Effect of Ecological, Servant dan Digital Leadership Style Influence University Performance? Evidence from Indonesian Universities

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ABSTRACT

The purpose of this study was to analyze the influence of ecology leadership, servant leadership and digital leadership toward universities performance. This research method is a quantitative method with data processing tools using the SmartPLS version 3.0 program. The research data were obtained from an online electronic questionnaire distributed online using a snowball sampling system. The respondents of this study were 222 lectures of universities in Banten. The results of data analysis show that servant leadership, digital leadership and ecological leadership significantly influence universities performance. The novelty of this study is the first leadership research model with servant, digital and ecology variables on universities performance.

INTRODUCTION

Education has entered the period of Industrial Revolution 4.0, an age of revolutionary progress where this age is increasing very rapidly, the digital era has an impact not only on the industrial sector but has an impact on all human life aspects of the world without the exception of education. In the face of the major challenges of the 4.0 industrial revolution, then education is also important because two alternatives only remain: improving or dying. Training at the higher level included. According to Cahyono (2020) and Fahmi (2020), the 4.0 industrial revolution in education was called Education 4.0, a time of continued learning without room and without time limits. It is known as the cyber-system, as a result of the automated use of digitalis. In the age of the industrial revolution, education challenges 4.0, particularly in Indonesia, speak not only of conventional problems such as fair distribution and the achievement of access to education, but also on the quality of graduates who have a capacity to compete with development demands. Pramono (2020) and Dezky (2020) suggest that educators must be able to adapt in time, be able to first master technology to adapt for students. While education development has been unable to optimally keep up with the pace due to the industrial revolution, the quality of lecturers so they can teach material through the application strategy to apply information technology in teaching and teaching is one of the efforts needed to face the challenges of the 4.0 industry revolution The To

enhance the quality of the teaching and learning process, lecturer must be permitted to use information technology at all levels of education. This attempt is made to train superior human resources with worldwide experience to adjust to the age of the day, since information technology is evolving so rapidly, and teaching resources are easy to obtain.

The Sustainable Development education programme, aimed at forming an environmentally sound generation and an organic school climate, according to Asbari (2020); Bernarto (2020) and Sartika (2020), is important in every educational establishment. Each school needs to achieve that. This is because there is a state of ecological environmental crisis that affects the deterioration of environmental functions and even crises in the connection between people and their community and the surrounding environment. The environmental situation is the responsibility of all stakeholders for environmental conservation and management. Just institutions of education. Consequently, the role of schools is very critical to solving environmental ecological crisis conditions. According to Zena (2020) and Cahyono (2020), the provision for solutions from educational establishments is demonstrated by the inclusion of environmental care standards in environmental school activities and environmental school culture. Each education institution must take different steps to address this issue, so that it can compete and develop further. One arrangement is to structure a leadership model that will

improve the human capital. The principal as the school association chief plays a major role in improving facets of teacher empowerment and personnel. The success of education in schools is primarily affected by the success of the principal in managing school staff. The leader or director is authorised to direct various activities of members or groups according to Cahiyono (2020) and Fahmi (2020). Main ecological leadership is a community of university leaders who care about the climate, to save and to maintain the environment, life as a way for the environment to react. Ecological leadership is a set of leaders with ecological wisdom that places itself ecosystematically within the environment and actions in environmental protection to solve the ecological crisis. According to Vizano (2020). The environmental consciousness is the embriding feature of ecological leadership, according to Pramono (2020) and Dezky (2020). The university is literally made up of the need to share in the world because of worries about environmentally sustainable conditions of environmental crisis. Knowledge of the environment is accompanied by the realisation of environmental care initiatives, including environmental conservation efforts, prevention of harm to the environment and pollution prevention. Note that the climate is a complex feature, thus sustainable environmental protection is also carried out. That also ensures the dignity of the principal to save and maintain environmental functions. Where the dignity of the principal also goes hand in hand with advances in supporting services for the environment. Basis is the protection, mitigation and reparation of harm and environmental degradation that allows environmental consciousness. On the other hand, the features of the ecological leadership of the principal are also expressed in the ongoing concern for the environment as a representation of the spirit of environmental care. which was internalised in the university head.

According to Asbari (2020); Bernarto (2020) and university leaders Sartika (2020), it is increasingly important that the leaders , especially of the universities, play an active role in improving the quality, to ensure continuity through efforts to mobilise all employees to their responsibilities in light of today's developments and changes .. One of the contemporary leadership models that can help to grow a service, according to Suheny (2020); Supriadi (2020) and Kadiyono (2020), is a profile of leaders who work with a model of leadership. Leadership is a leadership model aligned with educational ideals, as the fundamental spirit of servants' leadership emphasises empowerment. Servant leadership has an element unique and differentiates it from other kinds of leadership, with (1) the moral aspect that makes morals part of the identity of the leader. (2) focuses on servicing the followers or subordinates, that is, the leader focuses on improvement, enhancement, and improvement; Leaders who have the model of servant leadership openly support all members and the organisations, lead them actively and creatively, and motivate their employees to work and involve their hearts in the organisation's mission and goals Characteristics that inspire the development of the leadership continue to be developed and developed in the company, by focusing their energy guidance on growth and the achievement of employee aspirations. Cahyono (2020) and Fahmi (2020) indicate that the values of the core elements of servant leadership are based on the value of humility and respect for others with an emphasis on faith, respect and empowerment. Servant leadership is

more effective, because it best uses the strength of a leader through styles and findings that a leader "hears" and "empathizes" and is an inspiring and balancing guardian of an organization, not just a controller and instructor. The aim of this study was to analyse the influence on university performance of environmental leadership, leading position in servants and digital management.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT
Ecological Leadership Style
The leadership style defines the company 's response to its environment according to Asbari (2020). The style of leadership reflects a distinct approach to the world. According to Slamet (2020), who has greener values, he will be able to influence his subordinates' green actions and inspire them to tackle challenges with greater commitment to things that are beneficial to their company, to think of sustainable organisational growth and to solve problems. More creative solutions for the climate. It also raises the concerns of subordinates regarding environmental problems by developing good ties with them and then rising their subordinates' green values. The role of the ecological leadership of the University in the establishment of a school of environmental culture is: (1) educator; (2) manager; (3) innovators; (4) motivator; and (5) figures. Ecological leadership position as educators indicates the mechanism to provide environmental value education through three models: (a) knowledge (through socialisation and publication of an ecological and health subject); (b) habitude (through the use of educational culture in the habit of learning) and (c) enhancement (throu). (b) The ecological leadership position as the principal as the director is seen, according as Asbari (2020); Bernardo (2020) and Sartika (2020), to be: a) environmentally friendly formulation of school policies; b) to motivate the students to become environmental leaders, and to supervise those staff at the school; and c). The role of the Primary Ecological Leaders as innovators is seen in the form of creative environmentally friendly facilities according to Visano (2020); Pramón (2020) and Dezky (2020). The role of the principal as motivator in environmental leadership was shown by the encouragement of school members to actively participate in environmentally oriented educational activities and to create a cultural atmosphere centred on schools. In the meantime, the role of ecological leadership is shown by a good attitude towards the environment, so that the principal is identified as a role model for a cultured environment by the University.

Servant Leadership Style
According to Cahyono (2020) and Fahmi (2020), the following are essential characteristics of a servant leader: 1) Listening: a manager must be able to communication in the field of leadership in order to determine. A leader servant has a motivation to hear his fruit carefully and help them identify decisions. 2) Empathy: A leading servant tries to understand and empathise. A worker can not only be viewed as an employee, but also as a person who needs consideration for his personal growth and appreciation. 3) Healing: The desire to heal others and oneself is a great strength among servant leaders. According to Kartika (2020) and Asbari (2020), a servant leader seeks to help people solve problems and disputes, because he wants to improve the skills of each person. This creates an enterprise culture in which the working atmosphere reflects an environment that is fun, dynamic and is not

afraid to fail. 4) Conviction: A servant leader does not use the power of his rank to force his man to comply, but rather tries to inspire him to take action 5) Conception: a servant leader believes well beyond daily reality. This ensures that it is able to see beyond the limits of the market and also to concentrate on the company's long-term objectives. In Suheny (2020); Supriadi (2020) and Kadiyono (2020), a manager gains a personal viewpoint that only by thinking about it he can grow. It will produce specific objectives and plans to adopt. Leaders must be capable of expressing the view not only on a verbal level, but also of being incorporated into a visible, consistent way of doing things; their honesty and integrity, their comprehension of the essential part and their strong ethical and moral leadership character. Leaders who are truthful and integral as a representation of a good leading person with integrity (trustworthy, good habits, beliefs, character and expertise) build their followers' trust and commitment. Confidence is the root of leadership as an essential factor in shaping relationships between leaders and their members to make leadership efficient and profitable. According to Vizano (2020); Pramono (2020) and Dezky (2020), the leader must pay attention to efforts at demonstrating and demonstrating the practise of personal honesty in the tasks and loyalty of the organisation to develop the confidence of his followers, as well as the competence in the form of knowledge or ability. The work to look after is a basic element of the service and is done by the members and representatives of the organization; the model is a form that emerges and is seen as an example or model of a leader who is essential to servants' leadership. It is a form that demonstrates the way for the leading leaders. Servant leaders attract supporters in dedication, commitment, discipline and excellence. Leaders are expected to exhibit visible activity (visibility) in interactions with followers, to position leaders as exceptional initiators and agents of change, to make good choices, to threaten, to wave at obstacles and to show courage.

Digital Leadership Style

A digital leader is someone who is able to utilize information technology to achieve common goals in an organization. Therefore, to carry out digital transformation in the public sector in order to increase the effectiveness of public services amid the current corona pandemic, it is important for ASN to have the ability of a digital leader. Digital is also known as e-leadership or electronic leadership introduced by Avolio, Kahai, and Dodge which is featured in the scientific article E-leadership Implications for Theory, Research, and Practice. According to the article, e-leadership occurs in the context of e-environment where work is carried out through information technology, especially the use of the internet. According to Asbari (2020); Bernarto (2020) and Sartika (2020) there are characteristics of e-ledership that distinguish it from ordinary leadership or traditional leadership. First, in terms of e-leadership communication it requires the use of electronic media to communicate with other members. The use of social networks such as line, facebook, instagram, twitter, and so on can be used as a medium of communication. Second, an e-leader must have the ability to think and cooperate without the constraints of time, space, and cultural barriers where supervision and face-to-face interactions are unnecessary. Communication through information technology makes it possible for leaders to communicate with many employees effectively and efficiently. Third, digital leaders have the ability to monitor and manage virtual work effectively. A public sector leader must have the capability to manage and monitor virtual work performed by employees. This is to ensure whether employees are performing their duties and functions properly and whether employees understand the directions given and ensure that the targets set can be achieved. besides being flexible in the use of time, an e-leader can adapt to changing technological environments. According to Vizano (2020); Pramono (2020) and Dezky (2020) the rapid development of technology requires leaders and employees to adapt to changes in order to achieve organizational goals. Not only that, but digital leaders must also be formed with a mindset and the ability to solve problems and be able to maintain relationships between members and between teams. Digital leadership can form leaders in the future who can bring success to organizations in the era of technological development. E-leader is also suitable for being applied to a leader who has a transformational leadership style. According to Kartika (2020) and Asbari (2020) one of the characteristics of a transformational leader is idealized influence, where the behavior of the leader who provides the vision and mission, earns respect and trust from subordinates and creates a sense of pride. physical space. From there, the role of digital leadership is needed to gain the trust of lecturers

University Performance

A number of performance assessment instruments can assess higher education performance. The Balance Scorecards, multidimensional output model, dashboard, performace productivity strategy, service chain, BCG Matrix and model dimensions of progress, outcomes and determinants are some of them. Full Control of Quality (TQM). (Karpagam, 2010) This is in line with the view taken by Bayat (2011) which mentions multiple performance measurement models, such as the Balance Scorecard; the critical Few; the performance dashboard; and the national quality award requirements of Malcolm Baldrige. There are several other examples such as ISO 9000, Servqual, Benchmarking, Licensors, Académic Software Analysis, Six Sigma and more. The performance of Indonesia's tertiary institutions is currently calculated by the National Accreditation Council for Higher Education (BAN-PT) system adopted first in 1996. The recent Regulations released by the Republic of Indonesia's Ministry of Education and Culture regarding the Accreditation of Tertiary Institutions in Indonesia require that, unless a university licence is revoked, all tertiary institutions in Indonesia, both public and public be accredited. This ultimatum causes all universities in Indonesia to strive in compliance with all the accreditation standards, laws, requirements, procedures and documentation procedures. There are seven (7) levels of excellence that must be met by universities according to the university Accreditation Criteria, namely: 1. Vision, goal, goals and tactics for achievement 2. 2. Civil Service administration, leadership, management processes and guarantee of quality 3. Graduate students 4. Resources HUMAN 5. Atmosphere Curriculum, Schooling and Academia 6. Funding, Infrastructure and Sanrana, and Information Technology 7. Study, service / Community service 8. Community service. Cooperation and Community. Community

The higher education performance is the key predictor for college success, according to Suheny (2020); Supriadi (2020) and Kadiyono (2020), in order for a college manager to get serious publicity. A high-performance work system that allows workers to become actively involved and highly committed to meeting coordinating

targets is one of the things that can be achieved for enhancing performance. Students have become key players for higher education. By constantly enhancing the standard of the higher education, students' reputation can be achieved. Results from the retransmission study have shown that there is a positive and important correlation between the working system and higher education performance, indicating that the better the working system, the better higher the higher the performance of higher education. Vision, mandate, priorities and success strategies; b. Systems of government, leadership , management and quality assurance; c. Students and graduating students, d. Resources human; e. Curriculum, research and academia; f. Financing, information technology and services G. Study, community and cooperative services

Based on the study of existing theories and previous research, the following hypotheses were developed:

Hypothesis 1 (H1) Eological leadership style influence universities performance

Hypothesis 2 (H2) Servant leadership style influence universities performance

Hypothesis 3 (H3) Digital leadership Style influence universities performance

METHODS

Quantitative approaches are the tools used in this study. Collection of data by distribution of questionnaires to 222 university lectures in Banten. The electronic questionnaire was distributed through snowball technique online. Five answers are given for each object of closed question / declaration: strongly agree (SS) score 5, agree(S) score 4, neutral (N) score 3, disagree (TS) score 2 and strongly disagree. Rate 1 of Agreement (STS). PLS and SmartPLS version 3.0 are the tool for processing and analysis. The Partial Least Square (PLS) approach is used for the hypothesis analysis in this review. PLS is another computational approach of Structural Equation Modeling (SEM) based on variances. The benefit of this approach is that it needs no assumptions and that the number of samples can be calculated relatively few. The effects of the descriptive frequency of data processing for respondents' characteristics provide an indication of who is being evaluated and the questionnaire is answerable. It is also used for research conducted in (Cahyono, 2020; Fahmi, 2020; Vizano, 2020; Pramono,2020; asbari, 2020; Bernarto and 20-20; Suheny, 2020; Supriad,2020; Kadiyono, 2020; Cahyono, 2020; Kartika, 2020; Wibowo, 2020; and Purwanto, 2020; 2020; 2020). Sartika is the only approach to have been pursued, as is the case with the following research ventures.

The characteristics of the respondents are presented the following in table 1.:

Table 1. Respondent Descriptive Information

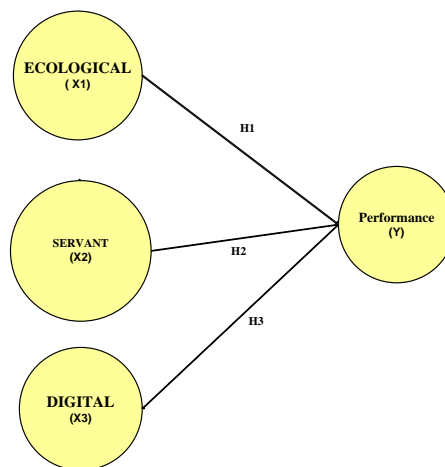| Criteria		Total
Age	< 30 Years	79
	30 - 40 Years	67
	> 40 Years	76
Working Periode	< 5 Years	87
	5-10 Years	67
	> 10 Years	68
Gender	Male	135
	Female	87

Figure 1. Research Model

Based on the study of existing theories and previous research, the following hypotheses were developed:

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Hypothesis 3 (H3) Digital leadership Style influence

universities performance

University output predictor metrics have 7 sub-variables, 7 regular accreditations: a. Vision , mission, priorities, and achievement strategies; b. Management, policy, management and system quality assurance; c. Graduates and teachers, D. Human capital e. Human resources; Curriculum, research and academia; f. f. Funding,

information services and systems g. Study, Community and Cooperation services

RESULT AND DISCUSSION
Convergent Validity Test
The convergent validity is to the degree that a measure is compared positively with alternative measures of the same structure. The outside loads of this measure and the averages variance extracted (AVE) are used to test the convergent validity of the reflective structures. A high external load in the construct shows that the associated metrics have several similarities that the construct catches. The external loads of all indicators must be statistically relevant at a minimum. The rule is that the normal external loads must be 0.7 or higher. Outdoor loadings are disabled. The impact of item deletion on both the composite reliability and the validity of construction contents should not be carefully examined by researchers instead of automatically deleting the indicator when external loading is below 0,70. In general, outward load indicators from 0.40 to 0.70 should be considered only when the removal leads to an improvement in composite reliability (or extracting an average variance) above a recommended threshold value, when the scale is removed. The degree to which their absence affects material validity is another factor in the option to delete indicators. Weaker external loading indicators are often held based on their contribution to the validity of material. However, the construction should not be used for indicators with very low external loads (under 0.40) (Hair et al. 2011). For AVE values, it can be shown that the average variance of its predictor is explained by the AVE 0.50 > or higher. An AVE of less than 0.50 shows, on comparison, that on average there are more variants in the item error than in the construct 's variance.

The steps used for this study were the studies carried out in Cahyono (2020); Fahmi (2020); Vizano (2020); Pramono (2020); Dezky (2020); Asbari (2020); Bernarto (2020); Sartika (2020); Supriadi (2020);Kadiyono (2020);Zena (2020); Cahyono (2020); Kartika (2020); Asbari (2020); Wibowo (2020);

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

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Ecological Leadership (X1)	X11	0.634	0.811	0.711	0.812
	X12	0.613			
	X13	0.803			
Servant Leadership (X2)	X21	0.633	0.713	0.814	0.731
	X22	0.642			
	X23	0.736			
Digital Leadership (X3)	X31	0.633	0.815	0.924	0.813
	X32	0.561			
	X33	0.637			
University Performance *(Y)*	Y1	0.719	0.734	0.811	0.731
	Y2	0.623			
	Y3	0.715			

Discriminant Validity Test
The degree to which a system varies absolutely by empirical criteria is discriminatory. Thus, defining discrimination means that a building is unique and captures phenomena not reflected in the model by any other structure. Researchers have historically relied on two discriminatory validity measures. Cross-loading is typically the first tool for determining the discriminating validity of indicators. The external loads of the indicator in the associated structure, in particular, must be higher than any cross loads (i.e. correlations) of the others.

Table 3. Discriminant Validity

Variables	E	S	D	P
Ecological Leadership	0.932			
Servant Leadership	0.711	0.812		
Digital Leadership	0.613	0.745	0.934	
University Performance	0.545	0.611	0.611	0.912

The results of the discriminatory validity test in the abovementioned table will imply that the model meets the discriminant validity of all constructs with a square root value above the correlation value with other latent constructs. It contrasts the AVE square root with the latent correlation of the variable. Particularly the square root of each AVE building must be larger than the highest correlation with the other buildings. An alternative way to test the effects of the Fornell-Larcker criterion is to assess if the AVE is larger than the square association with other buildings. The rationale of the Fornell-Larcker approach relies on the assumption that constructs share more heterogeneity than with other constructs with associated indicators.

Tabel 4. Collinearity Statistics (VIF)

Variables	Market Performance (P)
Ecological Leadership	1.122
Servant Leadership	1.344
Digital Leadership	1.123

Based on the results of the test, in Table 4 all VIF values are less than 5 for all variables, so the model has no problem of collinearity. The direct impact relevance test requires the PLS hypothesis test. Testing is performed using the SmartPLS 3.0 programme on a t-statistical analysis model using a partial least squared (PLS) analysis. As shown in the table below, the stand-strapping approach obtained the r square value and the sense test value:

Table 5. R Square Velue

	R Square	R Square Adjusted
University Performance	0.875	0.681

The value of R Square Markets (RP) is 0.873 as per Table 4 above which allows for an 87.5% ecological, employee and digital leadership variable (TP) to account for the university performance variable (TP) while other variables reflect the 12.5% remaining (not discussed in this study). Whilst Table 5 shows the impact between the listed research variables, T-statistics and P-values are shown.

Hypothesis Test
Internal reliability: the compositional reliability should be greater than 0.70 (this is considered appropriate from 0.60 to 0.70 in exploratory research). Consider Cronbach's alpha as the upper limit of internal coherence as lower binding and composite reliability. Reliability of the indicator: the indicator external loads must be greater than 0.70. External load indicators between 0.40 and 0.70 should just be taken into consideration for removal if the deletion results in improved composite reliability and AVE above the 0.5 threshold value. The t-statistical test in a partially least squared (PLS) analysis model is performed by direct effect using the help of SmartPLS 3.0 software.

This analysis step also used by research conducted by Cahyono (2020); 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 table below obtain the bootstrapping technique, R Square values, and significance test values:

Table 6 shows t-statistics and p-values that show the influence between variable variables

Table 6. Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	X1->Y	0.611	0.015	3.236	0.001	*Supported*
H2	X2->Y	0.512	0.167	6.321	0.000	*Supported*
H3	X3->Y	0.611	0.123	2.263	0.001	*Supported*

Based on the statistical calculations summarized in Table 6 above, it is concluded that all variables ecological leadership, digital leadership and servant leadership are positive and significant. Evidenced by the t-statistics value is greater than 1.96 and the p-value is smaller than 0.05. meaning that all hypotheses are accepted.

DISCUSSION
The influence of ecological leadership on university performance
It can be inferred from the statistical calculations with PLS in Table 6 above that the ecological leadership varieties affect the variable university output positively and significantly. This is illustrated by a value of t-statistic 3,236 above 1,96 and p-value 0.001 below 0.05. In other words, the theory is accepted. The results of the earlier Cahyono studies (2020) and Kartika (2020); Fahmi (2020) and Vizano (2020) suggest that environmental leadership has a substantial positive impact on the performance of universities, which means ecological leadership would foster a greater level of university performance.
The influence of servant leadership on university performance
Based on statistical analyses using PLS in Table 6 above, the leadership variable of servants can be concluded that the university success variable has a positive and important effect. The t-statistical value of 6,321, the p-value of 1,96 and 0.000 is less than 0,05 are evidence of this. The theory is accepted, in other words. These findings are in line with and compatible with the results of previous Zena (20 20) studies; Nugroho (2020); Dezky (2020); Asbari (2020); Bernarto (2020); Pramono (2020). These findings indicate that the leadership of the service has a positive and important impact on the performance of a college.
The influence of digital leadership on Market Performance
According to statistical calculations using PLS in Table 6 above, the variable of digital leadership affects the university output variable positively and significantly. The t-statistic value of 2.263 is greater than 1.96, and the p-value of 0.002 is lower than 0.05. The theory is accepted, in other words. These findings correspond to the results of previous studies by Sartika (2020) and Vizano (2020),

Zena (2020) and Nugroho (2020) and Dezky (2020), which showed that the effects of digital leadership on university performance is positive and important. This means that digital leadership encourages greater university performance. This result.

Discussion

According to Cahyono (2020) and Fahmi (2020) servant leadership is full of the essence of educational philosophy and answers contemporary expectations in the era of education 4.0, especially because it intersects with the spirit of education, servant leadership in carrying out its duties and responsibilities as a leader is based on the principle of moving and partnering together to achieve goals, always acting interactive-communicative-open, with integrity and capable of empowering each school personnel and having high empathy with concern for giving respect to every achievement of university personnel. starting from the spirit of wisdom shared by the leader and striving to develop a common understanding, so that members will voluntarily follow because they are influenced and persuaded; Respect for others, is a requirement that must be done by leaders to clearly show appreciation, value and encouragement and care for their followers. Listening and encouraging are the parts that must be acted by leaders with the essence of caring and being useful to others. A good leader is a leader who is ready to "ask, pay attention, listen" and always ready to "strengthen, communicate, encourage"; Empowerment, is the main element in leadership excellence, especially servant leadership. Empowerment emphasizes teamwork and reflects mutual love and equality. According to Vizano (2020) ; Pramono (2020) and Dezky (2020) teaching and delegation in empowerment positions the role of the leader at first to learn and then teaches the principles and values that will make his followers lead. According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) leaders who delegate responsibility essentially provide opportunities for their followers so that they can do their best, besides that delegation also refers to the act of sharing authority, but does not give up the existence of a leader. The role of the University as a service leader has a high score in work, because servant leadership inspires, facilitates and encourages lecturers and becomes a model of behavior that supports them and opposes the status quo. Servant leadership actually offers the potential for beneficial aspects of leadership behavior, because universities are service organizations that have influence beyond the organization itself. This means that the value of servant leadership, if applied by leaders in universities, will certainly have positive potential in its application at universities. According to Asbari (2020); Bernarto (2020) and Sartika (2020) there is a positive relationship between servant leadership and employee self-reliance, procedural justice and OCB (Organizational Citizenship Behavior), meaning that the servant leadership model can improve lecturer performance. True leadership such as servant leadership has a philosophical meaning with the basic motivation being to help others), cannot be separated from the awareness that there is a human need to help and serve. According to Zena (2020) and Cahyono (2020) the leader of the university functions to create a harmonious human relationship in order to foster and develop interpersonal cooperation, so that together they can move towards achieving goals through willingness to carry out their respective duties. The management of education by the rector by creating a conducive learning environment in a sustainable manner is a commitment and a demand for fulfilling his promise as a university leader. According

to Suheny (2020); Supriadi (2020) and Kadiyono (2020) the quality of education received in schools will produce quality learning as a product of university managerial effectiveness, which is supported by teachers and other universities and can be a reflection of the effectiveness and success of the school. According to Kartika (2020) and Asbari (2020) in practice the head of the university must provide optimal service to the needs of lecturers' assignments. If the principal provides adequate service to all university personnel, then they will also provide optimal services in learning services to students by lecturers and educational technical services by targeted educational staff according to job descriptions in the organization. Principals who apply servant leadership at universities, of course, become leaders who are able to touch the heart in the work of logic and action towards everyone which results in creating a pleasant work condition.

The dimension of university leadership in the digital era basically does not replace the leadership model in previous eras. The new leadership dimension of the university, which is the influence of the development of information technology, broadens the traditional understanding of effective leadership by adding a digital element to the requirements and responsibilities of the leader. Although this new dimension is mainly applied to university leaders, its basic principles are relevant for all levels of leadership. According to Cahyono (2020) and Fahmi (2020) university leaders must master digital following the development of digital technology. Likewise, they have to make sure the people who work for them are digitally literate as well. According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) university leaders must be able to see the potential for developing innovative technology to generate income for the university. They must also understand that social and digital technology can be utilized internally to improve communication and collaboration, increase innovation, streamline operations and improve individual and group performance. In addition, they must realize that human resource management can be transformed by social and digital technology. Leaders must understand that social and digital technology is changing the nature of work and changing their approach to workforce management. The risks of implementing digital technology also need to be anticipated, for example the impact on reducing the use of labor because it is replaced by technology. Leaders are essential to laying the foundations and facilitating digital transformation. University leaders must recognize that the process of becoming a digital organization is like running a marathon, not a sprint and requires a holistic, integrated approach. University leaders must adapt their leadership style to meet digital-oriented demands and expectations. They must make some important attitude changes, including accepting loss of control, and developing a more inclusive and participatory attitude towards leadership. In university leadership practices in the digital age, university leaders must be willing and able to communicate in new ways using new channels and tools, with a greater emphasis on dialogue and collaboration and less on command and control. Digital communication must be fully integrated into the ways in which they connect with other people.

An ecological university is a university that is able to take advantage of the environment as an effort to develop an environmentally cultured Human Resources (HR) which is based on awareness and understanding of the environmental conditions of the university and its

surroundings. the principal is the driving force in its implementation. In this case, a set of leadership forces that have environmental concerns about saving and preserving environmental functions, or what is called ecological leadership. Furthermore, ecological leadership is a set of leadership forces that have ecological intelligence that positions itself in the environment ecosystemically and makes environmental management efforts to overcome the environmental ecological crisis). The application of the ecological leadership of the head of the university in the formation of an environmentally cultured university is shown by the consistency of the head of the university in the implementation of environmentally based school activities and the maintenance of environmentally based school culture. According to Zena (2020) and Cahyono (2020) ecological leadership as a characteristic of the head of the university which is applied in the formation of an environmentally cultured university has resulted in the birth of the characteristics of the school as an expert in an environmentally cultured school. These characteristics include: (1) a green university standing in the middle of an urban forest; (2) healthy universities by providing an ecological school environment; and (3) the natural school for the land of kambang. Meanwhile, the excellence of the school is reflected in the various school achievements in the environmental sector. The ecological leadership role of the head of the university as a manager is shown by the formulation of environmentally sound school policies, while the role of the ecological leadership of the head of the university as an innovator is shown by the creation of innovative environmentally friendly supporting facilities. As this is in line with According to Asbari (2020); Bernarto (2020)and Sartika (2020) which states that one of the aspects that becomes the focus of the head of the university in the realization of an environmentally cultured school is the creation of environmentally friendly supporting facilities. Furthermore, the role of the head of the university's ecological leadership as a motivator is shown by providing motivation to university residents to actively implement university policies. The role of the principal in an environmentally sound school program is to provide motivation and support, both in terms of facilities, financially and in the form of directives. Meanwhile, the role of the head of the university's ecological leadership as a figure is shown by providing examples of environmental care to university residents. Environmental school policy is a supporting factor for ecological leadership in the formation of an environmentally cultured school, while other supporting factors are the participation of school stakeholders (internal and external parties) which is shown based on their basic fields and abilities.

CONCLUSION

Based on statistical calculations with PLS, it can be concluded that the ecological leadership have positively and significantly affects the university performance variable. digital leadership have positively and significantly influenced university performance variable. Servant leadership positively and significantly affects university performance. Based on the research findings that have been described, the conclusions of this study are: (1) characteristics the ecological leadership of the head of the university in the formation of an environmentally cultured school is reflected from the mindset of environmental awareness, having the integrity of rescue and preservation environmental function, has innovations in the field of environmentally friendly supporting

facilities, and exists strong attitude to care for the environment; (2) the ecological leadership strategy of the university head in formation environmentally cultured university, including the application of win-win solutions in program preparation universities, the application of collegial collective communication in establishing cooperation, taking approaches humanity in mobilizing school members, and maintaining commitment to school-based activities environment and university culture based on environment; (3) the role of chief ecological leadership universities in the formation of schools with environmental culture, namely educators, managers, innovators, motivators, and figures; (4) the impact of the ecological leadership of the head of the university in the formation of cultured schools environment, namely the formation of an attitude of caring for the environment, the formation of habits of a clean lifestyle and healthy, the formation of an ecological school environment, the university environment can be used as a vehicle educational and recreational, the existence of environmental-based university cultural transformation, school personnel who male gender quit smoking in the school area, the achievement of university achievements in the environmental field, become a reference school for comparative studies as an environmentally cultured school, and become a delegationto join the Eco Asean program; (5) supporting factors for the ecological leadership of the head of the university in the formation of an environmentally cultured school, including environmentally friendly school policies, participation of stakeholders . This study has a limited number of respondents and the subject is only in the universities. For further research, it is necessary to add other leadership variables and expand research subjects to all higher education.

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