

Effect of e-Leadership Style, Organizational Commitment and Service Quality towards Indonesian School Performance

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ABSTRACT

The purpose of this study was to analyze the influence of e-leadership, organizational commitment and service quality toward school 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 200 teachers at school in Banten. The results of data analysis show e-leadership, organizational commitment and service quality significantly influence school performance. The novelty of this study is the first leadership research model with e-leadership, organizational commitment and service quality variables on school performance.

Keywords: Ecology Leadership, Digital Leadership, Servant Leadership, Schools Performance.

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INTRODUCTION

The era of the industrial revolution 4.0 is a challenge in the education sector. With the existence of the era of the industrial revolution 4.0, it can be marked by various advances in the online field. For example, mobile, smartphone, internet computerized artificial intelligence data, and robotization. According to Cahyono (2020) and Fahmi (2020) In educational institutions that are required not only for advances in science and technology, but education must be able to produce quality human resources who can compete at the local, national and international levels. One of the efforts to improve the quality of education in the era of the industrial revolution 4.0, the principal is a very important component to realize leadership in educational institutions. Educational institutions have a very important role in generating quality national education that is able to compete in this increasingly modern era. If an educational institution is advanced, education in Indonesia will also advance. According to Vizano (2020); Pramono (2020) and Dezky (2020) the biggest challenge in the era of the industrial revolution 4.0 is being able to survive this era. Principals must have special skills in order to survive in the current globalization and advance the schools they lead. The current of globalization and the progress of 21st century learning must be addressed properly. One example is the change in the mindset of today's children which is also a challenge for a principal and his staff to be able to find the best solution in overcoming them. brilliant ideas in order to be able to understand about the opportunities that occurred in the industrial revolution so as to come up with the right solution for the principal in facing the era of the industrial revolution. It is also hoped that the challenge of the principal's leadership in the industrial revolution era

will lead to the right solution for school principals in carrying out their duties and functions in the era of industrial revolution 4.0 and 21st century learning. According to Cahyono (2020) and Fahmi (2020) more people need the role of educational services to improve the quality of their education. Education as an economic commodity is a service product that can be marketed with a good service marketing strategy. Along with the rapid economic growth, the problem of school competition is getting tougher too. For this reason, schools are required to be able to identify the form of competition they face and determine the right strategy for marketing their educational services. One of the strategies for schools to be able to maintain their existence is by improving service quality. Improving service quality is a marketing strategy that emphasizes meeting customer desires. Service quality with satisfaction has a close relationship, according to Asbari's (2020) statement that quality is full customer satisfaction. A product is said to be of quality if it can provide full satisfaction to consumers, that is, in accordance with what consumers expect for a product. Student satisfaction has a very close relationship with student expectations of the quality of service offered by the school. Student satisfaction is not determined by student teaching and learning experiences, but also by their overall experience as customers of the school. The factors that most influence in determining student satisfaction with their school include the quality of educators, the quality of schools and the availability of resources and the effective use of technology. According to Asbari (2020); Bernarto (2020) and Sartika (2020) the factor that most determines the success of education is how the quality of teaching staff services on the quality of education. The quality of the institution is

greatly influenced by the quality of service and the performance of the teacher or teacher who is in the institution. Likewise, the quality of education cannot be separated from the role of teacher performance in improving the quality of education. Educational institutions are believed by the community to have a very important task, such as preparing human resources who are ready to act, someone who can create change for the realization of a positive and better society in the future. According to [Suheny \(2020\)](#); [Supriadi \(2020\)](#) and [Kadiyono \(2020\)](#) customer satisfaction itself is the level of a person's feelings after comparing the performance or results that are felt with expectations, so basically there is a close relationship between service satisfaction and service quality. An educational institution is an institution that provides services in the form of education to students in order to improve the quality of life through education which is organized in a systematic and consistent manner. The public need for formal education, especially higher education, makes higher education a strategic sector that is expected to produce quality human resources. The competitive situation between tertiary institutions requires educational institutions to pay attention to the quality of education and institutions so that they are able and superior in competition. The students in higher education integrated quality management are customers who must be satisfied. To provide satisfaction in service to students, it is necessary to know what factors are in accordance with student interests, which should be improved. Satisfaction is the achievement of expectations and reality desired by customers, in this case students. Satisfaction is the most important factor in improving organizational management goals. The problem that is often faced by students is the weakening of the service quality of employees who are still waiting for each other and depending on work for colleagues so that the administration process takes a long time, and the HR development framework (competence) has not yet been developed. Conditions like this must be corrected immediately, because these conditions can lead to student satisfaction with the quality of service that has a bad impact because this is an important element in the organization.

Teacher performance is the work that can be achieved by a teacher at educational institutions or madrasah in accordance with the duties and responsibilities in achieving educational goals Success

a teacher must meet predetermined criteria, if the teacher has fulfilling these criteria means a teacher can be said to be successful and have good quality. Conversely, if a teacher has not fulfilled

good criteria, the teacher cannot be said to be successful. According to [Vizano \(2020\)](#); [Pramono \(2020\)](#) and [Dezky \(2020\)](#) the factors that influence a person's teacher performance can be derived from within the individual itself such as motivation, skills, and also education. In connection with the realization of a quality school, it is not regardless of the effectiveness of teacher performance in the school organization. Teacher performance basically focuses on teacher behavior in implementing it work program to achieve these goals. Meanwhile, regarding teacher performance it can be seen the extent to which this performance can influence protege. This is in accordance with [Asbari \(2019\)](#) expressed said one of the important and main elements that determine quality education is a teacher. Furthermore, it is said that the teacher is in the forefront of creating quality human resources. Next according to [Purwanto \(2020\)](#) states the role of the

teacher in the process learning includes many things including being a teacher, a leader class, mentors, environmental regulators, participants, planners, supervisors, motivator and counselor. The purpose of this study was to analyze the influence of e-leadership, organizational commitment and service quality toward school performance

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

e-Leadership

Leadership or leadership is not limited to just a position or job; leadership includes broader insights. To become a leader, one needs to have a vision and imagination. [Burke \(2008\)](#) defines leadership as the ability to bring people, tools and resources together to solve problems and achieve results. However, in today's global era, a leader needs to go one step further, to be able to bring the human resources they lead together across national, geographic, cultural and other boundaries, by utilizing information technology to achieve organizational goals. This kind of leadership is called e-Leadership. Based on the description above, e-Leadership competencies include the ability to integrate various roles and implement them by utilizing information and communication technology. According to [Burke \(2008\)](#), the roles that must be performed by e-Leadership are as follows: (1) Visionary: has the ability to see the big picture and translate it to members of the organization; (2) Convener: has the ability to manage member differences and bring the organization towards clear goals and problem solving; (3) Team sponsor: has the ability to form and direct real working groups and virtual groups; (4) Manager: has the ability to source and allocate organizational resources responsibly, and the ability to manage real and virtual organizations; (5) Innovators: have the ability to find new ways of doing jobs outside their main tasks and functions; (6) Mentor: has the ability to guide and direct prospective new leaders within the organization. According to [Rahardjo \(2008\)](#) the characteristics of e-Leadership are mainly seen in (1) the vision and mission of leadership, and (2) commitment to the development of information technology. These two factors have a very strong influence on the success of e-Government, especially in several areas that have proven successful in developing information technology. In essence, the problem in a modern organization based on information technology according to [Avolio \(1999\)](#) 1, is "90% are created by management, not technology". Therefore, it is appropriate to say that in this internet era, a new paradigm has emerged in the development of skills and learning, namely learning to learn. In order to integrate management and technology, learning to learn also includes studying managerial theories and practices which are actually no longer appropriate and can even damage the organizational structure. According to [Zena \(2020\)](#) and [Cahyono \(2020\)](#) many of these managerial practices, including the business principles that emerged in the eighties or earlier, are still courses in most management majors. Even though these principles were based on a time when organizations were studying what consumers really needed, then academics took them to the Creating Consumer Demands course, etc. Meanwhile, the rapid development in information technology has changed the above principles and created a new trend in the field of public services, namely a change in the focus of service needs from service providers to the public. Now it is no longer the service organization that determines the needs but the people who determine by demanding what they

want and not what is offered by public service organizations. This change requires management to realize that public service organizations are part of the community system, and that the development of information technology needs to be well integrated in all components of the organization. In essence, this means that the development of information technology has turned the customer community de facto into an organizational leader because the internet has dramatically provided direct access to organizations and their decision-making systems. In other words, society has become a system, an organizational macro system, while the technological and organizational systems have become a micro sub-system. According to [Asbari \(2020\)](#); [Bernarto \(2020\)](#) and [Sartika \(2020\)](#) a leader needs to understand that the power of the internet that is able to cross national borders and governments has created a truly global market circle of society created by an interconnected world. That is, the challenge of a leader is to bridge the gap between human resources and society with technological advances and their impacts, and not the development of technology itself. This fundamental change has developed rapidly in the last few years.

Organizational Commitment

Organizational Commitment is a willingness to use serious efforts for the benefit of the organization and a desire to maintain membership in an organization. Organizational commitment is the level to which an employee sides with an organization and its goals and desires to maintain membership in the organization. Organizational commitment in our goal is the relative strength of individual identification and engagement with the organization. Employees with high commitment will be willing to continue their relationship with the organization and make sufficient efforts to achieve beneficial organizational results in all sectors. Organizational commitment can be considered as the extent to which employees dedicated to the organization that employs them and is willing to work on their behalf and is likely to retain membership as a desire to remain a member of the organization). According to [Cahyono \(2020\)](#) and [Fahmi \(2020\)](#) organizational commitment refers to employee loyalty to the organization and engagement with the organization. Based on these definitions, organizational commitment can be interpreted as the extent to which someone's dedication and loyalty to the organization that employs them and the desire to continue to maintain membership in the organization without having the desire to pursue other work in the organization. other. Likewise, with school organizational commitment which can be interpreted as magnitude. Organizational commitment is a person's attitude or behavior towards the organization in the form of loyalty and achievement of the organization's vision, mission, values and goals. A person is said to have a high commitment to the organization, which can be identified by characteristics including a strong belief and acceptance of the goals and values of the organization, a strong willingness to work for the organization and a strong desire to remain a member of the organization. This commitment refers to the employee's desire to remain in the organization because of the calculation or analysis of profit and loss where the perceived economic value of staying in an organization is compared to leaving the organization. The longer employees stay with their organization, the more they are afraid of losing what they have invested in the organization so far. This normative commitment refers to the feeling of employees that they

are obliged to remain in the organization because of pressure from others. Employees who have a high level of normative commitment will pay close attention to what others say about them if they leave the organization. They don't want to disappoint their boss and worry if their coworkers think badly of them because of the resignation.

Service Quality

Quality of Service Quality of service is one of the things that is part of the company's activities. Service quality is how consumers respond to services that are consumed or felt". Service quality reflects the comparison between the level of service delivered by the company and customer expectations. Service quality is realized through fulfilling the needs and desires of customers and the accuracy of its delivery in balancing or exceeding customer expectations. From the above definition it can be interpreted that service quality is centered on efforts to meet customer needs and desires and the accuracy of their delivery to balance customer expectations. Based on Law Number 20 of 2003 concerning National Education Standards, it is explained that school education services consist of content standards, process standards, competency standards for graduates, standards for educators and educational staff, standards for facilities and infrastructure, management standards, financing standards, and educational assessment standards. According to [Zena \(2020\)](#) and [Cahyono \(2020\)](#) eight national education standards are used as a reference in curriculum development, educators and education personnel, facilities and infrastructure, management and financing. This curriculum standard includes content standards, process standards, graduate competency standards and educational assessment standards. So, it can be concluded that quality education services must include five dimensions, namely curriculum, educators and education personnel, facilities and infrastructure, management and financing. The five dimensions of educational service quality mentioned above can be grouped into the SERVQUAL (Service Quality) model developed by Zeithml, Berry, and Parasuraman. The SERVQUAL model is applied in making comparisons of two main factors that affect service quality, namely customer perceptions of the actual service received (perceived service) and customer perceptions of the actual service expected (expected service). According to [Wibowo \(2020\)](#); [Nugroho \(2020\)](#) and [Purwanto \(2020\)](#) the quality of service received is higher than the expected service quality, the service can be said to be of quality, and vice versa. Thus, service quality can be defined as how far the difference between reality and customer expectations for the service received. There are five dimensions of SERVQUAL, which are known as RATER. RATER can be applied in the world of education and consists of the following elements: 1) Reliability, namely the reliability / ability of schools to provide educational services according to promises accurately and reliably. Performance according to the expectations of educational service customers in the form of timeliness, uniform service for each customer of educational services without errors, sympathetic attitude and high accuracy. 2) Assurance, namely knowledge, politeness, and the ability of school employees to foster trust in education service customers in schools, including communication, trust, security, competence and courtesy. 3) Tangible, the school's ability to show its existence to the external party of the school, including physical facilities (buildings, warehouses, etc.), educational equipment and equipment used and the appearance of school employees. 4)

Empathy (Empathy), schools are able to give sincere and personal attention to customers of educational services by understanding the desires of educational service customers. Schools are also expected to have understanding and knowledge of 8 education service customers, understand the needs of education service customers in particular, and have a comfortable educational service operating time for education service customers. 5) Responsivines (responsiveness), namely policies to assist and provide educational services quickly and precisely to customers of educational services. From the explanation of the experts about the dimensions of service quality above, it can be concluded that several dimensions are appropriate so that educational services can provide satisfaction to service customers (students). The dimensions are reliability (reliability), assurance (assurance), tangible (physical evidence), empathy (empathy), and responsiveness (responsiveness). In this study, the five dimensions are used as an indicator for measuring the quality of educational services on student satisfaction.

School Performance

School performance is achieved and demonstrated through work ability and work results that are not only done individually but also teamwork in organizations. Performance is the work achieved by a person in carrying out the tasks assigned to him, based on skills, experience, seriousness, and time. According to Cahyono (2020) and Fahmi (2020) performance is the result or output of a process. This means that if the performance is low then of course there are certain factors that cause a low level of activity / work carried out by someone. What is meant by teacher performance is a behavior or response that gives results that refer to what they do in the face of a task. Teacher performance can be seen from various aspects, including learning and professional development. In connection with the main task of the teacher, namely planning, implementing, and analyzing learning, the teacher's performance here will be focused on understanding teacher performance in the teaching and learning process. Teacher performance has certain criteria that are seen and measured based on the competency criteria that every teacher must have. Related to the learning process, teacher behavior can be seen from how a teacher plans learning, carries out learning activities, and assesses learning outcomes. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) teacher performance in the teaching and learning process is the ability or ability of teachers to create an educational

atmosphere of communication between teachers and students that includes a cognitive, effective, and psychomotor atmosphere as an effort to learn something based on planning up to the evaluation and follow-up stages in order to achieve teaching goals. So based on the description above, it can be concluded that teacher performance is a form of teacher behavior or work in carrying out learning activities starting from planning learning, implementing learning and evaluating learning as a manifestation of the competencies each teacher has for each area of expertise. Based on the study of existing theories and previous research, the following hypotheses were developed:

Hypothesis 1 (H1): e- leadership style influence schools' performance

Hypothesis 2 (H2): organizational commitment influence school performance

Hypothesis 3 (H3): Service quality influence schools' performance

METHODS

The method used in this research is quantitative method. Data collection by distributing questionnaires to 220 teachers at school in Banten. The electronic questionnaire was distributed online using the snowball sampling technique. Each closed question / statement item is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, neutral / doubtful (N) score 3, disagree (TS) score 2, and strongly disagree. agree (STS) score 1. The method for processing and analyzing data is by using PLS and using SmartPLS version 3.0 software. Hypothesis testing in this study uses the Partial Least Square (PLS) method. PLS is an alternative method of analysis with variance-based Structural Equation Modeling (SEM). The advantage of this method is that it does not require assumptions and can be estimated with a relatively small number of samples. The results of the frequency descriptive data processing for the characteristics of the respondents provide an overview of the respondents who are sampled and answer the questionnaire.

This method also used by research conducted by 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 characteristics of the respondents are presented in table 1. The following:

Table 1. Respondent Descriptive Information

Criteria		Total
Age	< 30 Years	78
	30 - 40 Years	66
	> 40 Years	76
Working Periode	< 5 Years	86
	5-10 Years	67
	> 10 Years	67
Gender	Male	134
	Female	86

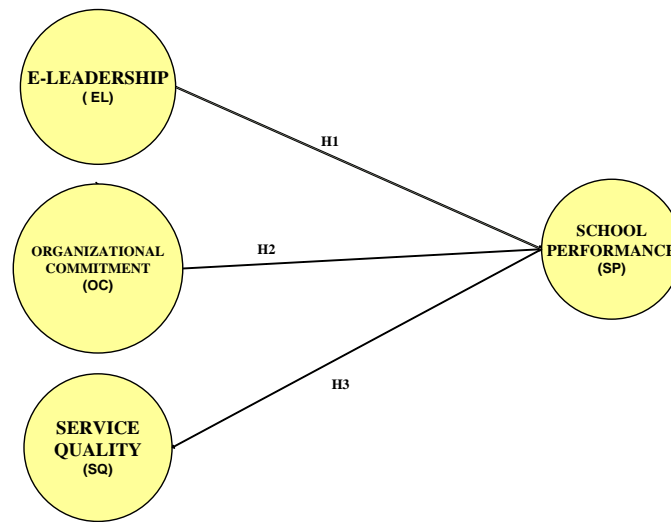


Figure 1. Research Model

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

Hypothesis 1 (H1): e- leadership style influence schools' performance

Hypothesis 2 (H2): organizational commitment influence school performance

Hypothesis 3 (H3): Service quality influence schools' performance

Indicators of school performance variable has 7 sub variables, namely 7 accreditation standards: a. Vision, mission, goals and strategies for achievement; b. Governance, leadership, management & quality assurance systems; c. Students and graduates, d. Human Resources; e. Curriculum, learning and academic atmosphere; f. Funding, facilities and information systems g. Research, community service and cooperation

RESULT AND DISCUSSION

Convergent Validity Test

Convergent validity is the extent to which a measure is positively correlated with alternative measures of the same construct. To evaluate the convergent validity of the reflective constructs, we consider the outer loadings of the indicator and the average variance extracted (AVE). A high outer loading in the construct indicates that the related indicators have many similarities, which are captured by the construct. At a minimum, the outer loadings of all indicators must be statistically significant. The general

rule is that the standard outer loadings must be 0.7 or higher. Consideration removes outer loadings. Rather than automatically removing the indicator when the outer loadings are below 0.70, researchers should carefully examine the effect of item deletion on composite reliability, as well as on the validity of the construct content. In general, indicators with outer loadings between 0.40 and 0.70 should be considered for removal from the scale only when removing the indicator leads to an increase in composite reliability (or average variance extracted) above the recommended threshold value. Another consideration in the decision whether to remove indicators is the extent to which their removal affects the validity of the content. Indicators with weaker outer loadings are sometimes maintained based on their contribution to content validity. Indicators with very low outer loadings (below 0.40) should, however, always be omitted from the construct (Hair *et al.*, 2011). For AVE values, AVE 0.50> or higher indicates that, on average, the construct explains more than half the variance of its indicator. In contrast, an AVE of less than 0.50 indicates that, on average, more variants remain in the item error than in the variance described by the construct.

This analysis step also used by research conducted by 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 2. Indicator Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
e-Leadership (EL)	EL1	0.765	0.865	0.712	0.866
	EL2	0.543			
	EL3	0.768			
Organizational Commitment	OC1	0.578	0.776	0.866	0.767
	OC2	0.676			
	OC3	0.836			
Service Quality	SQ1	0.833	0.856	0.931	0.854
	SQ2	0.761			
	AQ3	0.737			
SchoolPerformance	SP1	0.619	0.7889	0.823	0.754
	SP2	0.523			
	SP3	0.855			

Discriminant Validity Test

Discriminant validity is the extent to which a construct is completely different from another by empirical standards. Thus, establishing discriminant validity implies that a construct is unique and captures phenomena that are not represented by other constructs in the model. Traditionally, researchers have relied on two measures of discriminant validity. Cross-loadings are usually the first approach to assessing the discriminant validity of

indicators. This analysis step also used by research conducted by 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) In particular, the outer loadings of the indicator on the associated construct must be greater than any cross-loadings (i.e., the correlation) of the other constructs.

Table 3. Discriminant Validity

Variables	E	S	D	P
e-Leadership	0.912			
Organizational Commitment	0.745	0.845		
Service quality	0.613	0.745	0.913	
School Performance	0.846	0.651	0.681	0.913

The results of the discriminant validity test in table 3 above can conclude that the model meets the discriminant validity show by all constructs that have AVE square root values above the correlation value with other latent constructs. The Fornell-Larcker criterion is a second approach to assessing discriminant validity. It compares the square root of the AVE value with the latent variable correlation. In particular, the square root of each AVE

construct must be greater than the highest correlation with the other constructs. An alternative approach to evaluating the Fornell-Larcker criterion results is to determine whether the AVE is greater than the squared correlation with other constructs. The logic of the Fornell-Larcker method is based on the idea that constructs share more variance with related indicators than with other constructs.

Table 4. Collinearity Statistics (VIF)

Variables	Market Performance (P)
e-Leadership	1.109
Organizational commitment	1.307
Service Quality	1.108

Based on the test results in Table 4, all VIF scores for all variables are less than 5, meaning that this model does not have a collinearity problem. Hypothesis testing in PLS includes the direct effect significance test. The effect test is carried out using the t-statistical test in the partial least

squared (PLS) analysis model using the SmartPLS 3.0 software. With the bootstrapping technique, the R Square value and the significance test value were obtained as shown in the Table below:

Table 5. R Square Velue

	R Square	R Square Adjusted
School performance	0.900	0.698

According to Table 4 above, the R Square markets' performance (TP) value of 0.873 which means that the school performance variable (TP) can be explained by e-leadership, organizational commitment and service quality variable by 90 %, while other variables explain the remaining 10% (not discussed in this research). While Table 5 displays the effect between the research variables that have been mentioned are showed the T Statistics and P-Values .

Hypothesis Test

Internal consistency reliability: composite reliability should be higher than 0.70 (in exploratory research, 0.60 to 0.70 is considered acceptable). Consider Cronbach's alpha as the lower bound and composite reliability as the upper limit of internal consistency reliability. Indicator

reliability: the outer loadings of the indicator must be higher than 0.70. Indicators with outer loadings between 0.40 and 0.70 should be considered for removal only if deletion causes an increase in composite reliability and AVE above the threshold value of 0.5. The t-statistic test in the partial least squared (PLS) analysis model using the help of SmartPLS 3.0 software perform using the direct effect test.

This analysis step also used by research conducted 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	EL->SP	0.567	0.013	2.136	0.002	Supported
H2	OC->SP	0.652	0.134	4.421	0.000	Supported
H3	SQ->SP	0.671	0.163	3.466	0.001	Supported

Based on the statistical calculations summarized in Table 6 above, it is concluded that all variables by e-leadership, organizational commitment and service quality 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 e-leadership on school performance

Based on statistical calculations with PLS in Table 6 above, it can be concluded that the variable e-leadership positively and significantly affects the school performance variable. This is evidenced by the t-statistics value of 2.136 greater than 1.96 and the p-value of 0.002 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 Achmadi (2020); Cahyono (2020); Kartika (2020); Fahmi (2020); Sartika (2020) and Vizano (2020) which states that e-leadership has a positive and significant effect on schools performance, meaning that e-leadership will encourage an increase in schools performance.

The influence of organizational commitment on school's performance

Based on statistical calculations using PLS in Table 6 above, it can be concluded that the organizational commitment variable positively and significantly affects the school's performance variable. This is evidenced by the t-statistics value of 4.421 which is greater than 1.96 and the p-value of 0.000 which is smaller than 0.05. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous studies by Abidina (2020); Zena (2020); Nugroho (2020); Dezky (2020); Asbari (2020); Bernarto (2020); Pramono (2020) which states that organizational commitment has a positive and significant effect on schools performance, meaning that organizational commitment will encourage an increase in schools performance

The influence of Service quality on school's performance

Based on statistical calculations using PLS in Table 6 above, it can be concluded that the service quality variable positively and significantly affects the school's performance variable. This is evidenced by the t-statistics value of 3.466 which is greater than 1.96 and the p-value of 0.001 is smaller than 0.05. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous studies by Sartika (2020) and Vizano (2020) ; Zena (2020); Nugroho (2020) and Dezky (2020); which state that Service quality has a positive and significant effect on schools performance, meaning that Service quality will encourage increased schools performance

DISCUSSION

The data analysis above shows that the e-leadership, service quality and organizational commitment have a

positive and significant impact on school performance. Service quality is the most crucial part and a differentiating factor between one company and another. Competitive advantage is felt to be increasingly necessary to build sustainably so that schools can exist in the era of industrial revolution 4.0 which necessitates a unique and significant advantage. The best competitive advantage in a business is very much dependent on the defense of the school's unique resources and skills. According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) the position of *competitive advantage* that can be the key to survive long-term school's performance superiority. Position of *advantage* strong will create value that is perceived by customers higher than others and can create relatively low costs and ultimately drive the achievement of job differentiation, which is supported by *skills* market-oriented and company resources. Competitive advantage is a dynamic process, so it must be done on an ongoing basis. According to Cahyono (2020) and Fahmi (2020) competitive advantage illustrates that a company can act better than other companies even though they operate in the same industrial environment. The better the *intellectual capital* and innovation capabilities of the company's employees, the higher the competitiveness. The ability to innovate is very important to create competitive advantage, the ability to innovate can increase competitive advantage.

According to Vizano (2020); Pramono (2020) and Dezky (2020) in his research which states that the higher the quality of academic administration services, the higher student satisfaction. As for Asbari's (2020) research results in increasing student satisfaction it is necessary to pay attention to supporting factors such as tangible (physical evidence), responsiveness (responsiveness). Reliability (reliability), Assurance (Guarantee), and empathy (sympathy). To create satisfaction with students, it is necessary to improve the performance of employees or academic staff. Performance is a supporting factor for organizational success. When employee performance is good or as expected, it will create satisfaction to customers, in this case students. The results of measuring the level of customer satisfaction can show what characteristics or attributes of the product / service make the customer dissatisfied. The purpose of measuring the level of customer satisfaction is to be able to immediately find out the factors that make customers dissatisfied to be fixed immediately, so that customers are not disappointed. In providing services, at least the company must meet 5 criteria of service quality it can create loyal customers / participants, namely reliability, assurance, tangible, empathy (communication), and responsiveness (responsiveness). (Purwanto, 2020). Apart from being influenced by the quality of service or service, customer satisfaction is also determined by the influence of individual employee performance. Employee performance appraisal is no less important, employee performance appraisal is a process of appraising work results that will

be used by management to provide information to employees individually about the quality of their work from the point of view of company interests. Assessments are carried out regularly aimed at protecting the company from achieving its goals. Employee performance appraisal that is carried out objectively, precisely, and well documented tends to reduce the potential for deviations by employees, so that their performance. Performance is the result of one's actions and abilities. Employee performance will be achieved if employees are satisfied with their work. Between job satisfaction and employee performance are very closely related (Purwanto & Asbari, 2019). The quality of human resources will be fulfilled if job satisfaction as an element that affects performance can be created perfectly. Discussing job satisfaction cannot be separated from the factors that can affect one's job satisfaction (Fahmi, 2020). The key to providing better service quality is meeting or exceeding the target customer service quality expectations. Service quality is described as a statement about attitude, the relationship that results from the comparison of expectations with performance. According to Asbari (2020); Bernarto (2020) and Sartika (2020) the level of satisfaction is a function of the difference between the performance perceived by expectations, if the perceived performance is below expectations, the consumer feels dissatisfied, whereas if the perceived performance is in accordance with the expectations or even exceeds the consumer will be satisfied And if the perceived performance exceeds expectations, consumers will feel very satisfied. In this case, the factors that can give satisfaction to students are improving employee performance and improving service quality in the sense of providing the quality of service desired by students such as being friendly, courteous in serving student needs. But in reality, the quality of service provided by academic staff has not fully satisfied

CONCLUSION

The data analysis shows that the e-leadership, service quality and organizational commitment have a positive and significant impact on school performance. e-leadership style influence schools' performance significantly, organizational commitment influence school performance and Service quality influence school's performance. First, educational institutions should pay attention to and carry out service activity services based on service quality, so that it can improve differentiation, positioning and enhancement strategy in implementation of teaching and learning activities. Second, measuring the quality of education services can be done internally or externally. Measurement quality based on an internal perspective is defined as zero defect - eliminates errors on each activity stage or step of each activity. While external measurement is done by understanding environmental needs (customers satisfaction), accept input and criticism and suggestions. Third, the education service quality strategy is a commitment from school management, as well as directing the school organization in an effort improved quality performance. Fourth, all personal, leadership and staff, teachers and employees, must get education

about quality, in particular the emphasis on improve service quality at every stage and step of the learning process. Sixth, the efforts made in order improve the quality of service followed by a review as a tool in order to change organizational behavior who can describe the mechanism and guarantee there is constant attention to effort realizing quality goals. Seventh, the implementation

of a quality improvement strategy services are influenced by organizational communication processes, therefore school management must maintain communication through patterned and scheduled activities both with stakeholders and among staff, employees, teachers, students, government. Eighth, crucial aspects that need attention is reward and recognition that can affect implementation of a quality strategy. Every employee / teacher who is achievers must be given recognition and appreciation, in this way motivation, morale, sense proud and owning each member can increase.

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