Did Virtual Transformational Leadership Style Influence Schools Performance? Answer form Indonesian Senior High Schools

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ABSTRACT

The purpose of this study was to analyze the influence of virtual leadership and transformational leadership 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 240 teachers of school in Banten. The results of data analysis show virtual leadership and transformational significantly influence school performance. The novelty of this study is the first virtual leadership research model with virtual leadership and transformational on school performance.

1. Introduction

The development of digital technology encourages changes in socio-economic structures and systems. The development of new trends in shopping, communicating, exchanging information, and even business

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activities. According to Asbari (2020); Bernarto (2020)and Sartika (2020) the digitization of social needs and interactions is caused by the rapid development of the information technology industry, from online shopping, online transportation, online payments, social media, promotions, endorsements, advertising, and so on. The media is an ideal space for promotion, and through electronic media and the internet, the promotion space can be expanded as long as the internet is accessible. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) the internet is a new media with a realtime ecosystem with real reality, can be accessed at any time, and is easy to do branding or persona, because even though it is real time with the real world, it still allows for identity manipulation and even anonymity, so that it is open to display other identities expected from profile of a person, product or service, to schools profile. This is also what drives many paradigm shifts in science and social life, especially, culture, economics, politics and law. The development of information technology has also changed the concept of conventional work, five working days a week and eight hours a day, into digital entrepreneurship. Unicorn-scale start-up companies prove that the creative industry makes the meaning of work more flexible. Another fact about expats in Bali who work in cafes by relying on wi-fi networks and calling themselves digital nomads, proves that the digital ecosystem opens up many opportunities for the transformation of creative ideas into a business opportunity with minimal resources and capital. In the past decade, school leaders have faced the escalation of two new things: increasing global reach as they do business outside national borders, and making information technology-based innovations as quickly as possible. According to Vizano (2020) ; Pramono (2020) and Dezky (2020) the traditional leadership approach is no longer considered effective for managing and leading a business to achieve organizational goals. There is a need to go beyond traditional leadership and adopt a new leadership style. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) leadership means the interaction between the leader and followers where the leader guides and supervises his followers to do the work. So, leadership means influencing people to work towards the goals of the organization, group, or perhaps the personal goals of the leader. With developments and innovations in information and communication technology such as the development of e-commerce and the internet, a new leadership style has emerged called virtual leadership.

Globalization of technology, work-life balance, and outsourcing causes a paradigm shift in doing a job. The changes that occur also cause organizational problems to be more dynamic and complex so that it creates competitive challenges with various alternative organizational work environments, both traditional (face to face) and virtual . Of course it is not surprising, in addition to providing problems and challenges, these changes also provide opportunities for organizations to be able to carry out

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evolution, adaptation of technological expertise and skills. Organizations take advantage of these various opportunities to achieve goals and objectives, acquire resources, maintain viability and even expand organizational activities (expansion). These various opportunities will certainly create a new context in organizational leadership such as a face-to-face leader-member relationship pattern into the virtual / digital era, of course this requires leadership adaptation to create transformed, competitive, adaptive and digitizing leaders. According to Kartika (2020) and Asbari (2020) the new context of leadership is understood as virtual leadership which is defined as a process of social influence mediated by sophisticated information technology to produce changes in attitudes, feelings, thoughts, behavior, and / or performance of individuals, groups, and / or organizations. A leader in this context must have the ability and commitment in cultivating advances in information technology in problem solving, formulating a vision and mission oriented to the use of technology to achieve organizational goals and objectives and building active participation of organizational members in the use of information technology in the context of organizational activities. Some examples of information technology that can be used include: (1) video conferencing; (2) e-learning; (3) digitization of reports; (4) intranet; and (5) various supporting e-office applications, and others.

The challenge faced by visual leaders is that virtual leaders must communicate effectively with people via electronic media. Whereas without face-to-face communication, it is very difficult to trust someone. So, building trust with followers in virtual communication is a big challenge for leaders because face-to-face communication does not occur between them. It is also very difficult for a leader to inspire people, motivate and inspire them to do a good job in virtual situations because he cannot see their reactions and expressions about his direction and guidance. Even if virtual communication can be carried out effectively, virtual leaders still have a great deal of effort to direct and guide people remotely. According to Supriyadi (2020), Zena (2020) and Cahyono (2020) this creates a huge challenge for leaders to create a collaborative virtual culture. It is a culture that helps him to be heard by all followers so that they can coordinate with him to achieve common goals. Build a social climate through ICTs so that followers coordinate with each other and work in a more socially responsible manner keeping in mind the others.

The teacher has a very important task in carrying out the learning process, must be able to think critically, creatively, innovatively, be able to solve problems, and be able to assist students in preparing for their future. what is delivered can be mastered by students completely. Many things affect the difficulty of the teaching staff in delivering material because students are not only as individuals with all their uniqueness, but they are

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also social beings with different backgrounds. There are three aspects that differentiate students from one another, namely intellectual, psychological and biological aspects. In addition, the diversity of students' goals in learning also affects their enthusiasm, interest, and fighting power in the learning process. Leadership is one of the competencies that a teacher must have. According to Supriyadi (2020), Zena (2020) and Cahyono (2020) there are many leadership models that can be adopted and applied in various organizations / institutions, both profit and non-profit. However, the most suitable leadership model to be applied in educational institutions is learning leadership. Strong learning leadership supports educational institutions to be effective. Learning leadership includes the behaviors of teaching staff in formulating and communicating the goals of educational institutions, monitoring, mentoring, and providing feedback in learning, building an academic climate, and facilitating communication within educational institutions. The main objective of learning leadership is to provide excellent service to all students so that they are able to develop their potential to face a future that is unknown and full of very turbulent challenges. Educational institutions need not only a manager to manage the resources of educational institutions who concentrate more on budget issues and other administrative issues, but also require leaders who are able to create a vision and all the individual components related to educational institutions. Leaders and managers are needed in the management of educational institutions. Unlike other organizations, educational institutions are a form of moral organization that is different from other forms of organization. As an organization, the success of educational institutions is determined not only by the leadership of the education, but also by other education personnel and the process of the educational institution itself. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) educational leadership is obliged to coordinate education workforce in educational institutions to ensure the application of regulations in educational institutions.Leadership is essentially a person's ability to nurture, guide, direct and mobilize others in order to work together to achieve predetermined goals. To achieve this goal, a leader needs to carry out a series of activities including directing the people involved in the organization he leads. In other words, whether or not the goals of an organization are achieved, it really depends on the leader. The purpose of this study was to analyze the effect of the virtual transformational leadership style on the schools performance of Indonesian Senior High Schools.

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2. LITERATURE REVIEW

Virtual Leadership

According to Vizano (2020) ; Pramono (2020) and Dezky (2020) leadership is a process in which leadership is described as giving orders or influencing, guidance or the process of influencing other people's work in selecting and achieving predetermined goals. Leadership is the art of coordinating and giving direction to individuals or groups to achieve the desired goals. Oteng Sutisna argues that leadership is the ability to take initiative in social situations to create new forms and processes, design and organize actions, and in doing so generate cooperation towards achieving goals. From some of these definitions of leadership, it can be concluded that Leadership is any action taken by an individual or group to coordinate and give direction to individuals or groups who are members of a particular container to achieve the goals that have been previously set. Leadership is an activity to influence others so that the person is willing to work together (collaborate and elaborate on their potential) to achieve the goals that have been set. Leadership is also often known as the ability to obtain a consensus of organizational members to carry out management tasks so that organizational goals are achieved. Educational leadership is a leader in an educational unit institution. Without the presence of educational leadership, the educational process including learning will not run effectively. Educational leadership is a leader whose existence process can be directly elected, established by the foundation, or established by the government. According to Asbari (2020); Bernarto (2020)and Sartika (2020) the term virtual leadership or electronic leadership was introduced by Avolio, Kahai, and Dodge through a scientific article entitled Virtual leadership: Implications for Theory, Research, and Practice which was published in the scientific journal Leadership Quarterly in 2000. According to the article that is the main reference for leadership researchers in the digital era Therefore, e-leadership occurs in the context of an e-environment where work is carried out through information technology, especially through the internet. In this context not only communication but gathering and dissemination of information between followers and leaders also takes place via electronic media. Here the leaders are called e-leaders or virtual leaders. The leadership approach used by virtual leaders is called virtual leadership. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) virtual leaders are leaders who direct people remotely to do work to achieve organizational goals. They use new technology to improve their work, to find new business models, to communicate with their followers. Traditional face-to-face interactions have been replaced by electronic media. Virtual Leadership is mainly found in e-business: business that is conducted through electronic media especially over the internet. E-leadership is also

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called remote leadership and it is replacing traditional leadership due to advances in technology.

An in-depth study of e-leadership shows that there are five different principles from traditional leadership that have an impact on the need for specific skills or abilities. First is the type of communication. In traditional leadership face-to-face communication occurs between the leader and his followers but in the case of e-leadership communication, communication occurs via electronic media such as the internet, between the leader and his followers. Such communication media can be relatively 'traditional' such as email, it can also be made by using WhatsApp (WA) and LINE applications, and even direct messages in the Instagram application. Therefore, virtual leaders must have good communication skills. E-leadership requires the use of electronic media to communicate with followers. Email is mostly used by virtual leaders so they must have written communication skills to complete the work of their followers according to their directions.

The virtual leader must also have social networking skills. Social sites such as Facebook, Twitter, Instagram, LINE, etc. can also be used by leaders to lead their followers so they must have the skills to use these sites effectively to achieve their organizational goals. The second difference is in terms of members. In the case of traditional leadership leaders and their followers are the main members but in the case of e-leadership leaders are called virtual leaders and followers are called virtual followers. Because they are virtual, the emotional and psychological responses between followers and leaders are difficult to capture. Virtual leaders need to be sensitive to the mindset of followers. Here it is also important to understand that followers come from different social and economic backgrounds so that virtual leaders must be able to understand the mindset and values of followers. The third difference is the quality aspect. The qualities of both are the same but members in e-leadership must have knowledge of new and modern information and communication technologies, something which is not required in the case of traditional leadership. Virtual leaders certainly have the ability to use ICT well. He or she must have the latest knowledge of ICTs to guide people through electronic media as this is the foundation of e-leadership. Then he has the ability to convince others about the benefits of the new technology, because he must be able to convince others that communication via electronic media provides various benefits such as helping to remove the barriers of time and distance. In addition he must be innovative enough to use new technology in his leadership to reap the benefits of modern technology. The fourth difference is the need for space. In traditional leadership, a certain office or place is required to do the work by the leader and his followers. But in e-leadership, offices in certain locations are not needed, they can communicate with each other even from one place to another, from one country to another.

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E-leaders must also have knowledge of how to think and work across time boundaries, spatial boundaries, and cultural barriers where direct supervision and interaction is not possible. With information and communication technology, leaders can communicate with not only hundreds but thousands of people at the same time at the touch of a button. Virtual leaders need to have a global and multicultural mindset. Virtual leaders operate from a distance, they can guide people from an organization working outside the boundaries of cities, provinces, even countries, involving employees from different cultures, in this case it is important for virtual leaders to have a mindset and attitude to guide them properly. Virtual leaders should have the ability to effectively monitor and manage virtual jobs. It must have the qualities to effectively monitor and manage virtual jobs to find out whether they are functioning properly or not, whether electronic communication is working or not, whether followers understand the direction or not.

Transformational Leadership

The concept of transformational leadership was first put forward by James McGregor Burns in 1978, and was subsequently developed by Bernard Bass and other behaviourists. Bass (1985) defines transformational leadership as 'the ability possessed by a leader to influence his subordinates, so that they will believe, imitate, and respect him.' The transformational competence of a leader can be measured by its ability to build synergy for all employees by utilizing their influence and authority so that more succeed in achieving the vision and mission of the organization. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) the process of change carried out by transformational leaders, according to Bass, can be done in the following ways: (a) increasing employee awareness of the value and importance of duties and jobs; (b) directs them to focus on group and organizational goals, not on personal interests; and (c) develop their potential to the maximum. The implementation of transformational leadership is not only appropriate in a bureaucratic environment, but also in various organizations that have a lot of potential and educated personnel. According to Danim (20044), transformational leadership is the ability of a leader to work with and / or through others to optimally transform organizational resources in order to achieve meaningful goals in accordance with predetermined achievement targets. According to Bass (Yukl, 2010), transformational leadership is a condition in which the followers of a transformational leader feel that there is trust, admiration, loyalty and respect for the leader, and they are motivated to do more than what they initially expected. According to Burns (Safaria, 2004), transformational leadership is characterized as a leader who focuses on achieving changes in values, beliefs, attitudes, behaviors, emotions, and the needs of subordinates for better change in the future. According to Robbins and Judge (2008), transformational leaders are leaders who inspire their followers to put their

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personal interests aside for the good of the organization and are able to have a tremendous influence on their followers.

According to O'Leary (Martha Andy Pradana, 2013), Transformational Leadership is a leadership style used by a manager when he wants a group to expand its boundaries and have performance beyond the status quo of the organization to achieve an entirely new set of organizational goals.

Traits of Transformational Leadership.According to Robbins and Judge (2008: 91), the characteristics of Transformational Leadership, namely Idealized Influence (Ideal influence)

According to Asbari (2020); Bernarto (2020)and Sartika (2020) idealized Influence is the behavior of a leader who provides a vision and mission, creates a sense of pride, and earns respect and trust from subordinates. Idealized influence is also known as a charismatic leader, where followers have deep faith in the leader, feel proud to be able to work with the leader, and believe in the leader's capacity to solve every problem. Inspirational Motivation is the behavior of a leader who is able to communicate high expectations, convey a common vision in an attractive way using symbols to focus the efforts of subordinates and inspire subordinates to achieve goals that produce important progress for the organization. Intellectual Stimulation is a leader behavior that is able to increase the intelligence of subordinates to increase their creativity and innovation, increase rationality, and solve problems carefully. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) individualized Consideration is a leader's behavior that provides personal attention, treats each subordinate individually as an individual with different needs, abilities and aspirations, and trains and provides advice. Individualized consideration of transformational leadership treats each subordinate as an individual and accompanies them, monitors and fosters opportunities

School Performance

School performance is a representation of the performance of all resources in the school in carrying out tasks as an effort to realize school goals. School performance is obtained from the overall performance of school resources that are interrelated, namely: school principals, educators, education personnel, students, and school committees. School performance is influenced by ability

managerial from school leaders who function to run all school resources to be able to carry out tasks professionally. According to Kartika (2020) and Asbari (2020) the effectiveness indicators can come from the input component (human resources and costs), process transformation (processes and Customer-oriented at school is giving satisfaction for academic and emotional needs of learners (student). Whistle how to use techniques such as surveys, and groups focus. Principals and teachers in schools collect data and information about what students need and use this information to modify or design the program learning and extracurricular

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activities at school. According to Vizano (2020) ; Pramono (2020) and Dezky (2020) continuous improvement means enhancing the learning and administrative process through regular examinations using techniques such as statistical analysis, diagrams etc. In practice principals and teachers review and design learning, process and management programs along with problem solving.Team cooperation is a collaboration between school principals and teachers, among schools under the education office, and between students and school staff using techniques such as organizational development methods and shaping exercises group. According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) iIn practice the principal and teacher design activities that benefit all parties and shape work groups on a win-win basis. School as a system has components such as input, process and output / outcome. School as a system can be said to be effective if it is able to take advantage of its environment and is able to manage resources that identify school effectiveness in two groups, namely internal and external effectiveness. Internal effectiveness refers to educational output that is not measured in monetary terms, such as learning achievement and number of graduates. Meanwhile, external effectiveness refers to going out The effectiveness indicators can come from the input component (human resources and costs), process transformation (processes and internal structure), and output (outcome performance). According to According to Asbari (2020); Bernarto (2020)and Sartika (2020) performance outcomes show the quantity of products and services from schools to students, educators, and other parties, including the quality of output (results). Indicators of this outeome are academic achievement, job satisfaction, attitudes of students and educators, dropout rates, teacher attendance, attention of school staff and community responses to school effectiveness. Process criteria refer to quantity and quality and represent the harmony between the process and the internal structure that converts inputs into outeome. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) the process criteria refer to a healthy interpersonal climate, high levels of teacher and student motivation, good principal and teacher leadership, quality supervisory procedures, quality of teaching the use of teaching technology, and personnel evaluation. All of this is related to outeome performance.

3. METHODS

The method used in this research is quantitative method. Data collection by distributing questionnaires to 240 teachers of school in Banten. The electronic questionnaire was distributed online using the snow ball 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

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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	81
	30 - 40 Years	76
	> 40 Years	83
Working Periode	< 5 Years	96
	5-10 Years	72
	> 10 Years	72
Gender	Male	144
	Female	96

Figure 1. Research Model

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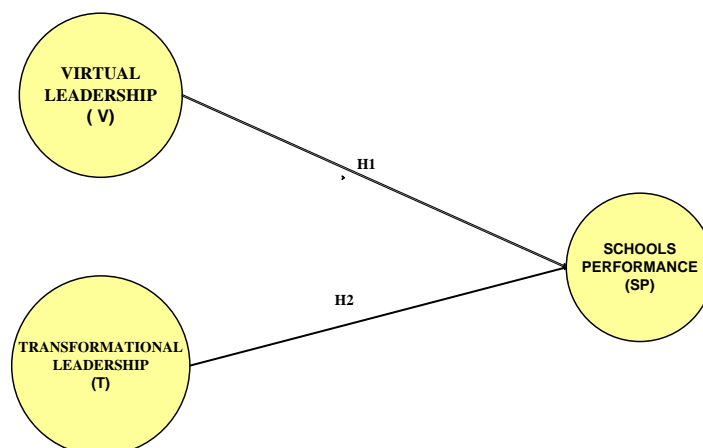
Based on the study of existing theories and previous research, the following hypotheses were developed:

Hypothesis 1 (H1) : Virtual leadership style influence schools performance

Hypothesis 2 (H2) : Transformational leadership style influence school 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

4. 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 loadings 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

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(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
Virtual Leadership (V)	V1	0.712	0.823	0.768	0.808
	V2	0.514			
	V3	0.710			
Transformational (T)	T1	0.811	0.811	0.912	0.812
	T2	0.714			
	T3	0.711			
School Performance (SP)	SP1	0.645	0.713	0.815	0.712
	SP2	0.511			
	SP3	0.813			

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	V	T	SP
Virtual Leadership	0.908		
Transformational	0.712	0.943	
School Performance	0.819	0.651	0.881

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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.

Tabel 4. Collinearity Statistics (VIF)

Variables	Performance (P)
Virtual Leadership	1.146
Transformational Leadership	1.309

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 boothstrapping 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	0.920	0.692

According to Table 4 above, the R Square markets' performance (TP) value of 0.873 which means that the school performance variable (SP) can be explained by virtual leadership and transformational leadership variable by 92 %, while other variables explain the remaining 8% (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 .

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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	V->SP	0.512	0.015	2.145	0.001	*Supported*
H2	T->SP	0.609	0.154	4.476	0.002	*Supported*

Based on the statistical calculations summarized in Table 6 above, it is concluded that all variables by virtual leadership, transformational leadership and schools performance 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.

5. Discussion

The influence of virtual leadership on school performance

Based on statistical calculations with PLS in Table 6 above, it can be concluded that the variable virtual leadership positively and significantly affects the school performance variable. This is evidenced by the t-statistics value of 2.145 greater than 1.96 and the p-value of 0.001 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 virtual leadership has a positive and significant effect on schools performance, meaning that virtual leadership will encourage an increase in schools performance.

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The influence of transformational leadership on schools performance

Based on statistical calculations using PLS in Table 6 above, it can be concluded that the transformational leadership variable positively and significantly affects the schools performance variable. This is evidenced by the t-statistics value of 4.476 which is greater than 1.96 and the p-value of 0.002 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 transformational leadership has a positive and significant effect on schools performance, meaning that transformational leadership will encourage an increase in schools performance

Discussion

Virtual leadership in schools consists of two basic elements of technology and leadership, an imperfect situation occurs if one element increases, but the other element decreases, so of course the ideal is a balance between the two elements so as to create good school leadership. School success is of course the hope of each of these leadership contexts, so a variety of leadership competencies and strategies must be possessed. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) virtual leadership competencies include the ability to integrate various roles and carry them out by utilizing information and communication technology with various roles that must be carried out, while strategy is related to the focus of the leader. in maintaining superior performance by aligning people around the mission and values and empowering leaders at all levels, while concentrating on serving customers and collaborating across the organization. In the end, the virtual leadership context requires a flexible and proactive leadership style with clear procedures in communication, operations, and how the leader works as a consequence of changing the ideal characteristics of the leader.

According to Asbari (2020); Bernarto (2020)and Sartika (2020) school leaders must play a more proactive role in creating social structures that encourage the implementation of information technology-based organizations, in particular, one of the main challenges of leaders is how to optimally integrate technology, human and information systems in their schools to fully understand the new context of the organization. For this reason, the competence of virtual leaders is needed in understanding how the role of virtual leaders differs from traditional leaders. The goals of leadership in this context do not change and are still at the same basis in achieving the vision, direction, motivation, inspiration, and organizational beliefs. The fundamental difference is that the virtual leader may have less

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interaction with members of the organization. However, it provides interesting hopes for the implementation of various leadership strategies, including: (1) the ability to directly communicate one-on-one with potentially thousands of employees; (2) the ability to use talents; (3) opportunities to improve school performance through multi-functional teams; and (4) the ability to better target customer satisfaction; (4) ability to cut costs; and (5) improved knowledge management scope.

According to Kartika (2020) and Asbari (2020) a leader has a strategic role in determining school performance. much is determined by the quality of the leader and the form of leadership he carries out. Seeing the important role of a leader, the leader must continue to develop in order to meet the changing needs and new demands that are different in society. Changes currently occurring are developments in the field of technology that facilitate communication between individuals and the increasing number of strategic activities between places that are geographically far apart. This gives rise to a new leadership style — virtual leadership. According to several sources, the role of virtual leaders is not much different from traditional leaders where face-to-face interactions occur, but what makes them different is that they have to lead a virtual team with more limited communication. Some of the main challenges faced by virtual leaders are a lack of physical interaction and a lack of trust from team members. The difference in distance, time, culture and even law causes the level of complexity of the team to be higher. Geographical distance also reduces the intensity of social interaction between members, whereas social interactions can foster mutual understanding which is needed to build trust between team members. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) the last major challenge is the difficulty of separating personal life from the team due to differences in different time zones so that it can be said that team members must be ready at any time. In order to overcome these challenges, a virtual leader must have several competencies, the first is communication skills - each virtual leader must be able to communicate effectively through available technology. Second, personal attributes and trust building these attributes include open-mindedness, flexibility, sensitivity, honesty and the ability to handle complexity and build trust. According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) there are other competencies needed by global virtual leaders, namely the ability to learn new cultures from other countries and adapt quickly to these new environments. The development of these virtual leaders can be continuously improved through training and development. From here, leaders will be provided with ways to answer the challenges in e-leadership. Besides that, the need to always supervise, support and provide feedback can continue to provide room for the development of training designs for virtual leaders. Virtual leadership again cannot be categorized as simpler or more complex than traditional leadership. There are advantages and disadvantages to each,

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such as it is possible for a traditional leader to build local trust but not virtually. One thing is for sure, a virtual leader must be able to understand the challenges faced by his team and must make more efforts to ensure his team uses all available resources to achieve the team goals that have been set.

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. According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) 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 Supriyadi (2020), Zena (2020) and Cahyono (2020) the roles that must be carried out 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 objectives 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 seek and allocate organizational resources responsibly, and the ability to manage real and virtual organizations; (5) Innovators: have the ability to find new ways to work outside of the task principal and function; (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 is that in the 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 Sunarsih (2020), Cahyono (2020) and Fahmi (2020) 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

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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 public service organizations offer. According to Kartika (2020) and Asbari (2020) management to realize that public service organizations are part of the community system, and that the development of information technology needs to be properly 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 the leader of the organization 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. 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.

6. CONCLUSION

The data analysis shows that the vietual leadership and transformational leadership have a positive and significant impact on school performance. The success of leadership begins with a vision that will become a mirror and common goal. Ability and skills in expressing a vision in a clear, practical and of course transformational that can answer Where are we going? is the first thing that is important for us to implement. The ability to get commitment from everyone involved to the vision that has been explained is the second thing we need to do. When a transformational leader can create a synergy in the organization, it means that he should also be able to optimize, motivate and energize each of his followers. In practice, it can be a task or a job that is really challenging and provides opportunities for them to be involved in a creative process either in terms of making suggestions or making decisions in problem solving, so that this will also provide added value for themselves. Facilitation, in terms of the ability to effectively facilitate learning that occurs within the organization as an institution, in groups, or individually. This will have an impact on the increasing intellectual capital of everyone involved. Mobilization, namely the mobilization of all available resources to complement and strengthen everyone involved in achieving the vision and goals. According to Vizano (2020) ; Pramono (2020) and Dezky (2020) transformational leaders will always strive for followers who are full of responsibility. Preparedness, namely the ability to always be ready to learn about themselves and welcome change with a new positive paradigm. Determination, namely determination, namely determination to always come to the end,

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determination to get things done well and thoroughly. For this, of course, it also needs to be supported by the development of spiritual, emotional and physical disciplines as well as commitment.Transformational leaders are people who help companies and others to make positive changes in their activities. The change is often large-scale and dramatic. After setting a new direction of interest for the company or creating the future, the leader usually chooses one of six methods that exist for bringing about change, Changing the organizational culture. The most widespread action transformational leaders take is to change the culture of the organization. This means that the values, attitudes and even the atmosphere of the organization are changed. The most common change is changing a culture from a bureaucratic, rigid and less risk-taking culture to a culture where people can be more mobile and less constrained by rules and regulations. Increase people's awareness of rewards. Transformational leaders make group members aware of the importance of certain rewards and how to get them. He might mention the pride an employee would feel if the company was number one in their field. Helping people goes beyond just pursuing self-interest. Transformational leaders help group members to look at the bigger picture for the good of the team and the organization. Gradually, leaders make workers realize that their actions are contributing to a broader purpose than just serving self-interest. Helping people seek self-fulfillment. Transformational leaders help others not only to focus on small successes, but also to seek self-fulfillment. Give others understanding of urgency. To create transformation, the leader brings together critical managers and other employees and engages them in discussions of the urgency of change. The pursuit of glory. The ultimate transformational act is to get others excited to do the hard work for the greatness and glory of the organization.

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