



The influence of organizational culture on organizational learning, incremental innovation, and teacher performance

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ABSTRACT

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This study aims to examine the influence of organizational culture on organizational learning, incremental innovation, and teacher performance in junior high schools in Jember Regency, Indonesia, and to test the role of organizational learning and incremental innovation in explaining teacher performance. This research employed an explanatory quantitative design using survey data collected from 191 science teachers selected through proportional simple random sampling from a population of 364 teachers. Data were analyzed using Structural Equation Modeling with Partial Least Squares (SEM-PLS). The findings show that organizational culture has a significant positive effect on organizational learning and teacher performance, while its effect on incremental innovation is not significant. Organizational learning has a significant positive effect on incremental innovation and teacher performance, and incremental innovation also has a significant positive effect on teacher performance. These results indicate that teacher performance is strengthened not only by a supportive organizational culture but also by the school's capacity to foster learning and implement gradual innovation in teaching practices and school processes. The study contributes to the literature by positioning incremental innovation as a mediator in the educational context, particularly in resource-constrained junior high schools where radical innovation may be less feasible. Practically, school leaders should strengthen adaptive organizational culture, encourage continuous learning, and support low-cost, incremental innovations to improve teacher performance and responsiveness to educational change.

Contribution/Originality: This Study extends prior research by examining incremental innovation as a mediating mechanism linking organizational culture and organizational learning to teacher performance in junior high schools, a context where limited resources make gradual, low-cost innovation more feasible than radical innovation.

1. INTRODUCTION

Technology orientation is used for several reasons, from reference articles that examine the relationship between technology orientation and organizational performance, the results consistently state that there is a significant relationship between technology orientation and organizational performance (Al Asheq, Rahman Tanchi, Kamruzzaman, & Mobarak Karim, 2021; Ali, Leifu, & Rehman, 2016; Masa'deh, Al-Henzab, Tarhini, & Obeidat, 2018; Naala, Nordin, & Omar, 2017; Yousaf, Sahar, Majid, & Rafiq, 2018). Second, organizations generally have limited

resources, be they financial, workforce, or infrastructure. Third, due to rapid changes in technology, technology continues to develop rapidly; what is considered innovative today may be obsolete tomorrow. Fourth, cost and efficiency priorities: facing financial and operational challenges. Adopting new technology or relying on complex technology will require high costs, both for initial investment and operational costs.

Junior High Schools are required to adapt to changes in technological orientation. In a middle school with limited resources, it is difficult to stay in tune with rapidly changing technology trends. A technological orientation that is too focused on adopting new technology can cause junior high schools to fall behind and lose competitiveness. Junior high schools must deal with the organizational learning process as a result of this technology paradigm shift. In an environment that is dynamic and competitive, organizational learning is crucial for survival.

Junior High Schools are required to keep learning how to adjust to environmental changes. This learning process will continue as long as the organization is still actively operating (Vasconcelos, Silveira, & Bizarrias, 2016). This process aims to create and transfer knowledge within an organization, so a good mechanism is needed between the organization and its employees (Zafar, Hafeez, & Mohd Shariff, 2015).

Research by Vasconcelos et al. (2016) explained that organizational learning has an insignificant effect on organizational performance in Brazil. Research from Arrezqi, Wibowo, and Filatrovi (2020) found that organizational learning also does not affect organizational performance. Uljanati et al. (2021) found that organizational learning did not affect the organizational performance of SMEs in Tasikmalaya. Ganawati, Soraya, and Yogiarta (2021) also found that organizational learning does not directly influence the organizational performance of SMEs in Denpasar. This means that there are inconsistent results from research, and this is a research gap. This means that other variables can link organizational learning with organizational performance.

Organizational culture is an intangible asset owned by an organization. Organizational culture is a principle adhered to by company management where these principles are passed down to members of the organization, and this also regulates how the company carries out its activities (Sun & Li, 2021; Tian, Dogbe, Pomegbe, Sarsah, & Otoo, 2021). Organizational culture is also a value and belief held by an organization, where these values and beliefs are recognized and trusted by members of the organization. This makes the organizational culture of one company definitely different compared to other companies. Sun and Li (2021) research during the pandemic found that the existence of an organizational culture for SMEs in China could reduce the negative effects of COVID-19 on organizational performance. Organizational culture can have a direct influence on organizational performance. This is because organizational culture is valuable and rare and difficult for competitors to imitate, so that if the company has a good organizational culture that is accepted and applied by all members of the company, good performance from the company can be achieved (Ahmed, Ahmed, Ismail, Rasool, & Soomro, 2025; Jogaratnam, 2017; Naranjo-Valencia, Jiménez-Jiménez, & Sanz-Valle, 2016; Nikpour, 2017; Sun & Li, 2021).

A company's organizational culture that is adaptive to environmental changes is said to have better organizational performance compared to a culture that is static and difficult to change. Naranjo-Valencia et al. (2016) found that organizational culture can be a barrier to organizational performance. Shehu and Mahmood (2014) even found that organizational culture has a negative effect on organizational performance. Zhao, Teng, and Wu (2018) also found something similar: organizational culture has a negative effect on organizational performance. Heryanto and Sudibyo (2017) found that organizational culture does not influence organizational performance. The same results were also produced by Darmawa, Brahmasari, and Ratih (2019), organizational culture has no effect on organizational performance. Inconsistent results from the studies mentioned mean that it can be assumed that there are other variables, namely incremental innovation, which can link the influence of organizational culture on organizational performance, and this is the research gap in this research.

One way to improve an outdated product or process without having to alter the company's current structure and direction is through incremental innovation, which is a relatively small departure from current practice. This kind of innovation modifies the product in comparatively few ways. As an important note, companies have very limited

funding, so the innovation they carry out must be in accordance with their business goals (Khan et al., 2019). This means that the innovation carried out by the school is a type of innovation that does not require large funds due to the limited funds from junior high schools. This type of innovation is suitable for junior high schools to implement because their budget is not too large, so junior high schools cannot implement radical innovations that can be carried out by large organizations, where radical innovation usually requires large budget support (Nelson & Winter, 2002). The reason is related to the budget ownership of junior high schools, which makes researchers use incremental innovation as a research variable, rather than innovation in general or radical innovation. Several studies found a direct influence between incremental innovation and organizational performance (Baker & Sinkula, 2002; Chang, Franke, Butler, Musgrove, & Ellinger, 2014; Obeidat, 2016). Incremental innovation, according to Zang, Zhang, Yang, and Li (2014), Chang et al. (2014), and Oduro and Nyarku (2018), can improve organizational performance. Incremental innovation has been recognized as a key factor for organizational survival and growth in today's highly competitive business world.

Afzarina and Dihan (2019) research uses innovation as a mediating variable between organizational learning and organizational performance. Research from Zhao et al. (2018) found that organizational culture has a negative influence on organizational performance, Chang et al. (2014) found that incremental innovation had a positive influence on organizational performance, while Ahn and Ahn (2009) found that organizational culture had a positive influence on incremental innovation. Uzokurt, Kumar, Semih Kimzan, and Eminoglu (2013) found that incremental innovation is a mediating variable between organizational culture and organizational performance. Use of incremental innovation, specifically being a mediating variable, is new in this research because Most research still uses innovation in general and it is only used as an independent variable.

The research object is junior high schools in Jember Regency to ensure that incremental innovation can and has been carried out. This research proposes a model for Junior High Schools to become more resilient and adaptive to environmental changes by applying organizational learning and organizational culture to carry out incremental innovation in the form of utilizing information technology. The research by Utami and Desi (2022), conducted at Al Jabar IT Middle School in Medan, found that the use of information technology carried out at Al Jabar IT Middle School had been carried out well. The conclusion was drawn based on the students' understanding, which reached 90%, meaning the material delivered was right on target. The school is advised to add or expand facilities and infrastructure in the field of information technology to support the skills or expertise of Al Jabar IT Middle School students in the future.

In order to ensure that management information systems in the school environment can be accessible swiftly, precisely, and accurately, the goal is to use information technology to enhance the IT skills of junior high school teachers in the Jember area. Aside from that, it offers advantages like enhancing understanding of information technology and having professors who are adept at using it. Email, the internet, computers, and phones are just a few of the communication media that are used in education. In addition to face-to-face interactions, various media are also used to facilitate interaction between teachers and students. Without having to interact with kids personally, teachers can still offer their skills. Similarly, students can use a computer or the internet to access a wide range of knowledge from several sources via cyberspace or virtual space. The most recent development is "cyber teaching," often known as virtual teaching, which is the practice of teaching through the use of the internet.

This research presents novelty. uses incremental innovation as a mediating variable, which is rarely used as a mediating variable. The variable that is often used is the innovation variable. The choice of incremental innovation is suitable for junior high schools that have limited capital (budget).

1.1. Problem Formulation

Based on the description previously explained, the following problems were found to be the influence between organizational culture and incremental innovation, organizational culture and organizational learning, organizational

culture with teacher performance, organizational learning with incremental innovation, incremental innovation with teacher performance, and organizational learning with teacher performance.

1.2. Research Purposes

The purpose of this study is to ascertain how organizational culture and incremental innovation, organizational culture and learning, organizational culture and teacher performance, organizational learning and incremental innovation, and organizational learning and teacher performance are related.

2. LIBRARY STUDY

2.1. Organizational Culture

In order to achieve organizational goals, all members of the organization must conform to the knowledge, habits, behavior, values, and attitudes that make up the organization's culture. This is the fundamental theory of organizational behavior. Members of an organization's concealed values, beliefs, and presumptions are collectively referred to as its organizational culture (Naranjo-Valencia et al., 2016). These common values serve as the foundation for dialogue and understanding between parties and have two primary effects on employee behavior: internal integration and coordination (Hofstede & Bond, 1988). According to Phatak (1989), Organizational Culture is defined as the way of life of a group of people, which consists of knowledge, morals, beliefs, norms, and values, as well as other abilities that a person acquires as a fellow member of a particular group.

Lorincová, Miklošik, and Hitka (2022) provide the opinion that Organizational Culture is the secret recipe for company success, which revolves around teamwork, integrity, enthusiasm, humility, and activities centered on customer satisfaction. Organizational Culture is considered like a company's personality, which reflects the company's character, thoughts, and behavior of people in the company and can influence employee values and behavior (Chen, Xu, & Jebran, 2021; Teräsväinen & Junnonen, 2019).

2.2. Organizational Learning

Organizational learning is a process of obtaining knowledge and information and using it to change an organizational situation (Schermerhorn, Hunt, & Osborn, 2002). Ganawati et al. (2021) explain that organizational learning is the process of detecting and correcting errors to improve organizational performance. Apart from that, learning can also be interpreted as a process of knowledge acquisition and information, distribution of information, translation of information, and storage of information in organizations. Organizational learning is a skill, the process of building and using knowledge in an organization. Organizational Learning is the process of how companies create and transfer knowledge within the organization, including to employees, to maintain that knowledge (Zafar et al., 2015). This activity aims to create, transfer knowledge, and company attitudes. Huber (1991) concluded that if an organizational unit acquires potentially useful knowledge, the organization will learn.

2.3. Incremental Innovation

Incremental innovation is a type of innovation that occurs slowly, unobtrusively, and is carried out with a long-term time orientation (Magnusson & Berggren, 2011; Zang et al., 2014), which focuses on developing existing products (Benner & Tushman, 2003; Lin, McDonough, Lin, & Lin, 2013). Incremental innovation is purposeful to improve the performance of currently established products by trying to satisfy existing customer needs through product refinement and improvement, which ultimately increases company efficiency (Carlisle & McMillan, 2006). Christensen (2006) states that companies can use pre-existing resources and knowledge to accelerate incremental innovation.

Incremental innovation is a variety of activities carried out by a company in its daily operational activities so that it can be said to be the core of organizational performance (Nghah & Ibrahim, 2009). Changes and improvements made

by companies to the company's products, services, and processes are examples of incremental innovation applications (Lefebvre, De Steur, & Gellynck, 2015). Abker, Mohammed, Mohamed, and Mohamed (2019) stated that incremental innovation is a type of innovation that does not move away from existing business concepts, so that the use of this type of innovation can actually increase the abilities and competencies of employees.

2.4. Organizational Performance

Performance is typically interpreted as a record of the results of all work activities or the functions of a position over a specific time period. Another definition of performance is an activity or execution of a task that can be measured and finished by an individual within a specific time frame. Measures of performance include effectiveness, efficiency, and organizational health. Kasmir (2017) states that factors that influence performance include: quality, quantity, time, cost reduction, supervision, and relations between employees. Performance indicators according to Robbins (2006) include work quality, work quantity, timeliness, work effectiveness, independence in work, and work commitment. Performance indicators include: quality of work, quantity of work, responsibility for work, cooperation, and initiative. Teacher performance indicators developed from Mitchell and Larson (1987) can be described as follows: (1) ability; consisting of mastery of material and mastery of teaching methods; (2) initiative; consisting of better positive thinking and achievement; (3) timeliness; consisting of arrival time and return time; (4) Quality of work results; consisting of student satisfaction and student achievement; (5) Communication; consisting of the quality of material delivery and mastery of class conditions.

Based on several opinions about performance indicators, it can be abstracted into indicators of teacher performance, namely mastery of learning methods, punctuality of arrival, punctuality of leaving, student satisfaction, student achievement, quality of material delivery, and mastery of class conditions.

3. HYPOTHESIS

The novelty of this research is the use of incremental innovation as a mediating variable because most research still uses innovation in general and is only used as an independent variable.

Ahn and Ahn (2009) stated that organizational culture is a value and agreement that has been approved and used by members of the organization. Cultures that value experimentation, collaboration, and continuous learning encourage incremental innovation. In such a culture, employees feel empowered to propose and implement small-scale improvements, leading to a steady stream of incremental innovation. In addition, a culture that encourages open communication, knowledge sharing, and flexibility contributes to the development and implementation of incremental innovation. Therefore, a strong organizational culture that values innovation and provides a supportive environment can significantly influence and enhance incremental innovation in an organization.

H₁: Organizational culture has a significant effect on incremental innovation.

Organizational culture plays a part in the learning process. Since organizational learning is a process rather than a destination, it necessitates changes in organizational culture, specifically a culture that is open to change and develops gradually (continuous improvement) rather than quickly or dramatically (Senge, Scharmer, Jaworski, & Flowers, 2004).

H₂: Organizational Culture has a significant effect on organizational learning.

Ehtesham, Muhammad, and Muhammad (2011) all assert that business culture can significantly impact employee performance over the long run. If a culture is established, it will be simpler for workers to adapt to the workplace. Additionally, they will be better equipped to recognize behaviors that align with the organization's values and adhere to them as a guide for their behavior while working (Senge et al., 2004).

According to Nikpour (2017), research findings, the success of an organization will deteriorate if its culture does not align with the changing demands of its internal and/or external stakeholders, as has happened with several firms. In their study, Saeed et al. (2013) found that a decline in culture will affect lower employee performance because

culture is a strength that employees possess as a value and a guide for actions that are deemed right and good, which can lead to good performance as well Syafii, Thoyib, Nimran, and Djumahir (2015) conducted study on the connection between corporate culture and employee performance, and the findings provide credence to the idea.

H₃: Organizational Culture has a significant effect on teacher performance.

Sheng and Chien (2016) stated that organizational learning is related to all activities related to the creation and use of knowledge to increase innovation. They stated that organizational learning has a clearer effect on incremental innovation than radical innovation through the application of knowledge in product improvement in a way that is consistent with current organizational processes and routines. Organizational learning is the ability of a company to be able to use the knowledge it already has. If this is related to the innovation being carried out, then the suitable type of innovation is incremental innovation, namely, using knowledge that is previously owned.

H₄: Organizational learning significant effect on incremental innovation.

Li and Huang (2019), using a sample of manufacturing companies in China, found that the incremental innovation used can have a positive effect on organizational performance. Research produced by Li and Huang (2019) found that this type of innovation is very suitable to be applied in less developed areas, where companies located in these areas can implement incremental innovation by imitating the technology used by manufacturing companies in developed areas. This makes incremental innovation one of the factors that enables companies to survive in very tight competition, especially in the manufacturing sector in China. Zhang (2021) states that if a company only makes small adjustments or simple updates based on current technology, this is called incremental innovation. This type of innovation is suitable for use when the company's capital resources, technical resources, and intellectual resources are insufficient. Chinese companies can now become advanced industrial areas through innovation while climbing the incremental path, apart from, of course, also using the radical path. Clearly, when a company chooses incremental innovation, the goal is to adjust and control the company's available resource inputs, and the company hopes to control risk and failure. Company capabilities:

To be able to use innovation that adapts to your capabilities, choosing the right strategy will certainly provide good results for your performance. In addition, if a company focuses on incremental innovation, the focus of the strategy and innovation used is a pre-existing product, so that the company is not faced with a new situation. In this way, it is hoped that good performance can be achieved (Chang et al., 2014).

H₅: Incremental Innovation has a significant effect on teacher performance.

Organizational learning is a process where organizations use existing knowledge and build new knowledge to form the development of new competencies that are very important in an ever-changing environment. The organizational learning process is aimed at improving performance (Senge et al., 2004). Garvin (2000) explains the relationship between organizational learning and employee performance, that the better employees understand the organization where they work, the more they will develop a high level of concern for the organization, so that performance will be better. Organizational learning has an influence on employee performance. Employees who have awareness and interest in learning are proven to have better performance, so from expert opinions and empirical studies, a hypothesis is built.

H₆: Organizational learning has a significant effect on teacher performance.

4. RESEARCH METHODS

The quantitative approach method is used in this study, and numerical data derived from variable measurements are analyzed. Teacher performance, incremental innovation, organizational culture, and organizational learning are the variables in this study. According to the research typology, this kind of study is explanatory in nature and involves evaluating hypotheses that have been previously developed as well as the link between research variables. As a result, it is also known as causality research. All junior high school instructors, both public and private, made up the study's population.

The study was conducted in Jember and involved 364 science teachers who are members of the Science MGMP). The sample size was determined using the Slovin formula, resulting in 191 teachers as respondents. A proportional simple random sampling technique was applied to select the respondents from the population. This study employs Structural Equation Modeling (SEM) using the Partial Least Squares (PLS) approach to examine the causal relationships among the research variables.

5. ANALYSIS RESULTS

Direct influence testing is used to test whether there is a direct influence of the independent variable on the dependent variable. The test criteria state that if the T-statistic coefficient $\geq$ T table (1.96, with alpha 5%), then it is stated that there is a significant influence of the independent variable on the dependent variable. The results of hypothesis testing can be seen in the following table.

Table 1. Direct influence between variables.

No.	Influence between variables	Path Coeff.	Stand Error	T-stat	P-Value	Information
1.	Organizational culture $\longrightarrow$ Incremental Innovation	0.297	0.078	1.798	0.149	Not Sig.
2.	Organizational culture $\longrightarrow$ Organizational learning	0.797	0.037	21.817	0.006	Sig.
3.	Organizational culture $\longrightarrow$ Teacher Performance	0.325	0.085	3.844	0.001	Sig.
4.	Organizational learning $\longrightarrow$ Incremental Innovation	0.576	0.071	8.157	0.000	Sig.
5.	Incremental Innovation $\longrightarrow$ Teacher Performance	0.306	0.096	3.198	0.002	Sig.
6.	Organizational learning $\longrightarrow$ Teacher performance	0.269	0.080	3.361	0.137	Sig.

Table 1 shows that the influence of organizational culture on Incremental Innovation produces a T-statistic of 1.798, which shows T-statistic $<$ T table (1.96), so there is an influence.

This is a non-significant organizational culture towards Incremental Innovation, which is supported by a p-value greater than 0.05.

According to the test results in Table 1, the t-statistic for the impact of organizational culture on organizational learning is 21.817. As demonstrated by the test results, T-statistic $>$ T table (1.96). This indicates that organizational culture has a considerable impact on organizational learning, and the p-value is less than 0.05 to support this finding.

The T statistic for organizational culture's impact on teacher performance is 3.844. As demonstrated by the test results, the T statistic $<$ T table (1.96). Because the p-value is less than 0.05, it may be concluded that corporate culture has a significant impact on incremental innovation.

The t-statistic for influencing organizational learning on incremental innovation is 8.157. T-statistic $>$ T table (1.96), according to the test results. This is corroborated by a p-value of less than 0.05 and indicates that organizational learning has a significant impact on incremental innovation.

A statistic of 3.198 was obtained from the impact of incremental innovation on teacher performance. T-statistic $>$ T table (1.96), according to the test results. This is corroborated by a p-value of less than 0.05 and indicates that incremental innovation has a substantial impact on teacher performance.

Influence organizational learning on teacher performance, resulting in a T statistic of 3.361. The test results show that the T statistic $>$ T table (1.96). This means there is a significant influence of organizational learning on employee performance, and it is supported by a p-value of less than 0.05.

The findings of the analysis indicate that, with a total coefficient of 0.797, the organizational culture variable has the biggest overall influence on the organizational learning variable, according to the results of the direct influence hypothesis test. As a result, the factor that most strongly affects organizational learning is organizational culture.

Furthermore, with a total coefficient of 0.325, the organizational culture variable has the biggest overall coefficient on teacher performance variables. Thus, the factor that most significantly affects teacher performance is organizational culture.

6. DISCUSSION OF RESEARCH HYPOTHESES

Testing this hypothesis can be seen from the results of the Structural Model Evaluation on the PLS analysis results, which are intended to determine the amount of information that can be explained by the structural model (the influence between the hypothesized variables). This research has tested 6 (six) types of relationships between variables, which were developed into research hypotheses. Based on the results of the structural model test, it shows that the research model offered in general has formed an integrated and comprehensive relationship on organizational culture variables, organizational learning, Incremental Innovation, and teacher performance. These results show the magnitude of the influence of organizational culture on Organizational Learning Incremental Innovation and teacher performance.

6.1. *The Influence of Organizational Culture on Incremental Innovation*

Organizational culture has no significant effect on incremental innovation, thus rejecting research from Ahn and Ahn (2009), which found that organizational culture has a positive influence on incremental innovation. Although it is important to realize that the impact of organizational culture on innovation can vary greatly depending on the specific circumstances and context, here are several possible explanations for why organizational culture does not significantly influence incremental innovation, so it can be expected that incremental innovation can be used as a mediating variable between organizational culture and organizational performance. Uzokurt et al. (2013) found that incremental innovation was a complete mediating variable between organizational culture and organizational performance. Most managers agree that radical innovation is a confusing and uncertain process when compared to innovation that is carried out gradually and through a continuous process with a more systematic change approach. In other words, if a company uses a culture that it already has, then the innovation that is suitable for implementation is not radical innovation.

Incremental innovation, specifically as a mediating variable, is new in this research because most research still uses innovation in general and only serves as an independent variable. Junior high schools often have limited resources, both in terms of budget and personnel. Their focus may be more on maintaining operations and stable growth so that room for innovation is not a top priority for Junior high schools.

Researchers carried out additional actions in the form of interviews with several respondents who had filled out questionnaires to confirm the results of this research. One of the respondents, who is a junior high school principal, explained that the culture that has been implemented in junior high schools has been deeply rooted and has made this a reference standard for how to carry out activities for junior high school teachers. The standards implemented sometimes do not provide room for new changes to be implemented by junior high schools, making it difficult to accept innovations. For junior high school organizations that have been around for a long time, the culture they implement will certainly be stronger and more deeply rooted and carried out by all junior high school teachers. As explained by the respondent (junior high school teacher) during additional interviews, the junior high school where the respondent works has a fairly rigid organizational culture, making it difficult to accept new innovative changes. The majority of respondents have an educational background in higher education, and they should be able to understand and implement organizational culture well so that ultimately, organizational culture can help achieve incremental innovation activities. It is important to note that although organizational culture may not be the primary driver of incremental innovation in middle school learning, it can still play a role in facilitating or inhibiting innovation to some extent. A culture that encourages adaptability, learning, and continuous improvement will be more conducive to incremental innovation, even if constraints and industry characteristics limit the scope for significant change.

6.2. *The Influence of Organizational Culture on Organizational Learning*

The efficacy of organizational learning can be influenced by organizational culture, which can serve as a standard of thought or interpretation. One crucial element to promote organizational learning is a culture that encourages change. Organizations need an adaptable culture to encourage collaboration and learning among their personnel, particularly in a competitive setting (Azadi, Farsani, Rizi, & Aroufzad, 2013). Learning is a constructive process that is a part of corporate culture. In the process of learning, organizational culture plays a part. Since organizational learning is a process rather than a destination, it necessitates a shift in organizational culture, specifically a culture of learning and a willingness to evolve gradually (continuous improvement) rather than quickly or drastically (Senge et al., 2004).

Teachers in junior high schools can use process learning, provided there is a supportive and conducive organizational culture. Organizational culture is seen to have a major impact on organizational learning. Implementing organizational culture in junior high schools benefits instructors, particularly in the area of organizational learning.

The findings of this study corroborate those of studies by Schein (1996), Senge et al. (2004), and Azadi et al. (2013), which all concur that an organizational culture that can help members develop their identities, foster a sense of comfort, and promote learning can also enhance learning. Continuous change (continuous improvement) is also necessary for organizational culture, meaning that change must be experienced gradually throughout the learning process (organizational learning).

6.3. *The Influence of Organizational Culture on Teacher Performance*

The findings of this study are consistent with those of Herdiany (2015) investigation, which found no discernible impact of organizational culture on performance. It also confirms the findings of Maabuat (2016) study, which found that employee performance is marginally impacted negatively by corporate culture. Additionally, this research confirms the findings of Girsang (2019) study, which found no discernible impact of corporate culture on teacher performance. However, the results of this study contradict those of a study by Paschal and Nizam (2016), which found that employee performance is significantly impacted by corporate culture. Similarly, the research result is not supported by the findings of this investigation. Organizational culture has a big impact on performance, according to Zakharia (2014).

Organizational culture in the school environment is very dependent on the norms, rules, and habits agreed upon by the school community and determined by the school leadership (principal). Efforts are made by the school to foster a positive organizational culture in the school by creating a program to familiarize teachers and students with various school activities in terms of character education for teachers and students, such as flag ceremonies, Baroque Fridays, spiritual showers, and coaching by the school principal for teachers. The hypothesis test's findings, according to which organizational culture significantly impacted junior high school science instructors' results, were rejected. Therefore, the performance of science teachers in junior high schools is not much impacted by organizational culture. This analysis can be performed based on the findings of science teachers' interviews. First, organizational culture is seen as habits that have no connection with performance, thus, teachers' perceptions of organizational culture do not affect their performance; secondly, teachers think that performance is still carried out according to plans that have been made and do not think too much about collaboration between teachers as an example of a form of organizational culture; third, teachers whose performance is relatively good usually do not depend on collaborative habits in the school's organizational culture; fourth, teachers' understanding of school organizational culture has a role in improving personal behavior.

There is a correlation between teacher performance and organizational power. Employee performance will suffer if corporate culture deteriorates, since it is not necessarily constantly stable (Saeed et al., 2013). This is so that employees can use culture as a guide, a foundation, and a set of values in their daily job activities. If the culture of the

organization is positive, teachers will be able to adjust more quickly if it changes, and leaders will be able to make decisions without fear of conflict.

A good organizational culture can be easily followed by employees to adapt and perform in accordance with organizational goals. Some organizations experience a decline in performance as a result of employees who are unable to properly perceive the organizational culture that has been formed (Nikpour, 2017). In line with the research results of Syafii et al. (2015), organizational culture has a small influence on employee performance, and employee performance is more influenced by leadership style. According to Ehtesham et al. (2011), organizational culture has a significant impact on junior high school management performance. Leaders can utilize organizational culture as a tool to inspire motivation, enhance teamwork skills, and mobilize members of the organization. These two research findings actually demonstrate that leaders' participation in the teacher empowerment process affects teacher effectiveness.

6.4. The Effect of Organizational Learning on Incremental Innovation

The test results support the idea that incremental innovation improves with organizational learning. One possible interpretation is that incremental innovation is significantly positively impacted by organizational learning. This supports the conclusions of Sheng and Chien (2016), who found that all actions about the production and application of knowledge to foster innovation are associated with organizational learning. By applying knowledge to improve products in a way that is consistent with the organization's current procedures and routines, they contend that organizational learning has a greater impact on incremental innovation than on radical innovation.

Organizational learning is the ability of a company to be able to use the knowledge it already has. If this is related to the innovation being carried out, then the suitable type of innovation is incremental innovation, namely, using knowledge that is previously owned. The knowledge possessed by junior high school teachers means policies and values that are usually implemented in junior high schools. Organizational learning is the key to understanding and optimizing the internal resources possessed by junior high school teachers, in accordance with the RBT concept. Process.

Organizational learning enables middle school teachers to identify, develop, and utilize valuable internal resources. Incremental innovation is often closely related to organizational learning. Middle school teachers learn from their experiences and knowledge gained through organizational learning to make incremental changes that improve the quality of their resources.

In the context of RBT, middle school teachers who are able to continuously learn and develop their resources, including resources that support incremental innovation, can achieve long-term competitive advantage (Barney, 1991). Thus, the relationship between organizational learning, incremental innovation, and Resource-Based Theory is that organizational learning helps middle school teachers develop and utilize internal resources that support incremental innovation, which in turn can be a source of sustainable competitive advantage in accordance with RBT principles.

6.5. The Effect of Incremental Innovation on Teacher Performance

Incremental innovation has a significant influence on organizational performance. This is in line with the research of Li and Huang (2019), who in their research found that the incremental innovation used can have a positive effect on organizational performance. Zhang (2021) states that if a company only makes small adjustments or simple updates based on current technology, this is called incremental innovation. The company's ability to be able to use innovation that adapts to its capabilities, choosing the right strategy, will certainly provide good results for its performance. If junior high school teachers focus on incremental innovation, then the focus of the strategies and innovations used are pre-existing tools, so that junior high school teachers are not faced with new situations. In this way, it is hoped that

good performance can be achieved (Chang et al., 2014). Obeidat (2016) research also found that incremental innovation has a significant effect on organizational performance.

This can be interpreted as meaning that on average, junior high school teachers feel they have carried out quite good incremental innovation. Resource-Based Theory is an approach to strategic management that emphasizes the importance of resources and capabilities internal to an organization in achieving competitive advantage. In the context of incremental innovation, RBT can provide an understanding of how small changes made by junior high school teachers internally can influence teacher performance.

6.6. Influence Organizational Learning on Teacher Performance

The significance of learning about organizational examples is that when a company invests time and money in creating a culture of learning and putting organizational learning into practice, the company becomes more competitive, can respond swiftly to rapidly shifting market conditions, and can learn from failure to become a more knowledgeable organization with a greater understanding of best practices. Instead, organizational learning is about establishing a setting in which all teachers can share information equally, allowing each individual to make a significant contribution.

The results of this research support research conducted by Garvin (2000) which stated that the impact organizational learning one of them is effectiveness in the use of technology which can be traced in three stages, first employees can be exposed to new ideas that are activated by the use of technology, and begin to expand their knowledge about the use of technology, second is behavior, employees begin to internalize their insights and change their behavior, and third is increasing their performance.

7. CONCLUSION

The results of this research can be concluded as follows:

Based on the results of this research, it can be concluded that several factors that influence teacher performance are caused by how much organizational learning and innovation are carried out. With innovation, teacher performance will also increase and show how the organizational learning carried out is able to adapt to the demands and changes that exist in the world of education, which have an impact on teacher performance. This research is expected to be able to provide insight into the importance of innovation and organizational learning.

This research has a limited scope and a school scope. Future research needs to conduct research with a wider scope and also different school strata so that it can produce more comprehensive findings.

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Institutional Review Board: This study involved minimal risk and followed ethical guidelines for social science fieldwork. Formal approval from the Institutional Review Board was not required under the policies of University of Jember, Indonesia. Informed verbal consent was obtained from all participants, and all data were anonymized to protect participant confidentiality.

Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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