The Performance Of The Middle School Services In The Era Of Pandemic Covid 19

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ABSTRACT
This study aims to analyze the performance of high school services in the era of the COVID- 19 pandemic. This study uses a quantitative approach. By looking at 1) Effect of Shcool Leadership Behaviors on Teacher Job Satisfaction 2) Effect of Shcool Leadership Behaviors on Student Service Performance 3) Effect of Teacher Job Satisfaction on Student Service Performance. The research instrument used a questionnaire with google form facilities compiled through whatApps and Facebook. The respondents were teachers of Central Java High School and Vocational High School. Indonesia, totaling 337 people. Data analysis using Structural Equation Modeling. Testing using Amos version 24.00. The results showed that 47.5% of teachers had mastered online learning, 32.7% were over 50 years old. Hypothesis test results show that (1) School Leadership Behaviors have a positive effect on Teacher Job Satisfaction (2) School Leadership Behaviors have a positive effect on Student Service performance (3) Teacher Job Satisfaction has a positive and significant effect on Student Service performance. The direction of the positive relationship from these results shows that Teacher Job Satisfaction is proven to have a major effect on improving Student Service performance. (4) The research results also prove that Teacher Job Satisfaction strengthens the influence of School Leadership Behaviors on Student Service performance. This explains that to improve Student Service performance, schools must be consistent in increasing Teacher Job Satisfaction, and be supported by an increase in good School Leadership Behaviors.
KEYWORDS: *Shcool Leadership Behaviors, Student Service Performance, Teacher Job Satisfaction*

I. INTRODUCTION

Government Regulation (PP) Number 19 of 2005 concerning National Education Standards (SNP) stipulates that educators (teachers) must have competence as learning agents at the primary and secondary education levels as well as early childhood education. The normative direction which states that teachers as learning agents show that the teacher's expectations are the first party most responsible for transferring knowledge to students.

The teacher is one of the human components in the teaching and learning process that plays a role in efforts to form potential human resources in the field of development. Therefore, teachers must play an active role and be able to place their position as professionals by the demands of an increasingly developing society(1).

The quality of the implementation of education in schools is determined by various elements, among others; teachers, learning facilities, students, curriculum, and other factors such as management, management systems, rules of conduct, relationships between individuals, cooperation, policies and so on. The teacher has a very strategic role through learning, the teacher becomes a determinant in shaping student attitudes.With the Covid 19 pandemic, it has changed all the structures of organizational life. The impact of the corona virus does not only threaten public health but also the community economy and education. The COVID-19 pandemic has massively changed learning patterns. The learning process that should have been carried out face-to-face has now turned into a distance or online learning system.

Based on the ABC News report on March 7, 2020, school closings have occurred in more than dozens of countries due to the COVID-19 outbreak. According to data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), there are at least 290.5 million students worldwide whose learning activities have been disrupted due to schools being closed (2).

The policies taken by many countries including Indonesia by closing all educational activities have made the government and related institutions have to present an alternative educational process for students and students who cannot carry out the educational process at educational institutions.

In dealing with the COVID-19 virus, the Government through the Indonesian Ministry of Education and Culture has issued several public policies in the form of regulations, namely: 1). Circular of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning the Prevention of Corona

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Virus Disease (COVID-19) in the Education Unit and 2) Minister of Education and Culture Letter Number 36982 / MPK. A / HK / 2020 dated March 17, 2020, regarding online learning and working from house to prevent the spread of Covid-19, this policy is included in a reactive and proactive policy(3).

The victims of the COVID-19 outbreak, are not only students, students, and students who are "forced" to study from home because face-to-face learning is eliminated to prevent COVID-19 transmission, but also teachers. The results showed that "The impact felt by teachers was that not all were proficient in using internet technology or social media as a means of learning, some senior teachers were not fully able to use the tools or facilities to support online learning activities and needed assistance and training first(2).

From these problems, the research questions are: how the influence of school leadership behaviors on teacher job satisfaction, and how the influence of school leadership behaviors on student service performance, and how teacher job satisfaction affects student service performance.

II. LITERATURE REVIEW

Public Service AndService Performance

Public service is an activity of a person and or group, either directly or indirectly, to fulfill needs (4)The quality of public services is a benchmark for determining how public service performance in a public service provider institution, in this case, is the performance of services in schools.

Many studies use the concept of service quality (sequel) to measure service quality in various organizations, both commercial, non-commercial, and government organizations. Sequal is defined as a customer's impression of the relative inferiority or superiority of service providers and service products that are considered similar to the overall customer attitude towards the organization. The nature of service quality is intangible, heterogeneous when produced and consumed cannot be separated, so the process used by customers to evaluate service quality is not easy to identify.

Researchers measure service quality and explain its relationship to overall firm and organizational performance Parasuraman et al., (2005). In the service quality model (6) divides the perception of customer service into two dimensions, namely technical and functional quality, while Parasuraman et al., (2005)suggest a service quality gap model, namely service quality as the expectation and perception of customer performance. Ju Liang & Wen-Hung, (2007) developed a service quality model for bank branches to make optimal use of their resources. Zhu et al., (2002) proposed a service quality model that highlights information technology-based service options to investigate the relationship between information technology-based services and customer perceptions of service quality. Based on empirical studies of previous researchers, different dimensions of service quality were found as shown in Table 1 below:

Tabel 1 : Service quality dimensions from several experts

Authors	Application areas	Dimension
Parasuraman et al., (2005)	Telephone co brokerage, insurance co., banks and repair and maintenance	a. Reliability b. Asurance c. Responsiveness d. Tangible e. Empathy
Siddiqui & Sharma, (2010)	Life insurance	a. Asurance b. Corporate image c. Tangible d. Similar with agent e. Personalizad financial planning
Johnson et al., (1995)	Bank customers,	a. Input quality b. Output quality c. Process quality
Drew Rosen & Karwan, (1994)	Teaching, restaurant, bookstrore, healt care	a. Reliability b. Tangible c. Responsiveness d. Accsess e. Asurance f. Knowing the customer

Job satisfaction

Job satisfaction is a pleasant psychological condition, which can be felt by employees or employees (workers) in a work environment for their role in the organization, and their needs are met properly.The definitions of job satisfaction vary widely, and no single definition is generally agreed upon, although its significance and wide use are widely used in the fields of industrial psychology and organizational behavior. George & Jones, (2008) argued that job satisfaction consists of the beliefs and feelings that individuals feel about their respective jobs. However, job satisfaction is believed to be multi-dimensional and complex, it can be viewed in many ways by different individuals. Several scholars and writers define job satisfaction based on their views, as shown in Table 3:

Table2 : Several definitions of job satisfaction

No	Source	Definition
1	George & Jones, (2008)	Job satisfaction is a collection of feelings and beliefs that people have about their current job, which can range from extreme satisfaction to extreme dissatisfaction.
2		Job satisfaction is a combination of psychological and physiological items felt by employees about work, which is a series of feelings, attitudes, and positive and negative beliefs that personnel have about work.
3	Maharjan, (2012)	Job satisfaction is related to inner feelings related to internal and external motivation. Internal feelings are a basic principle in human resource governance in organizations that refers to feelings of enjoyment that come from doing work.
4	Fauziyyah & Luzvinda, (2018)	states that job satisfaction is seen as any form of combination between a psychological environment and a physiological state that can make an individual admit in all honesty that I am grateful for the work that has been done. Based on this definition, the level of job satisfaction is represented by what causes feelings of satisfaction.
5	George & Jones, (2008)	views job satisfaction as a double-dimensional concept, namely the intrinsic and extrinsic dimensions. The intrinsic dimension depends on individual characteristics, such as initiative, relationships with supervisors, work performed. Meanwhile, extrinsic satisfaction is situational and depends on the environment such as salary, promotion, job security; financial and other material rewards that are the benefits of work.

Based on these definitions in Table 2, job satisfaction serves as a measure of how employees feel positive or negative about their jobs, and two extreme points emerge between job satisfaction and job dissatisfaction at certain points and situations, as explained by (13). that the level of job satisfaction is in the range of extreme satisfaction and extreme dissatisfaction.

Dissatisfaction is believed to be one of the main factors that reduce motivation and lower employee morale in the workplace which can result in lower productivity, thus affecting the overall performance of the organization. Thus job satisfaction will affect performance, as the findings of (14) illustrate that there is a positive and significant relationship between job satisfaction and the performance of non-academic staff at universities in Nigeria.

Service quality and customer satisfaction are recognized as being able to play an important role in the success and survival of an organization in an era full of competition like today. Many studies use these two concepts, some researchers argue that the perception of service quality and customer satisfaction are different constructs (Taylor & Baker, 1994), and there is a causal relationship between the two concepts (15). Perceived quality as a long-term evaluation of customers, cognitive services from the organization or company, and customer satisfaction as a short-term emotional reaction to the performance of a particular service. Therefore (Oliver R. L., 1980) argues that satisfaction depends on the experience when customers evaluate the level of satisfaction or dissatisfaction after enjoying the service. Research conducted by various researchers on job satisfaction and school performance is believed to be a necessary part of educational institutions, such as findings (15), that teacher job satisfaction has a positive and significant effect on school service performance, as well as findings. Based on the description above, the first hypothesis proposed is:

H_1 : Teacher job satisfaction has an influence on service performance

Leadership behavior

According to (Robbins et al., 2012), explains that there are three approaches in leadership theory, namely: the trait theory approach, the behavioral theory approach, and the contingency theory approach. The trait theory approach explains that a leader is born, not created, because a leader has innate traits so that he becomes a leader.

The behavioral theory approach states that the main issue in leadership is effective leadership or having the best leadership style. Leadership effectiveness is meant to use a specific style to lead both individuals and groups to achieve certain goals related to morale and high work productivity. Meanwhile, contingency theory states that the effectiveness of the personality, style, or behavior of the leader depends on the extent to which the leader can adapt to the situation at hand. Some definitions of leadership behavior can be seen in table 3:

Table 3: Some definitions of leadership behavior

No	Sumber	Definisi
1	van Dierendonck & Nuijten, (2011)	The leader as a new leadership agenda is someone who works skillfully and cooperatively both within and outside the boundaries of the organization and can ignite energy and inspire to build a strong future vision, encourage subordinates to solve problems, encourage subordinates to use their talents to produce new ideas, offering opportunities to learn new skills and develop. Leader behavior allows organizations to replace hierarchical structures with semi-autonomous or independent work teams and increases organizational flexibility, efficiency, and creativity.
2	Bass, (2000)	A leader has the courage and willingness to take risks to bring solutions consistent with values and beliefs. In an organizational context, courage is challenging conventional models of work behavior that can foster innovation and creativity.
3	Akdol & Arikboga, (2015)	A leader is a leader who has humility, that is, can accept the fact that everyone can make mistakes, and acknowledge the limitations of subordinates. Humility can also be seen in the leader's ability to admit his own mistakes and shortcomings, and accept criticism to learn together.
4	van Dierendonck & Nuijten, (2011).	A leader also can forgive and forget past mistakes, accept the mistakes of others, so followers are more likely to feel accepted, thus helping to achieve the best performance

Several empirical studies such as (18) explain that there is a positive and significant relationship between leadership behavior and job satisfaction. Job satisfaction can increase staff commitment to the organization and give birth to initiatives which are an important indication for improving educational organizations(19).Based on the description above, the second and third hypotheses proposed are:

H_2 : Leadership behavior influences teacher job satisfaction

H_3 : Leadership behavior influences service performance

III. METHODS

This study uses primary data obtained through a questionnaire utilizing google form which is collected through whatApps, and Facebook for high school (SMA) and vocational high school (SMK) teachers both private and public in Central Java, Indonesia.The number of respondents was 337 people. The data collection technique used random sampling. Measurement of variables using a Likert scale of 1 to 5, Strongly Disagree Once = Score 1, and Strongly Agree Once = score 5. The measurement of leadership behaviors consists of 7 indicators adopted from (20), the teacher job variable. Satisfaction has 2 dimensions, namely intrinsic satisfaction and extrinsic satisfaction, each measured by 5 indicators adopted from (11). The service performance variable has 6 indicators adopted from(7,12).Furthermore, to test the hypothesis using Structural Equation Modeling as a tool to test the relationship between complex variables and obtain a comprehensive picture of the entire model. Testing using Amos version 24.00.

Reliability and Validity

The scale reliability test was calculated using the Cronbach alpha coefficient. The alpha coefficient values exceed the minimum standard of 0.7 (Nunnally & Bernstein, 1994), providing a good estimate for the reliability of internal consistency. The test results used the Kaiser Meyer Olkin (KMO) and Barlett's test of sphericity, the results were greater than 0.60 and significant. The reliability test resulted in a value greater than 0.7 (Table 4). This shows that the scale used in this study is reliable.

Table4 : Results of Reliability and Validity Analysis of Research

Cons-truct	Dimen-sion	Item	KMO Barltet's		Alpha Cronbach	Validity
			Component Matrix	Signi-ficant		
Teacher Job Satisfaction	Intrinsic Factor	Story opportunity	.771	0,000	0,833	.627
		Continuous work	.765			.620
		Help Others	.784			.645
		Helpful	.778			.638
		Decision	.775			.633
	Extrinsicfactor	Satisfied with colleagues	.771	0,000	0,831	.627
		Satisfied with the environment	.785			.642
		Satisfied with remuneration	.765			.620
		Satisfied with policy	.778			.636
		Satisfied with the supervisor	.766			.624
Leadership behaviour		Innovative Role Modeling	.764	0,000	0,873	.663
		Providing Vision	.748			.646
		Consulting	.764			.663
		Delegating	.743			.639
		Support for innovation	.741			.636
		Recognition	.755			.653
		Monitoring	.757			.655
Service performance		Tangibles	.781	0,000	0,860	.668
		Image Shcool	.756			.639
		Technology	.761			.644
		Assurance	.788			.676
		Competence	.765			.648
		Financial planning	.756			.638

Source: Primary data processed, 2020

IV. RESULTS

Descriptive Data

The results showed that teachers who had a working period of more than 25 years were quite high, namely 19.9%. They have served for a long time and are approaching retirement. This can be seen from their average age. The highest percentage is at the age of 41-50 years, namely 30.9% and interestingly 32.7% is over 50 years old. this means that many teachers are approaching retirement age. This will be closely related to their enthusiasm for facing innovations. Such as the challenge of facing the COVID-19 pandemic, which is required to use online learning systems.

The results showed that 47.5% of Senior High School (SMA) and Vocational School (SMK) teachers have mastered online learning, only 2.1% have not mastered online learning. 40.7% have an undergraduate education, and those who are sufficiently good at online learning 12.8% are between the ages of 41-50 years

Of the 50.4% who sufficiently mastered online learning, 33.5% turned out to have never attended online learning training. 71.5% of teachers who have attended training and 28.5% have never attended the training. 37.1% of those who have attended training came from public schools and 34.4% came from private schools. Teachers who mastered learning with the online system The largest percentage came from private schools.

Full Model SEM Testing

SEM full-model testing. The results of the AMOS system analysis resulted in a chi-square value (252,335); p-value (0.102> 0.05); the values of GFI, AGFI, CFI, and TLI have met the required cut of value, namely> 0.9; RMSEA values (0.019 <0.08) and Cmin / df (1.121 <2). Thus, the model can be used for the next analysis, namely hypothesis testing (Figure 1).

Figure 1: Full SEM Model
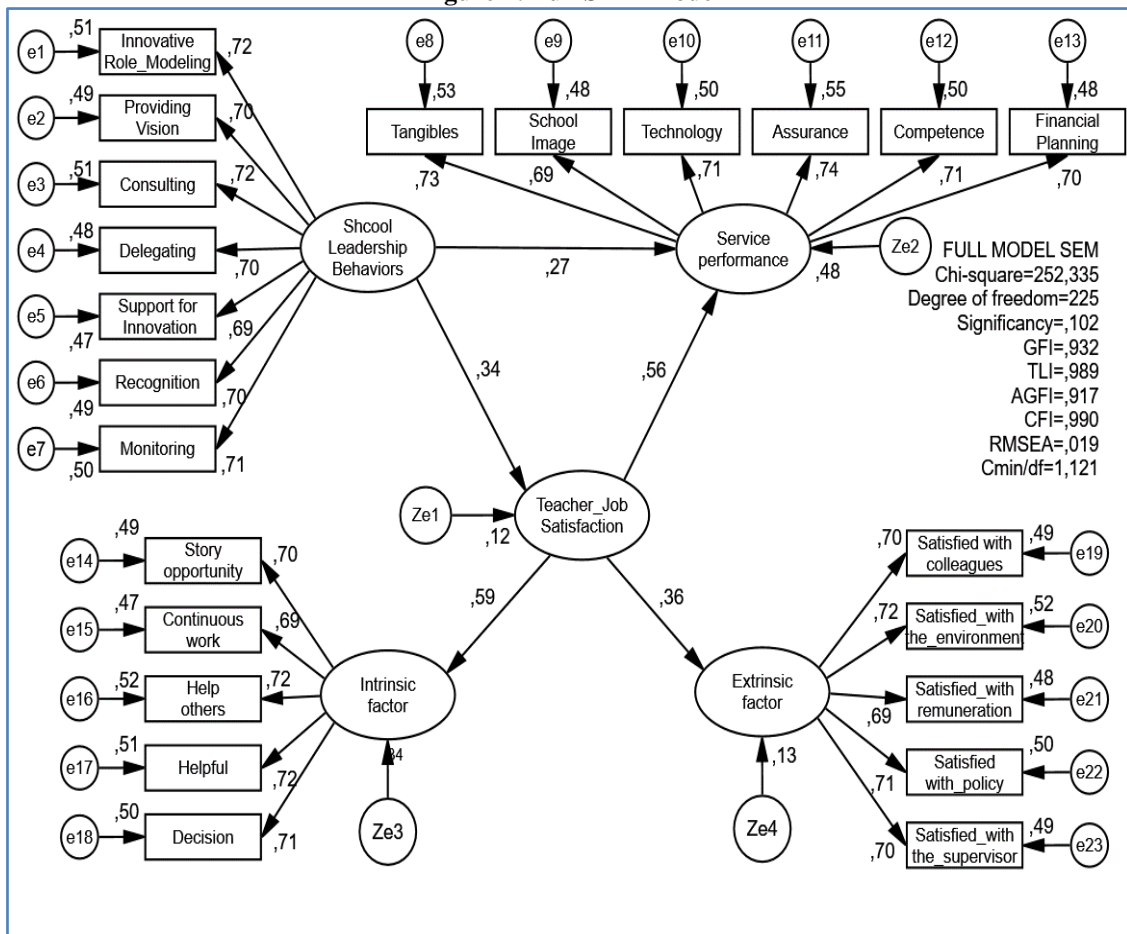
HYPOTHESIS TEST

Hypothesis testing is based on the value of the critical ratio (CR) and the p-value of causality that is built into the framework. If the p-value is less than 0.05, the causality in the research model is concluded as significant.

Table 5.: Hypothesis testing of Organizational Learning Capabilities

Path		Std Estimate	Unstd Estimate	S.E.	C.R.	P
School LeadershipBehaviors	→ TeacherJobSatisfaction	,340	,192	,062	3,093	,002
School Leadership Behaviors	→ Service performance	,266	,268	,099	2,704	,007
Teacher Job Satisfaction	→ Service performance	,558	,995	,406	2,451	,014

Source: Primary data processed, 2020

The Influence of School Leadership Behaviors on Teacher Job Satisfaction

During the Covid-19 pandemic, school leaders have an important role to be able to create a healthy and pleasant work atmosphere in schools. Teachers feel comfortable and enthusiastic in carrying out their duties when there is a feeling of satisfaction in them. Job satisfaction or job satisfaction is identified with individual things. Therefore, the level of satisfaction of each person is different and what happens when several factors are met, namely individual needs and their relation to the degree of likes and dislikes of workers (Robins, 2012). Teachers have job satisfaction in the aspects of school policy, supervision, interpersonal relationships, opportunities for promotion, working conditions, relating to the work itself, achievement, recognition, and responsibility. This means that teachers are satisfied with their work and also productive. These conditions will all be created if there is support from the School Leadership Behavior

Hypothesis testing of the effect of School Leadership Behaviors on Teacher Job Satisfaction proved

significant (β = 0.340; p = 0.002). This study explains that the better the School Leadership Behaviors, the higher the Teacher Job Satisfaction. This test supports the research of Ghafoor et al. (2011) in their research which proves that leadership has a strong influence on job satisfaction. According to Nawawi (2008), an organization needs an effective leader, who can influence the performance of his subordinates to achieve organizational goals. The influence of leadership on job satisfaction is also evidenced by (Andri, et al. 2011) and Bushra Fatima et al. (2011).

The Influence of School Leadership Behaviors on Service performance

Service performance is the performance of services received by consumers themselves and assesses the quality of the service they feel (21). So that what plays an important role in the performance of school services is teacher performance. Teachers are a professional profession where they are required to make every effort to carry out their profession as best as possible. Teacher performance is the ability to carry out work or tasks that the teacher has in completing a job. Service performance includes; tangible, school image, technology, assurance, competence, financial planning. This condition will be created well if there is support from the School Leadership Behaviors

Hypothesis testing the effect of School Leadership Behaviors on Service performance proved to be significant (β = 0.266; p = 0.007). This study explains that the better the School Leadership Behaviors, the higher the Service performance. This test supports the statement that leadership factors include aspects of the quality of managers in providing enthusiasm, direction, and work support to employees. According to(22)leadership is one of the critical elements for organizational success, especially in the direction of change

Effect of Teacher Job Satisfaction on Service Performance

During the COVID-19 pandemic, learning is carried out online, it requires good mental and emotional readiness from all parties. Job satisfaction is a reflection of feeling happy for someone (including the teacher) after he/she has done a certain work in earnest which is reflected in the form of pride because the job is as expected and gives positive feedback to him. This means that in job satisfaction there is seriousness in working, there is a sense of pleasure in doing and there is feedback (feedback) which is certainly beneficial for the worker. Teacher job satisfaction is shown by his attitude in working/teaching. If the teacher is satisfied with the circumstances affecting him, then he will work well / teach well. But if the teacher is not satisfied then he will teach according to his will.

Hypothesis testing of the effect of Teacher Job Satisfaction on Service performance is proven to be significant (β = 0.558; p = 0.014). This study explains that the higher the Teacher Job Satisfaction, the higher the Service performance. Performance leads to reward (extrinsic and intrinsic). Extrinsic rewards such as salary, promotion, status, and guarantees, while intrinsic rewards can take the form of self-actualization, recognition, taking part in decision making, etc. The relationship between reward and satisfaction explains that when someone feels that the reward received is unfair or not proportional to performance, then satisfaction will tend to be weak, and vice versa, if someone feels that the reward received is proportional or fair to performance, the employee will tend to be satisfied

Thus job satisfaction is a function of several rewards that are considered reasonable by employees, meaning that even though the rewards received are small, employees feel that these rewards are reasonable with their work, so that satisfaction will be maintained.

V. DISCUSSION

The results of the study on the influence of Shcool Leadership Behaviors on Teacher Job Satisfaction and service performance are positive and significant, thus strengthening theoretical concepts and supporting the findings of previous research conducted by (23)in their research which proves that leadership has a strong influence on job satisfaction. According to (22), an organization needs an effective leader, who can influence the performance of his subordinates to achieve organizational goals. The influence of leadership on job satisfaction is also evidenced by(24). This test also supports the statement that leadership factors include aspects of the quality of managers in providing enthusiasm, direction, and work support to employees. According to (22)leadership is one of the critical elements of organizational success, especially in the direction of change. In schools, teachers are one of the determining elements of the success of the school organization. The existence of job satisfaction felt by teachers will have an impact on their behavior in carrying out their duties as teachers.

Teacher job satisfaction is shown by his attitude in working/teaching. If you get satisfaction at work, then he will work well / teach well. But if the teacher is not satisfied then he will teach according to his will. Satisfaction can be obtained because of extrinsic rewards such as salary, promotion, status, guarantees, and intrinsic rewards which can take the form of self-actualization, recognition, share in decision making, etc. The relationship between reward and satisfaction explains that when someone feels that the reward received is unfair or not proportional to performance, then satisfaction will tend to be weak, and vice versa, if someone feels that

the reward received is proportional or fair to performance, the employee will tend to be satisfied. Thus job satisfaction is a function of several rewards that are considered reasonable by employees, meaning that even though the reward received is small, employees feel that the reward is reasonable with their work, so that satisfaction will be maintained.

VI. CONCLUTION AND RECOMMENDATION

Based on the results of the study, 47.5% of teachers had mastered online learning 32.7% were over 50 years of age. The results of the hypothesis test concluded that (1) School Leadership Behaviors have a positive effect on Teacher Job Satisfaction. The results of the analysis prove that the better the School Leadership Behaviors are. the higher the Teacher Job satisfaction. School Leadership Behaviors in the form of innovative role-modeling, providing vision, consulting, delegating, support for innovation, recognition, monitoring, (2) School Leadership Behaviors have a positive influence on Service performance, the results of the analysis prove that the higher the School Leadership Behaviors, the better Service performance. (3) Teacher Job Satisfaction has a positive and significant effect on Service performance. The direction of the positive relationship from these results shows that the increase in Teacher Job Satisfaction is proven to have a major effect on improving Service performance. (4) The results of the study also prove that Teacher Job Satisfaction strengthens the influence of School Leadership Behaviors on Service performance. This explains that to improve Service performance, Schools must be consistent in increasing Teacher Job Satisfaction, and be supported by improving good and maximum School Leadership Behaviors. The explanation above has answered the research problem and the research objectives have been achieved.

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