

# “ORGANIZATIONAL LEARNING, SOFT SKILLS OR HARD SKILLS: WHICH ARE MORE IMPORTANT TO REINFORCE TEACHERS INNOVATION IN EARLY CHILDHOOD EDUCATION PROGRAMS.”

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## ABSTRACT:

The purpose of this study was to measure the influence of hard skills and soft skills on teacher of early childhood education through organizational learning as a mediating variable. This study used quantitative methods. Data were collected by distributing questionnaires to all teachers in early childhood schools. Data were collected by using simple random sampling via electronic to the of early childhood education teacher in Jabodetabek. The number of returned and valid questionnaires was 300 respondents. Data were processed by using SEM with SmartPLS 3.0. The results of the study concluded that hard and soft skills had positive and significant influence on teacher innovation capability, both directly and indirectly through a mediating effect of organizational learning.

## Keywords:

Hard skills, early childhood education, organizational learning, soft skills, teacher innovation capability

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## INTRODUCTION

Improving the quality of human resources in this case is that teachers are very urgent and need to be done in a planned, directed and sustainable manner in order to improve their abilities and professionalism. The goal of developing the quality of human resources is to improve the operational performance of office holders in carrying out government tasks, in this case the teacher is tasked with improving the quality (output) of students, educating students, and having noble character as provisions for the next generation. a nation that will assume the life of the state and religion. In addition, the high quality of teacher resources will lead to the birth of a strong commitment in completing routine tasks according to their respective responsibilities and functions more efficiently, effectively and productively.

Teachers are expected not only to have hard skills or technical and academic expertise in

their work, but teachers must also be supported by good soft skills, otherwise it's no wonder that after decades of work, a teacher's achievement has not improved. Very different from those who have good soft skills, their achievements will gradually continue to climb to reach a higher level. The ability of teachers' hard skills is the infrastructure and the soft skills of teachers are superstructures. A building is said to be complete if the infrastructure and superstructure exists. Therefore, the main point in this case is the ability to unify hard skills and soft skills of teachers for the continuity and success of a professional teacher as an educator. Apart from the two intelligences above, a teacher is also expected to have a Spiritual Skill or Spiritual intelligence. Spiritual Skill is a person's ability to face and solve problems that are attached to a broader and richer meaning and value. Spiritual intelligence gives a person the ability and perspective to see positive values in every problem and wisdom to deal with problems based on heart or heart. With the three

components above (hard skills, soft skills and spiritual skills), it is hoped that they can motivate a teacher to carry out their work and responsibilities. This needs to be addressed because in the future the problems and challenges to be faced will be even more severe and complex. For this reason, it requires reliable employee resources, who have high work motivation in anticipating various problems.

Hard skills are skills that can produce something visible and immediate. The notion of hard skills is often interpreted as determining the size of an individual in terms of technical abilities which can be seen from the evidence they have, such as certificates, awards, etc. This means that hard skills are obtained by someone through educational institutions to obtain the abilities that support them in solving them. Hard skills are often used as a measure of a person's ability or the expertise of the quality of employees owned by agencies in society. Therefore, it is imperative for teachers to have good hard skills with the aim that what is the hope that exists in the community can provide a positive value to the educational institution. This means that educational institutions or schools want to demonstrate that teachers and employees have competence in knowledge and technology and are able to respond to a changing environment.

Soft skills are the ability or emotional intelligence of a person, which is built in two parts, namely intrapersonal and interpersonal competences. Hard skills are professional competences that a person must have, namely the ability of teachers to carry out their work professions. Meanwhile, soft skills are intrapersonal competencies, namely the ability to understand and control oneself. This intrapersonal competence consists of: understanding of success, self-evaluation, self-image, goal setting, self-motivation. Interpersonal competence is our competence to socialize and interact with others, this competency consists of: emotional control, self-confidence, intensive

communication, and human relations. Therefore, this intrapersonal competence is very important for teachers. Soft Skills is an implementation of a person's emotional intelligence which is a requirement of a job. Teachers must have soft skills in two categories, namely the ability of teachers to organize themselves (intrapersonal skills) and the ability of teachers to relate to other people (interpersonal skills) which are included in interpersonal skills, namely communication skills, motivation skills, leadership skills, charismatic, presentation skills, political awareness, exploiting diversity, service orientation, empathy, conflict management and teamwork. Meanwhile, intrapersonal skills consist of character transformation, belief transformation, change management, stress management, time management, creative thinking processes, setting goals and life goals, self-confidence, assessment of traits, self and preferences, emotional awareness, feasibility and proactivity. Soft skills will appear when someone is performing, such as speaking ability that reflects ideas and information, or explaining a topic clearly, easy understanding of unfamiliar topics, being able to interact and work cooperatively in groups. Teachers with good quality soft skills will reflect abilities that exceed their capacity as educators. This ability arises because the person concerned is able to independently move internal processes to continue learning, trying, and finding something that benefits his work or self-development.

An organizational environment that provides excitement at work is an important factor of teacher innovation capability (Bani-Melhem, Zeffane & Albaity, 2018). Honeycutt (2000) explained that knowledge management is a discipline that manages intellectual capital from managed assets. Basically, the concept of knowledge management develops from the fact that in the present and future, the main assets of an organization to be able to compete are intellectual assets rather than physical assets. In general, knowledge management carried out by organizational learning is a way to manage

knowledge in organizations to create value and increase competitive advantage. Organizational learning as a mediating variable plays a role between hard skills, soft skills, and organizational innovation. In addition, this process has been considered a system where knowledge and skills are input, organizational learning is the main process, and organizational innovation is an important output (Nouri & Ghorbani, 2017; Chang, Liao & Wu, 2017). Based on the explanation above, there are hypotheses as follows:

H<sup>1</sup>: Hard skill has a direct effect on teacher innovation capability

H<sup>2</sup>: Soft skill has a direct effect on teacher innovation capability

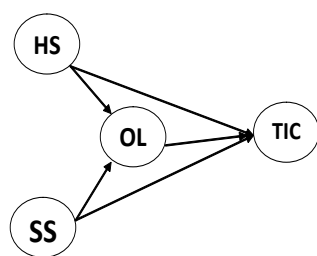
H<sup>3</sup>: Hard skill has a direct effect on organizational learning

H<sup>4</sup>: Soft skill has a direct effect on organizational learning

H<sup>5</sup>: Organizational learning has a direct effect on teacher innovation capability

H<sup>6</sup>: Hard skill has an indirect effect on teacher innovation capability through a mediating effect of organizational learning

H<sup>7</sup>: Soft skills has an indirect effect on teacher innovation capability through a mediating effect of organizational learning



**Figure 1.** Research Model

## METHODS

This study used quantitative methods. Data were collected by distributing questionnaires to all teachers in early childhood schools. This study used 6 items to measure hard skills by Hendarman & Cantner (2017). This study used 4 items to measure soft skills by Hendarman & Cantner (2017). Organizational learning by Jimenez-Jimenez and Sanz-Valle (2011) was measured by using 5 items. Teacher innovation capability by Lee & Choi (2003) was measured by using 5 items. This study uses close-ended questionnaires except for questions/statements about the identity of respondents in the form of semi-open questionnaires. Each closed question/statement item has five answer options, namely: strongly agree (SS) with a score of 5, agree (S) with a score of 4, fairly disagree (KS) with a score of 3, disagree (TS) with a score of 2, and strongly disagree (STS) with a score of 1. Data were processed by using the PLS method with SmartPLS version 3.0 software. The population in this study were early childhood school teachers in Jakarta, the questionnaire was distributed electronically with a simple random sampling technique. The number of returned questionnaires was 300. This method also conducted by Cahyono (2020); Nico (2019); Fahmi (2020); Vizano (2020); Pramono (2020); Dezky (2020); Asbari (2020); Bernarto (2020); Sartika (2020); Suheny (2020); Supriadi (2020); Kadiyono (2020); Zena (2020); Cahyono (2020); Kartika (2020); Asbari (2020); Wibowo (2020); Nugroho (2020) and Purwanto (2020)

**Table 1.** Respondents Description

Criteria	Total	
Age	< 30 years old	108
	30 - 40 years old	92
	> 40 years old	100
Work Experience	< 5 years	106
	5-10 years	100
	> 10 years	94
Educational level	<S1	255
	≥ S1	45

## RESULTS AND DISCUSSION

Measurement model tests include convergent validity, discriminant validity, and composite reliability tests. For most references, a loading factor of 0.5 or more is considered to have validation that is strong enough to explain latent constructs (Chin, 1998; Hair et al, 2010; Ghozali, 2014). In this study, the minimum acceptable loading factor is 0.5, with the condition that the AVE value for each construct is  $> 0.5$  (Ghozali, 2014). Based on the PLS model estimation results in the figure above, all indicators had a loading factor value above 0.5 so that the model met the convergent validity requirements. Apart from looking at the loading factor value of each indicator, convergent validity was also assessed

from the AVE value of each construct. The AVE value for each construct was already above 0.5. So the convergent validity of this study met the requirements. This test method also conducted by Cahyono (2020); Nico (2019); Fahmi (2020); Vizano (2020); Pramono (2020); Dezky (2020); Asbari (2020); Bernarto (2020); Sartika (2020); Suheny (2020); Supriadi (2020); Kadiyono (2020); Zena (2020); Cahyono (2020); Kartika (2020); Asbari (2020); Wibowo (2020); Nugroho (2020) and Purwanto (2020)

The value of items loadings, Cronbach's alpha, composite reliability and AVE of each construct can be seen in Table 2:

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Hard Skills (HS)	HS1	0.766	0.875	0.832	0.586
	HS2	0.678			
	HS3	0.765			
	HS4	0.794			
Soft Skills (SS)	SS1	0.746	0.756	0.953	0.775
	SS2	0.675			
	SS3	0.876			
	SS4	0.654			
Organizational Learning (OL)	OL1	0.543	0.987	0.874	0.675
	OL2	0.653			
	OL3	0.653			
	OL4	0.765			
Innovation Capability (TIC)	TIC1	0.676	0.812	0.832	0.575
	TIC 2	0.654			
	TIC 3	0.765			
	TIC 4	0.789			

**Table2. Items Loadings, Cronbach’s Alpha, Composite Reliability, and Average Variance Extracted (AVE)**

Variables	HS	OL	SS	TIC
HS	<b>0.875</b>			
OL	0.652	<b>0.775</b>		
SS	0.678	0.675	<b>0.886</b>	
TIC	0.636	0.746	0.564	<b>0.725</b>

A discriminant validity test is carried out to ensure that each concept of each latent variable is different from the other latent variables. The model has good discriminant validity if the AVE squared value of each exogenous construct (the value on the diagonal) exceeds the correlation between the construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of the discriminant validity test by using AVE squared values or by looking at the Fornell-Larcker Criterion Value can be seen in Table 3:

**Table3.Discriminant Validity**

The results of the discriminant validity test in Table 3 showed that all constructs had the AVE square root value above the correlation value with other latent constructs (through the Fornell-Larcker criteria) so that it can be concluded that the model met the discriminant validity. Construct reliability can be assessed from the value of Cronbach's alpha and composite reliability of each construct. The recommended composite reliability and Cronbach's alpha values are more than 0.7. (Ghozali, 2014). The reliability test results in table 2 above showed that all constructs had composite

reliability and Cronbach's alpha values of greater than 0.7 (> 0.7). So it can be concluded that all constructs met the required reliability. . This test method also conducted by Cahyono (2020); Nico (2019); Fahmi (2020);Vizano (2020) ; Pramono (2020) ; Dezky (2020); Asbari (2020); Bernarto (2020); Sartika (2020); Suheny (2020); Supriadi (2020) ;Kadiyono (2020);Zena (2020); Cahyono (2020); Kartika (2020) ;Asbari (2020) ;Wibowo ( 2020); Nugroho (2020) and Purwanto (2020)

**Hypothesis testing**

Hypothesis testing in PLS is also called the inner model test. This test includes a test of the significance of direct and indirect effects and measurement of the influence of exogenous variables on endogenous variables. To know the influence of tacit knowledge and hard skills sharing on organizational learning and teacher innovation capability, a direct influence test is needed. The direct effect test was performed by using the t-statistic test in a partial least squared (PLS) analysis model with SmartPLS 3.0 software. By using the bootstrapping technique, R Square values and significance test values were obtained as follows:

**Table4.** R Square Value

	R Square	R Square Adjusted
TIC	0.667	0.653
OL	0.578	0.525

Based on Table 4 above, the value of R Square of OL was 0.578 which means that organizational learning (OL) was explained by hard skills (HS) and soft skills (SS) variables by 57.8%, while the remaining 42.3% was explained by other variables not discussed in this study. Meanwhile, the value of R Square of teacher innovation capability (TIC) was 0.667 which means that the teacher innovation capability variable was explained by hard skills, soft skills and organizational learning by 66.7%, while the remaining 39.8% was explained by other variables

not discussed in this study.This test method also conducted by Cahyono (2020); Nico (2019); Fahmi (2020);Vizano (2020) ; Pramono (2020) ; Dezky (2020); Asbari (2020); Bernarto (2020); Sartika (2020); Suheny (2020); Supriadi (2020) ;Kadiyono (2020);Zena (2020); Cahyono (2020); Kartika (2020) ;Asbari (2020) ;Wibowo ( 2020); Nugroho (2020) and Purwanto (2020)

Table 5 shows T Statistics and P-Values which show the influence between variables

**Table5.** Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T Statistics	V-Values	Decision
H1	HS ->TIC	0.284	0.043	6.652	0.000	Supported
H2	SS ->TIC	0.126	0.040	3.198	0.001	Supported
H3	HS -> OL	0.371	0.037	9.957	0.000	Supported
H4	SS -> OL	0.478	0.035	13.822	0.000	Supported
H5	OL ->TIC	0.511	0.047	10.955	0.000	Supported
H6	HS -> OL ->TIC	0.190	0.029	6.440	0.000	Supported
H7	SS -> OL ->TIC	0.244	0.026	9.327	0.000	Supported

**H<sup>1</sup>: Hard skill has a direct effect on teacher innovation capability**

Based on statistical calculations with PLS in Table 5 above, it can be concluded that Hard skill has a direct effect on teacher innovation capability. This is evidenced by the t-statistics value of 6.652 greater than 1.96 and the p-value of 0.000 less than 0.050. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous studies by Kadiyono (2020);Zena (2020); Cahyono (2020) which states that Hard skill has a direct effect on teacher innovation capability.

**H<sup>2</sup>: Soft skill has a direct effect on teacher innovation capability**

Based on statistical calculations with PLS in Table 5 above, it can be concluded that Soft skill has a direct effect on teacher innovation capability. This is evidenced by the t-statistics value of 3.198 greater than 1.96 and the p-value of 0.000 less than 0.050. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous studies by Wibowo ( 2020); Nugroho (2020) and Purwanto (2020)which states that Soft skill has a direct effect on teacher innovation capability

**H<sup>3</sup>: Hard skill has a direct effect on organizational learning**

Based on statistical calculations with PLS in Table 5 above, it can be concluded that Hard skill has a direct effect on organizational learning. This is evidenced by the t-statistics value of 9.957 greater than 1.96 and the p-value of 0.000 less than 0.050. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous studies by Kadiyono (2020); Zena (2020); Cahyono (2020); Kartika (2020); Asbari (2020); Wibowo (2020); Nugroho (2020) and Purwanto (2020); Cahyono (2020); Kartika (2020); Fahmi (2020); Sartika (2020) and Vizano (2020) which states that Hard skill has a direct effect on organizational learning

**H<sup>4</sup>: Soft skill has a direct effect on organizational learning**

Based on statistical calculations with PLS in Table 5 above, it can be concluded that Soft skill has a direct effect on organizational learning. This is evidenced by the t-statistics value of 13.822 greater than 1.96 and the p-value of 0.000 less than 0.050. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous studies by Kadiyono (2020); Zena (2020); Cahyono (2020); Kartika (2020); Asbari (2020); Wibowo (2020); Nugroho (2020) and Purwanto (2020); Cahyono (2020); Kartika (2020); Fahmi (2020); Sartika (2020) and Vizano (2020) which states that Soft skill has a direct effect on organizational learning.

**H<sup>5</sup>: Organizational learning has a direct effect on teacher innovation capability**

Based on statistical calculations with PLS in Table 5 above, it can be concluded that Organizational learning has a direct effect on teacher innovation capability. This is evidenced by the t-statistics value of 10.955 greater than 1.96 and the p-value of 0.000 less than 0.050. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous studies by Kadiyono (2020); Zena (2020); Nugroho (2020) and Purwanto (2020); Cahyono (2020); Kartika (2020); Fahmi (2020); Sartika (2020) and Vizano

(2020) which states that Organizational learning has a direct effect on teacher innovation capability

**H<sup>6</sup>: Hard skill has an indirect effect on teacher innovation capability through a mediating effect of organizational learning**

Based on statistical calculations with PLS in Table 5 above, it can be concluded that Hard skill has an indirect effect on teacher innovation capability through a mediating effect of organizational learning. This is evidenced by the t-statistics value of 6.440 greater than 1.96 and the p-value of 0.000 less than 0.050. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous studies by Kadiyono (2020); Zena (2020); Nugroho (2020) and Purwanto (2020); Cahyono (2020); Kartika (2020); Fahmi (2020); Sartika (2020) and Vizano (2020) which states that Hard skill has an indirect effect on teacher innovation capability through a mediating effect of organizational learning.

**H<sup>7</sup>: Soft skills has an indirect effect on teacher innovation capability through a mediating effect of organizational learning**

Based on statistical calculations with PLS in Table 5 above, it can be concluded that Hard skill has an indirect effect on teacher innovation capability through a mediating effect of organizational learning. This is evidenced by the t-statistics value of 9.327 greater than 1.96 and the p-value of 0.000 less than 0.050. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous studies by Kadiyono (2020); Zena (2020); Nugroho (2020) and Purwanto (2020); Cahyono (2020); Kartika (2020); Fahmi (2020); Sartika (2020) and Vizano (2020) which states that Hard skill has an indirect effect on teacher innovation capability through a mediating effect of organizational learning.

**DISCUSSION**

Based on the results of the study, hard skills sharing had positive and significant influence on teacher innovation capability, both direct effects

and mediating effects of organizational learning. This shows that the better hard skills possessed by teachers, the teacher innovation capability of individuals in a school will also increase. This is in line with a study on business organizations by Perez-Luno et al (2018), Terhorst et al (2018), Boadu et al (2018), Che et al (2019). Soft skills had a significant and positive influence on teacher innovation capability, both direct effects and the mediating effect of organizational learning. This shows that the better soft skills possessed by teachers, the teacher innovation capability will also increase. In addition, it can be concluded that organizational learning was a mediator between teacher soft skills and teacher innovation capability. Eni F. & Rahayu W (2014) The Influence of Hard Skills, Soft Skills and Spiritual Skills on Lecturer Work Productivity in Malang. Using statistical data analysis techniques. Data analysis to determine the effect of independent variables on related variables by using multiple linear regression analysis which was processed through the SPSS computer program. The results of testing the first hypothesis show that simultaneously both hard skills (X1), soft skills (X2) or spiritual skills (X3) have an effect on lecturer work productivity (Y).. Razid.Z., Tewel.B., & Kojo.C. (1 2018) The Influence of Hard Skill and Soft Skill on Employee Performance of Perum Damri Manado. From the results of the regression test on the first hypothesis that hard skills and soft skills have a positive effect on employee performance, with a significant value less than 0.05, it means that there is a positive and significant effect. effect on employee performance, with the t-count value of each variable, namely hard skills (X1) 6,200 and soft skills (X2) 2,014. Akhmad J. & Wahyuni (2017) The Effect of Soft Skills and Hard Skills on Employee Performance at the Education Office of South Sulawesi Province. From the results of the regression test on the first hypothesis that hard skills have a positive and significant effect on employee performance with a significant value less than 0.05, it means that

there is a positive and significant effect on employee performance. The results of the regression test on the hypothesis can also be concluded that assault skills have a positive and significant effect on employee performance, with a significant value less than 0.05 using the SPSS version 21 program. Hard skills describe explicit behaviors and skills. Hard skills are skills that can produce something that is visible and direct. Hard skills can be assessed from technical tests or practical tests. The elements of hard skills can be seen from the intelligence quotient thinking that has indicators namely, counting, analyzing, designing, comprehensive knowledge, modeling, and critical thinking. Hard skills are related to mastery of science, technology, and technical skills. Teachers must have skills in opening lessons, managing classes, designing group discussions, organizing classrooms, and writing well (Muqowim, 2012). Hard skills are relatively easy to measure. Widoyoko divided hard skills into two, namely academic and vocational skills. Academic skills are the ability to master various concepts in the field of study, such as skills to define, calculate, explain, describe, classify, identify, predict, analyze, compare, differentiate, and draw conclusions from various concepts, data, and facts related to a subject (Widoyoko, 2009). Good organizational learning will be more resilient to crises (Starbuck, 2017). Dimensions such as desire, discipline, decision making, and alignment are presented as important elements of organizational learning (Wetzel & Tint, 2019; Urban & Gaffurini, 2018). Organizational learning is an important performance indicator to evaluate overall organizational performance (Qi & Chau, 2018) that can build the necessary knowledge resources and maintain school growth and continuity. The ability to access knowledge is a distinguishing factor between one school and another. The success of the school strategy is very significant related to the solid knowledge base that is owned by every individual in a school.

Several studies concluded that soft skills had a greater influence on innovation than hard skills



(Ibrahim, Boerhannoeddin & Bakare, 2017; Albanea & Giret, 2018; Viviers, Fouche & Reitsma, 2016; Escrig-Tena et al, 2018). However, this study showed that hard skills had a greater influence on teacher innovation capability. Based on the results of the study, organizational learning had positive and significant influence on teacher innovation capability. Organizational learning was mediating the influence of hard skills and soft skills on teacher innovation capability. This is in line with a study by Martinez-Costa (2018). This study also concluded that a school can manage past experiences to be combined with the current hard skills and soft skills of teachers. In essence, organizational learning could provide positive conditions in the process of knowledge creation in the 4.0 era.

Hard skills are very important to be developed, because a person's ability to do a job properly and correctly depends on how hard the skills he has. There was no way a person could make a useful tool if he did not know how it was made, its purpose, and its use. or it is impossible for someone to fix something if he does not know what he is fixing. Even before applying for a job, higher education graduates (students) should pay attention to the job they will accept with their abilities. It's a good thing to compare abilities with the work to be done. For that students need to prepare themselves by developing hard skills as a basis for applying for jobs and balanced with soft skills as a basis for doing work. Because almost all companies today require an appropriate combination of hard skills and soft skills, regardless of the position of the employee. For employee recruitment for companies, the hard skill approach alone has now been abandoned. It's useless if hard skills are good, but soft skills are bad. This can be seen in the job advertisements of various companies which also require soft skills, such as team work, communication skills, and interpersonal relationships, in their job requirements. Companies tend to choose candidates who have better personalities even though their hard skills are lower. The reason is

that providing skills training is much easier than character building. This shows that hard skills are an important factor in work, but a person's success at work is usually more determined by good soft skills. Today's work world requires skilled resources, as a student. Hard skills are required to have high hard skill skills, hard skills are the expertise of how the final grades of students / academic grades (GPA) of these students are a requirement to fulfill the administration in applying for a company, besides having to have a high GPA in this era of intense competition as well. We are required to have soft skills, namely someone's skills in dealing with other people (interpersonal skills), skills in managing himself (intrapersonal skills). Both hard skills and soft skills are a prerequisite for the success of a scholar in life after completing his education. aim. As explained above, hard skills are emphasized on cognitive aspects and special skills according to certain scientific disciplines, while soft skills are personal behaviors and interpersonal skills needed to develop and optimize the performance of a human.

Soft skills are personal and interpersonal behaviors that develop and maximize performance such as building communication teams, decision making, and initiatives. Soft skills do not include technical skills such as computer assembling skills, but soft skills include the understanding of non-technical skills, which can complement the academic abilities and abilities that everyone should have, regardless of the profession they are engaged in. Professions such as doctors, teachers, police, accountants, traders, farmers, nurses and fishermen must have soft skills. Teachers must have strong soft skills because soft skills are skills in dealing with other people (interpersonal skills) and skills in managing themselves (intrapersonal skills) that are able to develop to work optimally. Based on this definition, soft skills are personal qualities that are inward and outward. If we have these various qualities then we will become great, advanced and successful human beings. Interpersonal skills are important abilities to have

which include the ability to communicate, warm relationships, build constructive relationships, use diplomacy and techniques to dissolve tense situations and use styles that can strengthen friendship. Thomas and Diane (1990) distinguish between impersonal communication and interpersonal communication. In interpersonal communication, each person understands each other, but there is no emotional involvement, while interpersonal communication has a much higher quality of closeness than impersonal. Interpersonal skills are the ability to build relationships with other people. Apart from soft skills, the abilities that a person must have are hard skills. Hard skills can be assessed from a technical test or practical test. We can see the element of hard skills from intelligence quotation thinking with indicators in the form of the ability to count, design, analyze, broad knowledge and insights, make models and be critical. Meanwhile, soft skills refer to indicators of creativity, sensitivity and intuition that lead to personal qualities behind one's behavior. Soft skills that must be possessed by a teacher and nurse profession include being honest, responsible, working hard, having commitment, being willing to continue to learn, being able to work together, respecting others, being able to adapt, and being humble. However, when it comes to hard skills, the two professions require different qualities. A teacher must have the skills to open lessons, design lessons, manage classes, organize discussion groups, and write well. These skills do not need to be possessed by nurses because a nurse only requires mastery of technical skills, for example how to inject patients. After we know the difference between hard skills and soft skills, pay attention to the greatness of people who have high soft skills. In a study conducted by Philip (2002), almost all leaders in the world have good interpersonal skills. One proof of this is their ability to maintain longstanding relationships with colleagues, friends and partners. People who do well in their fields on average also have good interpersonal skills. They are able to respect others, keep their agreement, keep their feelings, and are

able to put themselves.

## CONCLUSIONS

Hard skill has a direct effect on teacher innovation capability, Soft skill has a direct effect on teacher innovation capability, Hard skill has a direct effect on organizational learning, Soft skill has a direct effect on organizational learning, Organizational learning has a direct effect on teacher innovation capability, Hard skill has an indirect effect on teacher innovation capability through a mediating effect of organizational learning, Soft skills has an indirect effect on teacher innovation capability through a mediating effect of organizational learning. Teacher training in each section of the school is a necessity with a level of intensity and context that is adjusted to the key performance indicators of each teacher.. This study had several limitations. First, this study analyzed the influence of hard skills and soft skills on teacher innovation capability of teachers, both direct and indirect through organizational learning variables. Because there will be several other variables that influence teacher innovation capability, the researchers strongly recommend to find, explore and analyze them. Secondly, this study was conducted in a school environment and may not be generalized to other industries. Therefore it is highly recommended that further studies can be performed on this topic in other industries. In increasing teacher work motivation, there needs to be efforts that encourage teachers to be initiative, creative, and innovative. With the hope that the principal can provide opportunities for every teacher to further improve their profession so that learning outcomes can be of higher quality. 2. Hard Skills, Soft Skills and Spiritual Skills must be continuously improved and possessed by the teacher so that their work motivation will improve, so that the enthusiasm for carrying out their duties and obligations will improve and increase in the hope of producing maximum student output. Teachers must be willing to open up themselves on the insight and development of science and technology to increase work

motivation, work quality and work results in accordance with the vision and mission that have been built together. Giving good attention to the principal will motivate teachers to be more effective in carrying out tasks, especially those related to learning and other school programs

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