THE TRANSFORMATIONAL LEADERSHIP AND SCHOOL CULTURE ON THE LEARNING ORGANIZATION CAPACITY IN VOCATIONAL SCHOOLS

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Abstract

This study aimed to examine the direct and indirect effects of principals' transformational leadership with school culture as a moderator variable on the capacity of learning organizations. By proposing and testing a conceptual model, this study examined the two main variables as determinants of Learning Organization (LO) capacity with the target respondents were teachers in State Vocational High Schools in Jambi City. This study used a quantitative approach with a cross sectional survey design. A total of 599 state vocational high school teachers in Jambi City were involved in this research survey. Of 599 teachers, there were only 365 data acceptable to be analyzed. Partial Least Square – Structural Equational Model (PLS-SEM) was used at the stage of model measurement and hypothesis testing. The study indicated that leadership implementation and school culture that had been applied to increase organizational learning is in progress.

Keywords: learning organization, organizational change, school culture, transformational leadership

Introduction

In an educational institution, the principal's leadership plays an important role that will direct toward the achieving goals (Hadiyanto et al., 2015; Prasojo et al., 2019; Somantri, 2018)). The role of principal that is not easy because the principal must understand the different behaviors of subordinates. As it is stated by Mulyasa (2013) that the principal is an educational leader at the education unit level who must be responsible for the progress and decline of the school he leads and has a strong leadership base. Therefore, the principal is required to have various abilities, both related to management issues and leadership styles (Prasojo et al., 2017; Sangadji, Sopiah, & Narmaditya, 2021). In order to improve school's quality, aside of leadership styles, school culture also has an important role. Because, school culture related with the behavior and habits of school's residents as well as ways of looking at problems and solving them in the school environment, so that it can provide the foundation and direction for an effective and efficient educational process. Thus, the substance of school culture is the behavior, values, attitudes and way of life of school residents who try to dynamize the school environment to achieve school goals (Asad, 2021). A positive school culture will give its own color and be in line with the implementation of school-based management. These positive cultures include: a culture of honesty, a culture of mutual trust, a clean culture, a disciplined culture, a reading culture, a culture of cooperation, a culture of reprimand and appreciation (Prasojo et al., 2017; Prasojo, Kande, & Mukminin, 2018).

By looking at the above context, school organizations are not only expected to be able to manage the potential of students to the maximum so as to produce quality graduates. But also related to the values developed in the school (Rivera & Ibarra, 2020; Sofwan et al, 2021). Thus, it is necessary to change the perspective of principals, teachers, administrators, learners, parents, and community as a step to change the system, both actions and processes for achieving school goals. With this change, the implication is that the school will design what must be done and try to understand the actions it has designed as something that is mutually agreed upon. In other words, this action encourages the creation of a school culture (Mukminin et al., 2019). The positive character of students actually can be developed by a good management of both school culture and environment (Suleiman, Hanafi, & Thanslikan, 2019). Moreover, management of school culture and environment are the factors to build a conducive school physical environment and school psychological-social-cultural environment. Those are to nurture and develop positive character of students (Hidayat & Hartono, 2021; Muazza et al., 2019). Currently, schools have started implementing organizational learning. However, the implementation of organizational learning in schools has not had a positive effect on strengthening school culture. As the results of research conducted by researchers that organizational learning capability has a direct negative influence on organizational culture in Vocational High Schools (SMK). This shows that increasing organizational learning capabilities in SMK has not had a good influence on strengthening culture in schools (Wiyono, 2012).

The results of this study provide an illustration that so far there has been an individual learning process in schools. However, this individual learning only develops the ability of teachers individually and has not contributed to institutional cultural change in schools, so there is no strengthening of school culture. So far, many teachers conduct individual learning through training activities. The results of the acquisition of knowledge from this training activity have not been

widely applied in schools, or teachers lack the freedom to apply this knowledge in schools. In fact, some of the teachers who finished participating in the training activities were not used for the benefit of the school, but instead for their own interests. This is actually counter-productive in strengthening school culture, so that increasing organizational learning abilities causes a weakening of organizational culture in schools. In addition, the urgency of the need for this research is to measure and determine the extent to which managerial leadership and school culture affect learning organizations. Basically every school wants to develop and move forward to achieve the best results to develop education quality, so that's why this research was carried out to measure the extent to which the principal's managerial ability towards educational innovation and the extent to which school culture can affect learning organizations.

Literature Review

Learning organization (LO) capacity

Learning Organization according to Wibowo (2005) is an organization that proactively creates, acquires, and transfers knowledge and which changes its behavior on the basis of new knowledge and insights. In other words, an organization is told to learn if it builds the capability to adjust and change continuously. Learning Organizations are organizations where people develop their capacities continuously to create the results they desire, where broad and new mindsets are nurtured, where collective aspirations are polished, where people learn endlessly to see everything together. The rationale for such an organization is that in situations of rapid change only flexible, adaptive and productive organizations will excel. For this to happen, organizations need to find ways to make way for people's commitment and capacity to learn at all levels.

Schools as learning organizations

Schools that are recognized as good learning organizations are schools that are able to produce high academic achievement, low levels of disciplinary problems, gain trust in the community and high levels of job satisfaction in the teacher group (Husein, 2008). Within the scope of learning organizations, it encourages collaboration among all experts in the organization and learning activities can be carried out in groups. This shows that teachers also study in groups to add pedagogical knowledge from time to time (Thilagavaty et al., 2012). In fact, being able to transform schools into learning organizations is a wise action to maintain school competitiveness (Rosnah, 2014).

The paradigm shift that occurs in learning organizations allows all members of the organization to achieve the vision and goals of the organization through knowledge among group members. Leaders in organizations are teachers. It does not mean teaching people how to achieve their vision. It aims to foster learning for everyone (Senge, 1990).

Principal's transformational leadership

Leadership means leader's capability to guide and move some body to work together in order to achieve a group goal. Efforts to assess the success or failure of the leader are carried out, among others, by observing and recording the qualities and qualities or qualities of his behavior,

which are used as criteria for assessing his leadership. Siagian (2002) suggests that management skills are skills to move other people to work well. Managerial ability is closely related to effective leadership management, because management is essentially a matter of interaction between humans both vertically and horizontally, therefore leadership can be said to be behavior that motivates others to work towards achieving certain goals. Good leadership should be owned and applied by all levels of the organization so that subordinates can work well and have a high spirit for the benefit of the organization.

The principal is the highest position of a school organization; he has a very vital role in developing the institution he leads. The education office determines the duties and roles of school principals in carrying out their work, namely as educators, managers, administrators, and supervisors. In subsequent developments the role of the principal has increased to become an educator, manager, administrator, supervisor, leader, innovator, figure and mediator (Mulyasa, 2009). So many tasks, functions and roles of the principal require the principal to have more ability and experience than his subordinates or teachers. So the appointment of the principal cannot be done arbitrarily. One of the tough tasks of the principal is to be able to act as a manager or in other words a principal must have adequate managerial abilities. Wahjosumidjo (2002) in his book entitled *"Kepemimpinan Kepala Sekolah: Tinjauan Teoritik dan Permasalahannya"* indicated two functions of principal, they are administrator and supervisor. As an administrator, a principal responsible for the whole managerial process such as planning, organizing, mobilizing and supervising of all work areas which include the responsibility of the school. Then, for the supervisor, it concern with the service offered by principal to improve teachers' professionalism to gain qualified teaching and learning process. Based on the opinion above, it can be concluded that the managerial ability of the principal is a set of skills possessed by the principal in an effort to manage the school by utilizing various available resources to be directed at achieving the school's goals that have been set.

School culture

School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the school performance. School culture has values, beliefs, and norms that guide how they behave. Building a school culture is based on values to create a good culture. Short and Greer in Zuchdi (2011) explained that school culture as beliefs, policies, norms, and habits in schools that can be formed, strengthened, and maintained through school leaders and teachers. Kurnia and Qomaruzzaman (2012) explained that the concept of school culture can basically be used to see which direction both positive and negative changes that occur in the micro context (schools) are going as well as being the capital to carry out continuous evaluations for quality improvement. They also suggested that the concept that discusses how to understand the combination of something visible and invisible in school is as follows; (1) Visible concepts are visible concepts including school buildings, building structures, layout of chairs and tables in class, school logos displayed, vision and mission or slogans pasted on school walls, (2) Invisible concepts What is not visible from all is how each individual has a deep understanding of how all will affect behavior while at school including how to teach, motivate oneself and others, relate to students, teachers, administrators or with security or cleaners.

Basically, every school has its own culture, namely moral rules, rituals, and various forms of relationships between actors who are in it. As something that is internalized into each actor, culture does not only play a role in the formal aspects of school. It is informally anchored aspects that affect

the thoughts, feelings and daily actions of actors in the school. In addition, how to visualize the commitment and goals of the school is a necessity in building school culture.

Positive changes in schools will only occur if all school subjects understand the nature of their own school culture well, both visible and invisible or formal or informal. If you don't understand it well, the subject will be trapped and swayed in uncertainty, unclear direction, pessimism, not caring, working as he pleases, and other negative things. This will have a negative impact on the learning outcomes of school students. Creating a positive school culture is not only about instilling positive values through good interactions from every school member, but also how to visualize these values in everyday life. The architecture, artifacts, and symbols are the three things in the context of school culture. These three things, although physical in nature, still provide an overview of what is in the minds of each person who is in it. It can be said that architecture, artifacts and symbols are forms that are directly visible from school culture. These three things basically have an effect on emotions as well as physically while at school (Kurnia & Qomaruzzaman, 2012). Schools should seriously aware of the existence of various cultures with existing characteristics, healthy-unhealthy, strong-weak, positive-negative, chaotic-stable, and their consequences for school improvement. Values and beliefs will not be present in a short time. Given the importance of the desired value system for school improvement, clear action steps need to be drawn up to shape school culture.

Methodology

Samples and data collection

This study used descriptive quantitative with cross sectional survey approach. Creswell (2017) explains that a survey is a system for gathering information from or about people in order to describe, compare, or explain their knowledge, attitudes, and behavior. The population of this research is 559 teachers of State Vocational Schools at Jambi City with the status both civil servants and non-public servants. Researchers used stratified sampling in the quantitative phase. Stratified sampling is a type of sampling, the researcher groups and divides the target population into several specific characters (e.g., gender, age, education, work experience) and then, using simple random sampling, a target sample is selected from each group. The questionnaire used in this study is divided into two parts. The first part is about respondent demographical profile and the second part is about the measurement of construct model of the study. In collecting the data, researchers shared the questionnaires which in form of Google form through Whats up group of teachers at the targeted schools. It took around 20 minutes for the respondents to fill up the questionnaire.

Research instruments and data analysis

To obtain the expected amount of data, the researcher used an instrument in the form of questionnaire. The first part is about demographic information such as (age, gender and education). The second part contains the three variable constructs of leadership, school culture and LO capacity. The questionnaire used in this study was in the form of a closed-ended questionnaire by providing answer choices. Questions for each proposed variable construct were sourced from previously validated instruments. The questionnaire was adopted from Muenjohn and Armstrong (2008), Engels, Hotton, Devos, Bouckenooghe, and Aelterman (2008), and Garvin, Edmondson,

and Gino. (2008). All quantitative questionnaire items were measured using a seven-point Likert scale such as: Strongly Disagree (1), Disagree (2), Slightly Disagree (3), Neutral (4), Slightly Agree (5), Agree (6), Strongly Agree (7). However, for some variable constructs, the closed answer will be adjusted to the form of the question asked.

In addition, researchers conducted regular questionnaire management. This was done to ensure that the questionnaire successfully measured what was needed in this study. The measurement scale must have psychometric properties, namely reliability and validity. Chin and Marcolin (1995) argue that the psychometric properties of the scale should be confirmed for each specific model because the reliability and construct validity may vary according to the model in which the context of the study is conducted. Three steps used to analyze the collected data of this study. The first step was descriptive analysis by using mean, standard deviation, percentage, t-test, and ANOVA. The second step was validation analysis by expert, Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), Multicolinerity, Unideminsionality, Normalitas, Construct validity, convergen validity, and discriminant validity. The last step was path analisis, mediator, fit model, and modification model.

Findings

Demographic information of the respondents

From 599 teachers, after the data obtained from the samples, only 365 teachers were selected as the sample. The teachers included both civil servant teachers and non-civil servants. The detailed information of the respondents is displayed at **Table 1.** From table, it can be seen that majority of the school teachers at vocational school at Muaro Jambi District are female (69%). Also, more than half of them (64%) are civil servant and 54% of them already certified as the professional teachers. Additionally, mostly of them are graduated from Bachelor degree with the percentage is 76%.

Tabel 1. *Respondents' demographic profiles (n=365)*

Demographic Characteristics	Category	Frequency	Percentage (%)
Gender	Male	113	31
	Female	252	69
	Total	365	100%
Status	Civil Servant	234	64
	Non- Civil Servant	131	36
	Total	365	100%
Certified	Yes	198	54
	No	167	46
	Total	365	100%
Education	Bachelor	289	79
	Diploma	60	16
	Equal with SMA/SMK	16	4
	Total	365	100%

Measurement model

The first step in the analysis of measurement model in PLS, it consists of testing the appropriateness of fit model as a whole using the Standardized Root Mean Square Residual (SRMR) index (Henseler, Hubona, & Ray, 2016). The saturated model must have an SRMR value below 0.08 to be accepted (Hu &Bentler, 1998). In addition, to assess the accuracy of a model with PLS, it can be seen from the Normed Fit Index (NFI). Moreover, Hair, Risher, Sarstedt, and Ringle (2019) suggest that the NFI value close to 1 indicates the model being tested has a fit model. In the case of this study, the saturated model presents a value of 0.046, thus confirming the goodness of fit model. The NFI value that meets the assessment threshold is 0.754. RMS_theta should be used to assess the general factor model calculated by PLS-SEM; it exists only for composite models calculated by PLS-SEM. RMS_theta values below 0.12 indicate a fit model, while higher values indicate a lack of fit (Henseler et al., 2016). The following Table 2 are the results of the model fit test on the structural model.

Table 2. *PLS algorithm model fit test*

	Saturated Model	Estimation Model
SRMR	0.063	0.145
d_ULS	4,641	24,580
d_G	0.371	0.371
Chi-Square	5979,859	5979,859
NFI	0.877	0.877

Next, measurement model is used to check reliability and validity of the construct sized proposed. Four reflective measurement models (reflective indicator loadings, internal consistency reliability, convergent validity, and discriminant validity) were tested and presented in findings.

Reflective indicator loadings

PLS-SEM Algorithm was used to report the results of the reflective indicator test. From the final results of the PLS–SEM process, most of the indicators reached the recommended value >0.708 (Hair et al. 2019). However, some indicators show values below the <0.708 threshold. Several indicators whose values were below 0.708 emerged from the Learning Structure construct, namely LS1 (0.608) and LS2 (0.548), the Structure construct, namely ST5 (0.647). Weak indicators are then removed from the process (Hair et al. 2019).

Internal consistency reliability

Internal consistency reliability was used to evaluate the consistency of results across items. In the PLS-SEM method for this study, Cronbach's alpha & composite reliability were tested (Hair et al. 2019). Internal consistency reliability value is measured between 0 and 1, where the higher the value indicates the higher the level of validity. The value and reliability of Cronbach's alpha and composite should be higher than 0.700 (Hair et al. 2019). Cronbach's alpha and composite reliability values for all constructs are stable, equivalent, and have good internal consistency reliability

exceeding the recommended value with the smallest value of 0.748 and below the largest value of 0.933.

Convergent validity and discriminant validity

The researcher used AVE value to define Convergent validity of the questionnaire. In this study, PLS-SEM Algorthm stages were used to calculate the AVE value. Based on the calculation, all construct in this study had AVE value greater than 0.500 or explained 50% or more of the item variance for the construct. So, it can be said that the questionnaire is valid. Discriminant validity is the extent to which a construct is empirically different from other construct in structural model. As it is shown at Table 3 below that all the *Squared Root of AVE's and Correlation* values for are (>0.5). In addition, the value of the square root of AVE (shown in Bold) shows a high discriminant validity value and can be accepted because the value of the AVE square root of all variable constructs is above the correlation value between other construct values.

Table 3. *Discriminant validity (fornell-larcker criteria)*

Construct	CS	CT	HS	HE	ID	LC	LL	LO	LS	RT	ST	TS	AVE
	Squared Root of AVE's and Correlation												
Conceptual Skill	**0.813**												**0.661**
Conflict Tolerance	-0.115	**0.744**											**0.554**
Human Skills	0.541	-0.088	**0.802**										**0.643**
Individual Autonomy	-0.081	0.369	-0.085	**0.895**									**0.801**
Identity	0.687	-0.112	0.714	-0.121	**0.865**								**0.749**
Learning Culture	0.662	-0.100	0.773	-0.057	0.833	**0.799**							**0.639**
Learning Leadership	0.013	0.368	-0.056	0.271	-0.005	0.004	**0.881**						**0.776**
Learning Opportunities	-0.024	-0.083	0.046	-0.042	-0.030	-0.009	-0.061	**0.837**					**0.701**
Learning Structure	0.075	0.071	0.047	0.098	-0.009	0.029	0.132	0.147	**0.877**				**0.769**
Risk Tolerance	0.015	0.067	0.043	0.133	0.019	0.011	0.050	0.118	0.194	**0.926**			**0.858**
Structure	-0.063	0.080	-0.079	-0.002	-0.105	-0.084	0.019	0.057	0.066	0.011	**0.923**		**0.852**
Technical Skill	0.646	-0.115	0.705	-0.079	0.884	0.907	-0.051	0.008	0.033	0.002	0.092	**0.853**	**0.728**

Meanwhile, an acceptable threshold level of discriminant validity was also obtained from the smaller Heterotrait-Monotrait Ratio (HTMT) value (<0.90) as suggested by Hair et al., (2017). All HTMT values (Table 4) were lower than 0.90. In addition, through the PLS-algorthm process for HTMT, the confidence interval shows that the resulting confidence interval (<1). HTMT showed that all HTMT values differed significantly from the value 1.

Table 4. *Discriminant validity based on heterotrait-monotrait ratio (HTMT)*

Construct	CS	CT	HS	HE	ID	LC	LL	LO	LS	RT	ST	TS
Conceptual Skill												
Conflict Tolerance	0.116											
Human Skills	0.598	0.084										
Individual Autonomy	0.097	0.454	0.129									
Identity	0.764	0.111	0.823	0.137								
Learning Culture	0.748	0.103	0.889	0.075	0.925							
Learning Leadership	0.055	0.485	0.063	0.311	0.051	0.075						
Learning Opportunities	0.047	0.070	0.052	0.048	0.048	0.045	0.095					
Learning Structure	0.093	0.080	0.077	0.114	0.034	0.077	0.194	0.136				
Risk Tolerance	0.031	0.063	0.056	0.154	0.028	0.051	0.054	0.100	0.218			
Structure	0.076	0.057	0.092	0.035	0.112	0.092	0.075	0.088	0.078	0.016		
Technical Skill	0.735	0.127	0.790	0.093	0.993	1.023	0.067	0.040	0.049	0.023	0.100	

Measurement of structural model using PLS-bootstrapping (hypothesis test)

The Bootstrapping steps conducted in this study aimed to inform the level of significance from each construct path using 5000 re-sampling to test the level of significance. In bootstrapping, sub-sample was created randomly from the real data set. Then, sub-sample was used to predict path model of PLS. This process was repeatedly done until majority of the random sub-sample has been created (usually around 5000). The prediction from bootstrap sub-sample was used to get standard error for PLS-SEM result. With this information, t-values, p-values and confidence interval were calculated to score the significance of PLS-SEM result (see Figure. 1).

Figure 1. *The model and t-value*
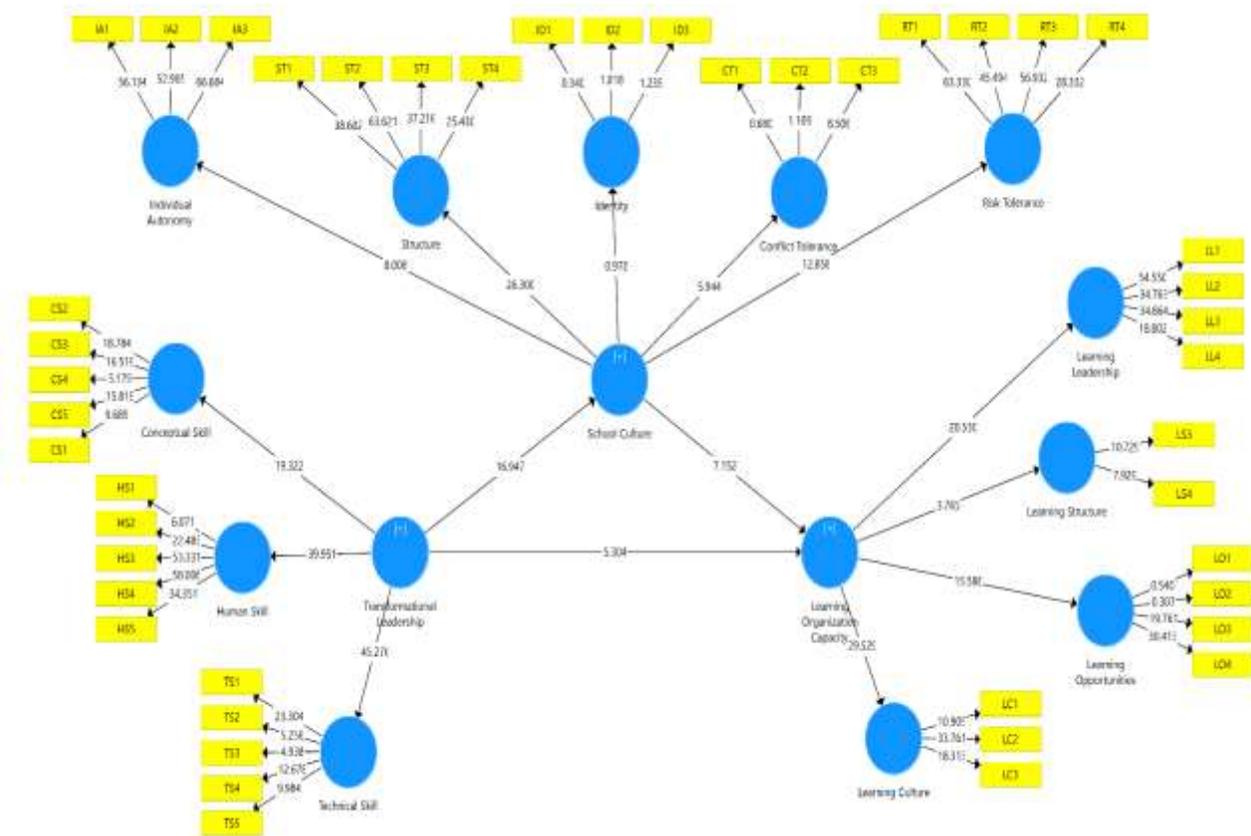
Structural models

Coefficient of determination (R^2) is a value that measures the prediction accuracy of the model and is calculated as the squared correlation between certain endogenous constructs, or the dependent variable, the actual value and the predicted value (Hair et al. 2016). The value of R^2 ranges between 0 and 1, where a higher value indicates the level of prediction accuracy is

higher. The value of R^2 of 0.75 is considered substantial, while 0.50 moderate, and weak 0.25 (Hair et al. 2016). Table 5 below shows the results of R^2; School Culture (0.413=Weak) and Learning Organization Capacity (0.520=Medium). It can be said that the data of this study are at a good level of predictive accuracy.

Table 5. *R^2 Value & Assessing predictive relevance Q2*

Endogenous Variables	R^2	Category	Q^2	Predictive relevance
School Culture	0.413	Weak	0.117	Currently
Learning Organization Capacity	0.520	Currently	0.091	Small

The last stage of presentation of the data model of this study was performed involving relevant predictive models through the value of Q^2 Stone-Geisser. When the model shows the relevant predictive model, it is accurate to predict the indicator data points in the model (Hair et al. 2016). In the structural model, the value of Q^2 greater than 0 to construct reflective indication that the relevance of predictive models to construct reached (0.02 small; 0.15 was 0.35 large). The procedure for obtaining Q^2 is done through blindfolding procedure using SmartPLS 3.0. (Hair et al., 2019). The results of the relevant predictive models are reported in the Table above. From the table, it can be seen that all the value of Q^2 is above 0. The results of Q^2 support predictive models that are relevant to the two construction endogen *School Culture* and *Learning Organization Capacity*. **Table 6** below informs the results of the *Path Coefficients and effect size* (Direct Influence) and Significance (P-Value) values. The results show that of the 4 hypotheses found all the hypotheses have a significant effect and the results are accepted p value <0.05.

Table 6. *Effect size (Bootstrapping results)*

Hypothesis	Path	Path coefficient (β)	t value	p value	Decision
H1	Transformational Leadership -> School Culture	0.643	16,947	0.000	Accepted
H2	School Culture -> Learning Organization Capacity	0.429	7.152	0.000	Accepted
H3	Transformational Leadership -> Learning Organization Capacity	0.365	5.304	0.000	Accepted
H4	Transformational Leadership -> School Culture -> Learning Organization Capacity	0.276	6.031	0.000	Accepted

Discussion

There are so many factors that can affect learning organization, one of which is the culture of the school. School culture is the set of norm, values and beliefs, rituals and ceremonies, symbols and stories that make up the school. One of the school cultures is leadership of the school principal. The ability of the principal to lead the school will influence the success of the school itself. The principal is the highest position in a school organization. He has a very vital role in the development of the institution that he leads. Three variables includes variable X_1 (Transformational Leadership), X_2 (School culture), and variable Y (Learning Organization Capacity). Transformational leadership highly has significant effect toward school culture. This

finding is in line with the opinion of Popper & Lipshitz (2000) that leadership is a factor that influences organizational learning. Leaders can create organizational structures and shape organizational culture to generate influence through various affairs, actions, and services; with these aspects, the leadership actually affects organizational learning. It can be seen that leadership and organizational learning are highly correlated and leadership can also improve the process and outcomes of organizational learning activities (Lam, 2002). Leadership is an important factor to influence organizational learning. Leaders can improve organizational learning capabilities through the delivery of their vision and learning opportunities created by leaders make it possible for their subordinates to improve organizational learning as well (Edmondson, 2002). Parallel with Vera and Crossan (2004), they adopted the opinion of strategic leadership and proposed a development model for high ranking administrators to influence organizational learning activities. It aims to find out how leaders influence the systematic elements of organizational learning. Besides that, to face the competition that is full of challenges, the leaders must always pay attention on the process of teaching and learning activities in order to produce a good environment of learning activities of organization. From the literature above, it can be concluded that leadership has a significant effect toward the operation of learning organization.

The study's findings prove that the culture of the school is considered to have influence which is significant to the Learning Organization Capacity. This finding is consistent with Garrate (1990) argues that if the common organization needed to develop a learning organization, administrators previously had to cultivate the ability to learn individual and team work. In addition, it is more necessary to create a culture of learning organizational climate. Watkins and Marsick (1993) also suggested that organizational learning is an important feature of having an organizational culture by encouraging organizations to change and adapt. Today, there is growing consensus on the idea that organizations that seek the culture that encourages communication among their members and motivates employees to ask underlying beliefs and work patterns, will achieve a favorable working environment for their capacity building (Lopez and Ordas, 2004). Yeung et al (1999) argues that the organizational learning needed a leader to design a culture and systems and bring the employees to challenge the future which has benefit for the organization.

Based on the results of this study, it shows that there is an indirect effect of Transformational Leadership (X1) on Learning Organization Capacity (Y) through school culture (X2) as a moderator variable. However, this study is in line with Urbayatun and Widhiarso (2012) explaining that variables are said to be mediator variables if these variables have an ab>c relationship path. If the effect is indirect, it should be bigger than the direct one. The effect of the analysis will determine whether the variable is categorized into a mediator variable or a non- mediator variable. From the findings, it can be concluded that mediator variable and moderator variables included into the independent variables. Those because the two variables mentioned before are the variables which give the effect both directly and indirectly. The implications of the results of the findings of research this is the effect of indirectly more substantial than the effects of direct means cultural variables schools are found as mediator variable.

Since the sample of this study were limited only the teachers of State Vocational Schools at Jambi City, so for further research, the number of the sample should be increased and use a wider and more diverse sample in terms of age, education, ethnicity and educational background. So, the study will reveal greater Learning Organization Capacity among SMK teachers not only at Jambi City. The data were analyzed using Variance Based SEM, namely the structural equation modeling technique (PLS-SEM). This research was analyzed by processing data based on perception or

attitude-based surveys. Researchers suggest capturing deeper phenomena and dynamic relationships in revealing Leadership and Organizational Culture among SMK teachers in implementing a Learning Organization Capacity culture, a more qualitative research is highly recommended, which includes longitudinal observations and intensive behavior-oriented interviews.

Conclusion and Recommendation

Based on the findings, it can be said that the right leadership can impact on organizational learning in school. A good leader is a leader who is able to lead his followers to achieve a certain goal. Leaders who have charisma will make it easier to direct their staff or followers. School culture has an influence on learning organizations. Teachers are expected to be honest in giving assessments, honest in managing finances, honest and consistent in the use of time on tasks and responsibilities responsibility is a strong personal in creating a culture of schools are good. The principal in carrying out his leadership must pay attention on the balance between understanding the task situation and maintaining good relations with teachers, administrative staff and students. With high managerial leadership capability, leaders can maintainand improve the school management better.

The results of this study are used as input for principals and teachers. Improving themselves in relation to the leadership that has been implemented and the school culture that has been applied by paying attention to the right methods to improve the organization of learning is an ongoing basis. Further researchers can uncover what kind of leadership can improve learning organizations. Researchers jam it further to reveal the culture of the school what it and like anything that can support the creation of a learning organization.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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