., 2016), especially in the 4.0 era. In general, it has been proven that leadership is able to facilitate innovation (Domínguez Escrig et al., 2016) and, in particular, in the development of innovation in educational organizations (Rikkerink et al., 2016). Leadership can directly influence an organization's innovation capacity (Chen et al., 2016), or influence the creation of conditions that facilitate innovation, especially those related to organizational learning (García-Morales et al., 2012). Among the two main factors that facilitate innovation are the creation of a learning culture (Chen et al., 2015; Wu, 2016) and the development of organizational structures that are biased towards learning (Huxham and Vangen, 2000). These two variables, in turn, are closely related to the so-called learning organization (Senge, 1990). This type of organization develops a culture and structure that is open to change and innovation through a well-facilitated learning process (Castelijns et al., 2013; Santa, 2015). An important feature of innovation in schools is that it is not only carried out by teachers during classroom work, but is also facilitated by school management, insofar as they provide an environment for innovation (Preston et al., 2012). In other words, a learning environment is created (Brown and Zhang, 2017). Therefore, it is important to know what the school management perspective is in relation to leadership development.

This research contributes to the literature by offering a general analysis of the influence of leadership on the development of learning and innovation capacity in schools, where three main characteristics are related that enable the sustainability of school innovation (Datnow et al., 2002), namely, school management that is actively involved as personnel organizational key (leadership) (Comber and Lawson, 2013); learning culture, as the school spirit; and organizational structure, as the broader learning framework, within which school initiatives operate. This research aims to analyze, from a teacher's perspective, the influence of leadership on learning culture and school organizational structure, and the influence of these two variables on the capacity for educational innovation in private schools in Indonesia.



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I. METHOD

The method used in this research is a quantitative method with a correlational research approach. Data was collected by distributing questionnaires to all school teachers in Indonesia whose numbers had not yet been measured. The questionnaire was designed to be closed except for questions/statements regarding the respondent's identity which were 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 PLS and uses SmartPLS software version 3.0 as the tool. Based on the problem formulation, theoretical study, and conceptual framework of the research hypothesis as follows:

- H1. Transformational leadership has a significant effect on learning culture.
- H2. Transformational leadership has a significant effect on organizational structure.
- H3. Learning culture has a significant effect on innovation capacity.
- H4. Organizational structure has a significant effect on innovation capacity.

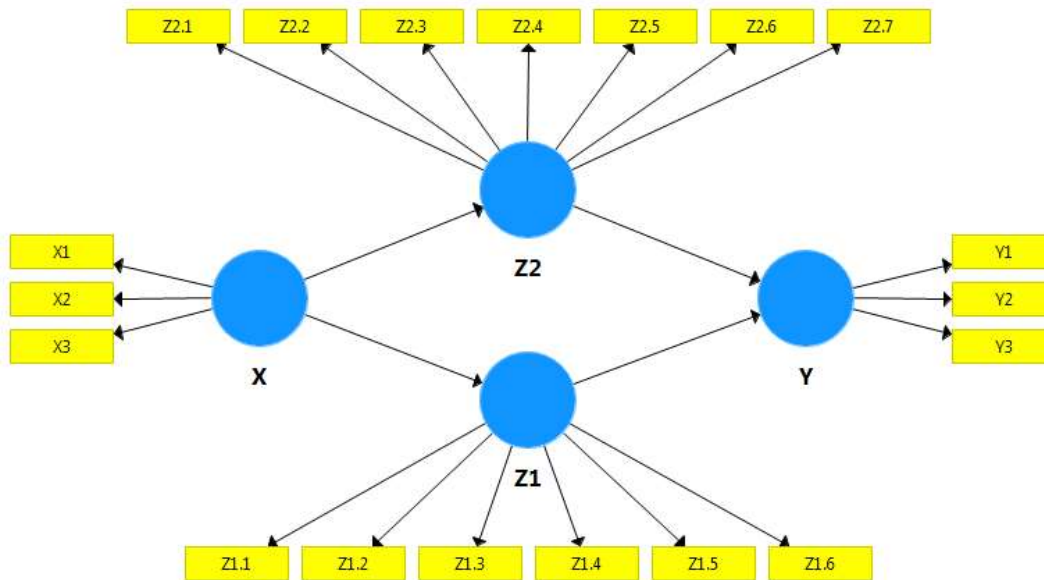


Fig 1. Research Model

II. RESULT AND DISCUSSION

Table 1. Hypothesis Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	X -> Z2	0.606	0.027	22.624	0.000	Supported



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H2	X -> Z1	0.624	0.022	28.418	0.000	Supported
H3	Z2 -> Y	0.600	0.028	21.230	0.000	Supported
H4	Z1 -> Y	0.174	0.031	5.631	0.002	Supported

The sustainability of educational reform or innovation really depends on the will of all leaders and members of the institutions involved. That is, it depends on the willingness of teachers and school management teams to change their understanding and behavior regarding their didactic actions (März et al., 2013). School leadership work is critical to developing attitudes of change and innovation, as demonstrated by Chan Lin et al. (2006) that school leaders use various activities and various management strategies to facilitate innovation among teachers. In fact, several studies (Asbari, 2019) have found that leadership support for innovation can influence the development of innovation in educational organizations. Lewis et al. (2017) have proven that leadership directly influences innovation capacity. In this case, innovation initiatives are strengthened by leadership encouragement, especially when a transformational leader motivates teachers in the development of improvement and innovation processes (Santizo Rodall and Ortega Salazar, 2018). In general, it has been shown that the importance of the management team is key to school efficiency (Medina, 1997). In particular, the management team is a driver of innovative educational activities and a promoter of new pedagogical methodologies (Bernal, 2001), and, therefore, is key to the implementation of school innovations.

Innovative schools must be able to create a learning environment that stimulates teacher innovation (Waslyer, 2010). In this case, school leaders play an important role in creating an appropriate and adequate learning environment (Sammons et al., 1995). It is important that school leaders know how to bring about positive changes in teacher innovation (Kaniuka, 2012). School leaders must not only create policies and strategies aimed at technological innovation, but must also improve the learning culture within the organization and involve teachers in the innovation process (Zhu, 2013). In the long term, it is important that schools develop a culture of change and promote leadership that facilitates collaboration and improves the school environment for the purpose of fostering educational innovation (Patterson, 2003). Initiatives should be proposed based on a leadership model designed to encourage all members of the school to participate in the process of innovation and change. As proposed by Sharan et al. (1999), namely that the capacity for innovation does not only apply to a teacher's strategy with students, it is a characteristic of the learning community as a whole, where, along with school leaders, all teachers are also learners involved in the change process. This research has the main aim of analyzing the impact of leadership on the generation of learning environments, because both constructs are considered fundamental for the development of innovation in schools. Meanwhile, the role of the learning environment in organizations can be summarized by saying that, through the learning environment, conditions are created for organizational members to promote their maximum learning potential, which, in turn, can enhance personal and organizational development. The creation of a positive learning environment is very important for innovation because it has been emphasized that learning is a precedent for innovation (Alegre and Chiva, 2013). A leader can influence the development of values and structures that influence people's attitudes toward learning and innovation. As shown by much literature, leadership has been proven to have a significant impact on both learning culture and organizational structure (Prameswari et al, 2020; Sopa et al, 2020; Gino et al., 2010).

III. CONCLUSION

The results of this research are that transformational leadership, learning culture and school organizational structure have a positive and significant effect on school innovation capacity. Transformational leadership has a positive and significant effect on learning culture and school organizational structure. The novelty of this research is to propose a model for building school innovation capacity through transformational leadership from a learning organization perspective. This research can pave the way to increase the readiness of the world of education in Indonesia, especially private schools, to face the industrial revolution 4.0. In this research, leadership has been proven to positively and significantly influence learning culture and organizational structure. As pointed out by Moolenaar et al. (2010), transformational leaders facilitate communication and the



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ability to take risks in a psychologically safe environment. Therefore, leaders are one of the key elements to encourage a school climate that supports innovation. In addition, this research proves that learning culture and organizational structure influence school innovation capacity. Culture is a strategic element that determines innovation (Pettrakis et al., 2015). School change and innovation require a lasting values framework (Greany, 2018). Therefore, schools need a learning culture that supports an effective change process. With regard to organizational structure, it has been shown that, through continuous, frequent, active and reciprocal communication, organizations can achieve positive results of organizational change (Kral and Králová, 2016). This type of organizational structure is also an identifying element of the learning organization model proposed by Örténblad (2004), which suggests that a learning organization is a type of organization that facilitates innovation (Santa, 2015). Literature shows that leadership, culture and organizational structure are key aspects that influence innovation (Datnow et al., 2002). This research has shown that indirectly, transformational leadership influences the capacity for school innovation and also, this type of transformational leadership influences the learning culture and organizational structure, while the learning culture and organizational structure influence the capacity for innovation.

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