



Did Islamic Leadership Influence Online Learning Systems?

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Abstrak

Penelitian ini bertujuan untuk mengetahui dan menganalisis pengaruh Islamic leadership para pimpinan di Sekolah Islam di Tangerang terhadap model keberhasilan sistem informasi (system quality, information quality, service quality). Jumlah sampel penelitian adalah 98 guru. Teknik pengambilan sampel yang digunakan adalah simple random sampling. Metode analisis yang digunakan adalah SEM dengan bantuan software SmartPLS 3.0. Hasil penelitian menunjukkan bahwa peran Islamic leadership berpengaruh signifikan terhadap ketiga variabel model keberhasilan sistem informasi. Penelitian ini dapat dijadikan dasar untuk penelitian sejenis selanjutnya di Lembaga sekolah yang sampai saat ini masih tergolong minim eksplorasi.

Kata kunci: Information quality, Islamic leadership, service quality, system quality.

Abstract

This study aims to determine and analyze the effect of Islamic leadership of leaders at the Islamic Schools in Tangerang on the information system success model (system quality, information quality, service quality). The number of research samples was 98 teachers. The sampling technique used is simple random sampling. The analytical method used is SEM with the help of SmartPLS 3.0 software. The results showed that the role of Islamic leadership had a significant effect on the three variables of the information system success model. This research can be used as a basis for the next similar research in the schools, which until now is still relatively minimal exploration.

Keywords: Information quality, Islamic leadership, service quality, system quality.

Introduction

The development and use of technology in Indonesia show an increasing trend, one of the means of using technology in Indonesia is the internet. Internet users in Indonesia at the beginning of 2022 reached 204.7 million people. This is contained in the latest report released by content management service HootSuite, and social

media marketing agency We Are Social in a report titled "Indonesian Digital Report 2022" (Riyanto, 2022). The phenomenon of the development and use of Science and Technology as described above greatly influences the tendency of change in the world of education. This is indicated by: (1) learning resources are very easy to find, (2) the use and utilization of ICT such as media

and multimedia as well as e-learning, mobile learning, web-learning, and others in learning activities, and (3) learning models with systems individual learning or blended learning. The e-Learning system provides new hope as an alternative solution to most educational problems in Indonesia, with functions that can be adapted to needs, either as a supplement (additional), complement (complimentary), or substitution (substitute) for learning activities in the classroom that been used (Mohammadi, 2015; Selim, 2007; Yoo et al., 2012). The use of the e-learning system is expected to be able to assist teachers in improving learning both in the classroom and outside the classroom. Individuals and groups will take advantage of the e-learning system if the system can provide benefits for them. Research conducted by Hsu et al. (2011) and Smola (2011) on e-learning system users using the Moodle platform by comparing learning with conventional methods and e-learning system methods to find out the gap between high-achieving teachers and low-achieving teachers. The results showed that there was a negative relationship between the efficiency of the e-learning system and accessibility to computers, while there was a positive relationship between the frequency of taking the e-learning system and students' test scores. The success model of information systems has been developed by many researchers (Chen, 2008; Ojo, 2017). Of the several models of information system success, the DeLone and McLean (1992) model received much attention from subsequent researchers (Aldholay et al., 2018; Ojo, 2017). Ojo (2017) empirically tested the DeLone and McLean (D and M) model, the results prove that the success of information systems is influenced by the quality of information systems and the quality of information generated from the system in question, and the quality of services.

This study focuses on individual perceptions, namely individual perceptions related to the leadership practices of Islamic school leaders on system quality, information quality, and service quality in the use of e-learning systems. Previous studies have explored the influence of leadership on several management variables, such as knowledge sharing (Fikri, Asbari, et al., 2021; Hutagalung, Admiral, et al., 2021), innovation (Asbari, Bernarto, et al., 2020; Asbari, Novitasari, et al., 2021; Hutagalung, Novitasari, et al., 2021; Nugroho, Asbari, et al., 2021; Purwanto et al., 2020; Suroso et al., 2021; Tiara et al., 2021), performance (Asbari, Purwanto, et al., 2021; Chidir et al., 2021; Fikri, Amri, et al., 2021; Haq et al., 2022; Jumiran et al., 2020; Muliati et al., 2022; Nugroho, Hutagalung, et al., 2021; Sutardi et al., 2020; Tiara et al., 2021; Widodo et al., 2022). However, research is still quite rare that explores the influence of leadership, especially Islamic leadership in schools, related to e-learning practices.

Method

The purpose of this study is to collect maximally useful knowledge to form valid hypotheses far from subjective input. Thus, the positivist theory was adopted in this study because it identified similarities that were seen through observation and workplace investigations. Therefore, a deductive approach is followed, seeking to propose and test hypotheses to fit existing theories. This study adopted a survey technique using quantitative analysis to collect data on the influence of transformational leadership on system quality, information quality, and service quality. This technique was adopted because of its ability to collect data quickly compared to other tools, while allowing random sample selection, and allowing the researcher

to measure and control multiple variables. After that, to identify findings or patterns in the related sample, the collected data is then analyzed in depth.

For this study, the questionnaire was designed in several parts: The first part includes demographic questions in which teachers anonymously state their gender, age, and years of service at school. The second part includes three-question items that measure the system quality variable (SYQ1-SYQ3), five-question items that measure the information quality variable (INQ1-INQ5), and three-question items that measure the service quality variable (SRQ1-SRQ3). The instrument of these three variables was adapted from Aldholay et al (2018). While the Islamic leadership variable uses 15

question/statement items (ISL1-ISL15) which were adopted from Yusof (2016). The questionnaire was designed in such a way as to target teachers studying at an Islamic school in Tangerang. To ensure the adequacy of research tools according to context, the researcher forwarded a questionnaire to four researchers whose notes were then entered. Next, the questionnaire was piloted on 30 teachers. The trial resulted in multiple word changes in the questionnaire item scale for better understanding. From the list, a random sample was used to collect data from the teachers. Furthermore, the final results of the questionnaire which were then used in this study are mentioned in Table 1.

Tabel 1. Items List

| Notes | Item |
|---------------------------------|---|
| Islamic Leadership (ISL) | |
| IL1 | Leaders and management are actively participating in efforts related to quality. |
| IL2 | Leader met the Islamic leadership principles such as siddiq (true), amanah (trust), fathonah (intelligent), and tabligh (deliver). |
| IL3 | Leaders make wise decisions according to the task. |
| IL4 | The leader is very supportive of our department's involvement in quality management activities. |
| IL5 | The management does not allocate sufficient resources for our department for training and education related to quality |
| IL6 | Leaders practice the syura (meeting) process in our department when solving problems related to quality. |
| IL7 | Leaders who have Insaniyyah principles (humanity true), must perform all trust and assignments perfectly because they are so confident in the will and decree of Allah SWT. |
| IL8 | Leaders give responsibility to people that can do so (quwwah). |
| IL9 | Leader is transparent in channeling all relevant information through various means appropriate (tabligh). |
| IL10 | Leaders ensure quality objectives are measurable and consistent with the policy. |
| IL11 | Leaders only focus on customer satisfaction without a consigned element of sincerity in doing the job. |
| IL12 | The leader creates an activity that makes the recipient of the information continue to understand and remember what is delivered (tazkirah). |
| IL13 | The leader is always istiqamah to do the tasks related to management quality. |
| IL14 | Leaders always advocated the attitude of cooperation (ta'awun) among subordinates |
| IL15 | Leaders do not take care and support tasks directed to subordinates |

| Notes | Item |
|----------------------------------|--|
| System Quality (SYQ) | |
| SQ1 | I think online learning at school is easy to do |
| SQ2 | I feel that online learning (e-learning) at school feels more flexible |
| SQ3 | I feel more understanding of using e-learning at school |
| Information Quality (INQ) | |
| IQ1 | Online learning provides up-to-date knowledge. |
| IQ2 | Online learning provides accurate knowledge. |
| IQ3 | Online learning provides relevant knowledge. |
| IQ4 | Online learning provides comprehensive knowledge. |
| IQ5 | Online learning provides organized knowledge. |
| Service Quality (SRQ) | |
| EC1 | I can use online learning services anytime, anywhere I want. |
| EC2 | Online learning offers multimedia course content types (audio, video, and text). |
| EC3 | Online learning enables communication. Knowledge runs interactively. |

In line with the discussion in the previous section, this study proposes the following main hypotheses:

H1: Islamic leadership has a significant effect on the quality of the system.

H2: Islamic leadership has a significant effect on the quality of information.

H3: Islamic leadership has a significant effect on service quality.

Based on the previous discussion, a theoretical framework is introduced as shown in Figure 1 below.

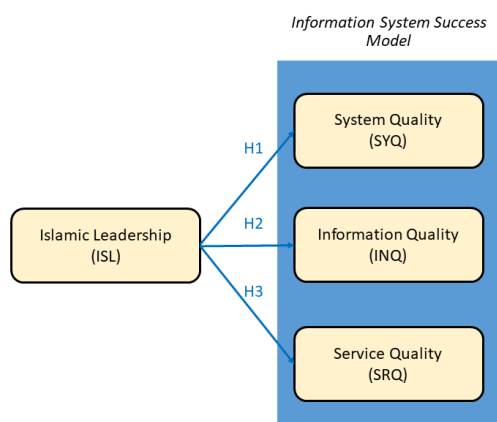


Figure 1. Conceptual Model

Result and Discussion

1) Sample Description

A total of 98 teachers participated, consisting male (67%) and females (33%). They have different age groups, ranging from 20-25 years (26%), and over 25-30 years (56%), over 31 years (18%). Their tenure at the school where they work also varies, 33% of them are under 1 year, 54% have worked between 1-3 years, and the remaining 13% have worked more than 3 years.

2) Validity and Reliability Test Results of Research Indicators

The measurement model testing phase includes testing of convergent validity and discriminant validity. Meanwhile, to test construct reliability, Cronbach's alpha and composite reliability values were used. The results of the PLS analysis can be used to test research hypotheses if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity, and reliability testing.

3) Convergent Validity Test

A convergent validity test is done by looking at the loading factor value of each indicator to the construct. In most references, a factor weight of 0.7 or more is considered to have strong enough validation to explain the latent construct (Chin, 1998; Ghozali, 2014; Hair et al., 2010). In this study, the minimum accepted loading factor is 0.7 and provided that the AVE value of each construct is > 0.5 (Ghozali, 2014). After going through SmartPLS 3.0 processing, the results show that all indicators have a loading factor value above 0.7 and an AVE value above 0.5. The fit or valid model of this research can be seen in Figure 2 or Table 2. Thus, the convergent validity of this research model has met the requirements. The value of loadings, Cronbach's alpha, composite reliability, and AVE for each construct can be seen in Table 2.

4) Testing of Discriminant Validity

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE squared value of each exogenous construct (the value on the diagonal) exceeds the correlation between the construct and other constructs (the value below the diagonal) (Ghozali, 2014). The results of the discriminant validity test are using the AVE quadratic value, namely by looking at the Fornell-Larcker Criterion Value obtained as shown in Table 3. The discriminant validity test results in Table 2

show that all constructs have an AVE square root value above the correlation value with the construct. other latents (via the Fornell-Larcker criteria). Likewise, the cross-loading value of all items from one indicator is greater than the other indicator items as mentioned in Table 3, so it can be concluded that the model has met discriminant validity (Fornell & Larcker, 1981).

Furthermore, collinearity evaluation is carried out to determine whether there is a collinearity problem in the model. To find the collinearity, we need the VIF collinearity statistics of each construct. If the VIF is more than 3, then the model has collinearity (Hair et al., 2014). As shown in Table 3, all VIF scores are less than 5, ie the results of the collinearity structural model reveal VIF values below 4. This indicates that this research model does not have multicollinearity problems.

5) Construct Reliability Test

Construct reliability can be assessed from the value of Cronbach's alpha and composite reliability of each construct. The recommended value of composite reliability and Cronbach's alpha is more than 0.7 (Ghozali, 2014). The reliability test results in table 1 above show that all constructs have composite reliability and Cronbach's alpha values greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

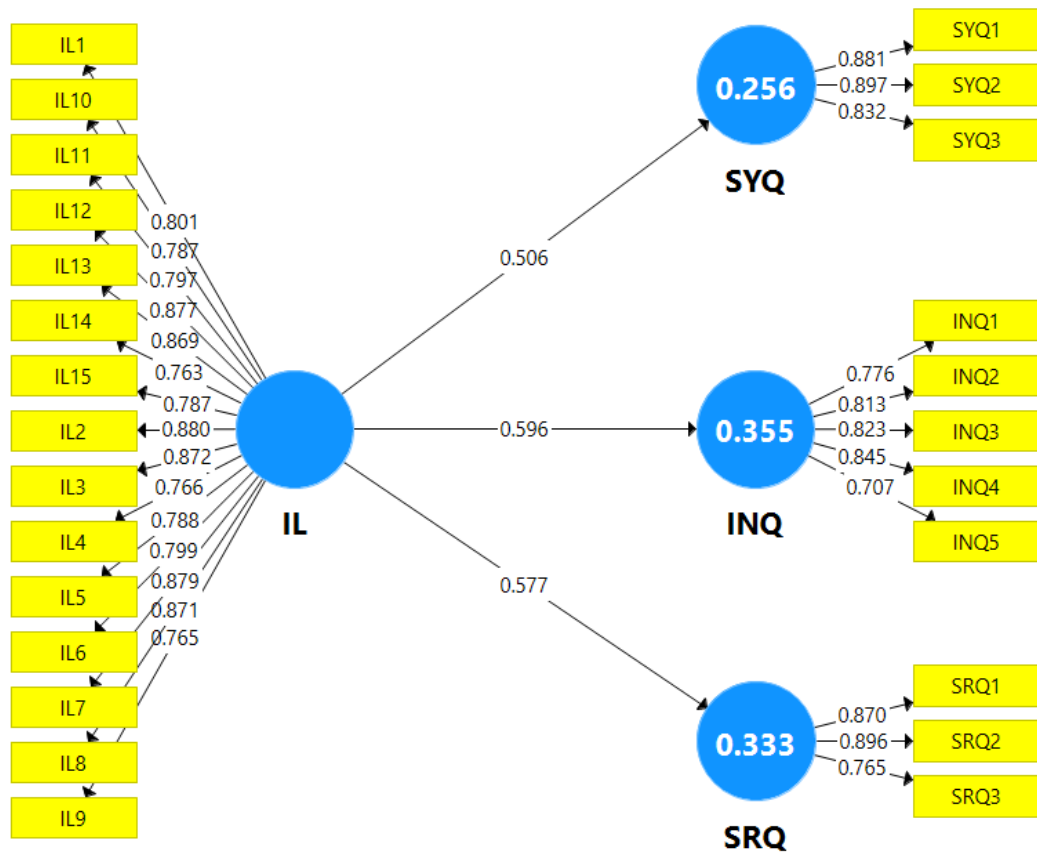


Figure 2. Research Model
Source: SmartPLS 3.0 Processing Results (2022)

Table 2. Construct Reliability and Validity

| | CRONBACH' S ALPHA | A | RHO_ | COMPOSITE RELIABILITY | AVERAGE VARIANCE EXTRACTED (AVE) |
|-----|----------------------|---|-------|--------------------------|-------------------------------------|
| IL | 0,965 | | 0,968 | 0,969 | 0,675 |
| INQ | 0,853 | | 0,863 | 0,895 | 0,631 |
| SRQ | 0,805 | | 0,851 | 0,882 | 0,715 |
| SYQ | 0,840 | | 0,842 | 0,904 | 0,758 |

Source: SmartPLS 3.0 Processing Results (2022)

Table 3. Discriminant

| | IL | INQ | SRQ | SYQ |
|-----|-------|-------|-------|-------|
| IL | 0,821 | | | |
| INQ | 0,596 | 0,794 | | |
| SRQ | 0,577 | 0,658 | 0,846 | |
| SYQ | 0,506 | 0,708 | 0,607 | 0,871 |

Source: SmartPLS 3.0 Processing Results (2022)

Table 4. Collinearity (Inner VIF Values)

| | IL | INQ | SRQ | SYQ |
|-----|----|-----|-----|-----|
| IL | | | | |
| INQ | | | | |
| SRQ | | | | |
| SYQ | | | | |

Source: SmartPLS 3.0 Processing Results (2022)

Table 5. R Square

| | R SQUARE | R SQUARE ADJUSTED |
|-----|----------|-------------------|
| INQ | 0,355 | 0,354 |
| SRQ | 0,333 | 0,333 |
| SYQ | 0,256 | 0,255 |

Source: SmartPLS 3.0 Processing Results (2022)

Table 6. Hypotheses Testing

| HYPOTHESIS | | ORIGINAL SAMPLE (O) | SAMPLE MEAN (M) | STANDARD DEVIATION (STDEV) | T STATISTICS (O/STDEV) | P VALUES | DECISION |
|------------|-----------|---------------------|-----------------|----------------------------|--------------------------|----------|-----------|
| H1 | IL -> SYQ | 0,506 | 0,507 | 0,027 | 18,499 | 0,000 | Supported |
| H2 | IL -> INQ | 0,596 | 0,596 | 0,024 | 25,328 | 0,000 | Supported |
| H3 | IL -> SRQ | 0,577 | 0,577 | 0,027 | 21,406 | 0,000 | Supported |

Source: SmartPLS 3.0 Processing Results (2022)

6) Hypothesis Testing

Hypothesis testing in PLS is also known as the inner model test. This test includes a test of the significance of direct and indirect effects as well as measuring the magnitude of the effect of exogenous variables on endogenous variables. To determine the effect between the variables of this study, a direct effect test is needed. The effect test was 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 significance test value are obtained in Table 5 and Table 6. Based on Table 5 above, the

R Square value of information quality (INQ) is 0.355 which means that the information quality variable (INQ) can be explained by the Islamic leadership variable (ISL) of 35.5%. The R Square value of service quality (SRQ) is 0.333, which means that the service quality variable (SRQ) can be explained by the Islamic leadership (ISL) variable of 33.3%. The R Square value of system quality (SYQ) is 0.256, which means that the system quality (SYQ) variable can be explained by the Islamic leadership (ISL) variable of 25.6%. Meanwhile, Table 6 shows the t-statistics and p-values that show the influence of the research variables that have been mentioned.

Discussion

Testing the hypothesis between the relationship of Islamic leadership to user satisfaction is completely presented in Table 6, quantitatively presented as follows: SEM analysis produces p-values of 0.000, so Islamic leadership (ISL) has a significant effect on system quality (SYQ), information quality (INQ) and quality of service (SRQ). So hypotheses H1, H2, and H3 are accepted. Considering the estimated value of the relationship is positive, this means that there is a unidirectional relationship between Islamic leadership and system quality, information quality, and service quality. That is, the better the role of Islamic leadership in Islamic schools, the higher the quality of the available e-learning system. This research can be used as a basis for further research for wider exploration because it could be that the results of this study are the first in this context.

However, there are many similarities between the results of this study and previous studies. Resume results from previous research stated that transformative leaders are people who encourage followers to act for certain goals that represent the values and motivations - wants and needs, aspirations and expectations - of leaders and followers ". They can change the consciousness of followers and instill normative values, ideals to achieve higher morality, such as equality, freedom, justice, humanitarianism, and peace (Asbari, Novitasari, et al., 2020; Asbari, Purwanto, et al., 2020; Asbari & Novitasari, 2020; Bernarto et al., 2020; Novitasari et al., 2020, 2022; Novitasari & Asbari, 2020).

The quality of the information system is a characteristic of the inherent information about the system itself. As perceived ease of use, which is the level of how much computer technology is felt, it is relatively easy to understand and use. This

shows that if the users of the information system feel that using the system is easy, they do not require much energy and time to use it, so they will be happier to work and feel satisfied. The higher the quality of the information system used, it is predicted that it will affect the higher level of satisfaction of the end-user of the information system. The findings of this study confirm and expand the Theory of Reasoned Action (TRA) developed by Ajzen (1991), in which a person will use an information system because the system will produce benefits for himself. This TRA describes the stages of human behavior. In the early stages, behavior is assumed to be determined by intention. Meanwhile, the intention in the case of this study emerged because of the encouragement of a good Islamic leadership role from Islamic school leaders (Aldholay et al., 2018; Dreheeb et al., 2016; McKnight et al., 2017).

Conclusion

This study aims to investigate the influence of Islamic leadership on system quality, information quality, and service quality in the implementation of a website-based e-learning system in Islamic schools in Tangerang. The conclusion that can be drawn is that the better the role of Islamic leadership in Islamic school leaders, the better the information system success model in e-learning. This finding confirms previous studies that state that information quality has a significant effect on user satisfaction (Aldholay et al., 2018; Laumer et al., 2017; McKnight et al., 2017; Phuong & Dai Trang, 2018). This finding confirms previous studies which state that transformational leadership has a significant effect on the quality of systems, information, and services (Sharma & Lijuan, 2015). This research can be a basis for further research on the school analysis system. Suggestions for further research, in this study only involve a single teacher's

perspective. Future research is recommended to use the perspective of the organization/institution (e-learning system management unit), students, and employees of Islamic schools.

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