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Tue, May 3, 2022 at 3:01 AM

Dear Dr. Wayan Paramartha,

Congratulations! Your paper has passed the test of plagiarism. We have completed the preliminary review for your manuscript entitled "Principal's Hindu Leadership, Emotional Intelligence of Teachers, Supervision of School Superintendents, School Culture, and Teacher Work Motivation with Performance of Hindu Religious Teacher at State Junior High Schools" (Manuscript EU-JER ID#22040304372751). It is suitable for our journal's scope. We have sent your paper to the referees to evaluate.

We will inform you about the result, when we get the reports from referees.

PS: As you can see in our web site, we kindly remind that the authors were not allowed to withdraw submitted manuscripts after preliminarily review because the withdrawal is a waste of valuable resources that editors and referees spent a great deal of time processing submitted manuscript, money, and works invested by the publisher.

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Announcing the release of the new issue (Vol.11 Iss.2) of EU-JER

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Sat, May 21, 2022 at 8:47 PM ☆

Dear Dr. Wayan Paramartha,

We are pleased to announce that our latest issue (Vol.11 Iss.2) has been released on April 15, 2022 and online now (<https://www.eu-jer.com/volume-11-issue-2-april-2022>).

We have published the valuable articles from 24 different countries (Austria, Belgium, China, Finland, Greece, Indonesia, Israel, Italy, Jordan, Kenya, Malaysia, Nepal, Philippines, Rwanda, Slovakia, South Korea, Spain, Switzerland, Tanzania, Thailand, Turkey, Ukraine, United Arab Emirates, Vietnam).

EU-JER will publish the next issue (Vol.11- Iss.3) on July 15, 2022. All submissions should be made via EU-JER Manuscript Submission System: <https://www.eu-jer.com/submission>

EU-JER has been indexed in SCOPUS, ERIC, DOAJ, ERIHPLUS, & INDEX COPERNICUS research databases.

PS. The other journal of our publishing house, International Journal of Educational Methodology (www.ijem.com) has been accepted for Scopus. I am aslo editor in this journal. You can submit your papers to this journal as well.

We are looking forward to getting your valuable contributions to our journal.

Best regards.

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Wed, Aug 17, 2022 at 11:17 PM

Dear Dr. Wayan Paramartha,

Congratulations! After a thorough double-blind review, I am pleased to inform you that your manuscript entitled "Principal's Hindu Leadership, Emotional Intelligence of Teachers, Supervision of School Superintendents, School Culture, and Teacher Work Motivation with Performance of Hindu Religious Teacher at State Junior High Schools" (ID#22040304372751) can be published on condition that corrections are made.

Please consider the reviewers' reports and emendations about your paper, please edit your manuscript and resend it as author names **blinded** paper by email attachment to us as soon as possible. In addition, we request to fill out the attached correction report what you have done as a word file. Please also highlight the edited parts in different (yellow and green) colors for each reviewer.

After we check your manuscript, we will send you the acceptance letter. The deadline for sending your finalized paper is **August 31, 2022** in order to publish in our next issue. If you need more time, please don't hesitate to contact me.

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2- Please check all references for compatibility to APA 7 style (see <https://eu-jer.com/citation-guide>). Also please provide all issue, doi or nondatabase article link -if any (To find the DOI easily see: <http://doi.crossref.org/simpleTextQuery>).

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Note for this example that "Canadian Psychology/ Psychologie Canadienne" is a bilingual journal that is published with a bilingual title; if the journal title were only in French it would not be necessary to translate it in the reference.

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Review Form

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Manuscript Title:	Principal's Hindu Leadership, Emotional Intelligence of Teachers, Supervision of School Superintendents, School Culture, and Teacher Work Motivation with Performance of Hindu Religious Teacher at State Junior High Schools				
ABOUT MANUSCRIPT (Mark with "X" one of the options)		Accept	Weak	Refuse	Not Available
Language is clear and correct		X			
Literature is well written			X		
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The article is complete, well organized, and written		X			
The research design and method are appropriate		X			
Analyses are appropriate to the research question		X			
Results are clearly presented		X			
A reasonable discussion of the results is presented			X		
Conclusions are clearly stated			X		
Recommendations are clearly stated		X			
GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR					

The title is long. Please prefer a shorter title.

Introduction,

One of my biggest criticisms of this paper is that the authors did not do a good job of explaining the rationality of this study. They have tried to explain the meaning of the variables examined in this study, but have failed at rationality. To achieve better rationality, they need to highlight the strengths and weaknesses of previous research. In addition, it is not clear how the research questions were determined by the authors.

Literature Review

There is a need to conduct a review of studies in the literature. What are the research gaps from the studies in the literature? Why did the authors need to conduct this current study?

Method

The authors did not provide information on the characteristics of the participants. They were asked to provide more information about their gender, age, socioeconomic status, and teaching experience.

Results

Most informative.

Discussion

The discussion is a repetition of the results. It is not a true discussion. In this part, the authors should address the differences and similarities between previous studies and this current study. However, the authors' statements are too general, as in the following sentence "In the context of work, motivation is one of the



essential factors in encouraging someone to perform (Fransiska & Tupti, 2020)."

For a better discussion, the authors should point out the differences and similarities between previous studies and this study.

A smaller number of studies were cited to discuss the results.

In addition, the authors need to provide possible reasons for the results. They should discuss the possible reasons in the discussion.

Conclusion

Do not repeat the results. Please explain what new insights this study brings to researchers.

Educational implications are not clear. The authors should add more educational implications for teachers, principals, and researchers.

THE DECISION (Mark with "X" one of the options)

Accepted: Correction not required

Accepted: Minor correction required

Conditionally Accepted: Major Correction Required (**Need the second review after corrections**)

Refused

X

Reviewer Code: R2612 (The name of the referee is hidden because of blind review)



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Review Form

Manuscript ID: EU-JER_ID# 22040304372751 **Date:** 10/08/2022

Manuscript Title: Principal's Hindu Leadership, Emotional Intelligence of Teachers, Supervision of School Superintendents, School Culture, and Teacher Work Motivation with Performance of Hindu Religious Teacher at State Junior High Schools

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Literature is well written	X			
References are cited as directed by APA		X		
The research topic is significant to the field	X			
The article is complete, well organized and clearly written	X			
Research design and method is appropriate	X			
Analyses are appropriate to the research question	X			
Results are clearly presented	X			
A reasonable discussion of the results is presented	X			
Conclusions are clearly stated	X			
Recommendations are clearly stated	X			

GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR

Language of the manuscript needs a revision, especially, "Abstract" and "Methodology" section.

Do not use a zero before a decimal fraction when the statistic cannot be greater than 1 (e.g., correlations, proportions, levels of statistical significance, reliability coefficient, etc.). Please, fix all values fitting this description.

In Table 1, instead of the term "items", the term "instruments" was used. Please fix it.

In Methodology section; "The trial of research instruments was conducted by 90 HRT ..." means that 90 HRT conducted instruments to others. Please, fix that sentence.

There are style errors both in the text and in the reference list. Fix them all using APA 7 manual.

THE DECISION (Mark with "X" one of the options)

Accepted: Correction not required	
Accepted: Minor correction required	X
Conditionally Accepted: Major Correction Required (Need second review after corrections)	
Refused	

Reviewer Code: R2613 (The name of referee is hidden because of blind review)

Principal's Hindu Leadership, Emotional Intelligence of Teachers, Supervision of School Superintendents, School Culture, and Teacher Work Motivation with Performance of Hindu Religious Teacher at State Junior High Schools

Abstract:

Several supporting factors allegedly influence the performance of teachers. This study aims to describe the relationship of each research variable, either directly or indirectly. This research is done through surveys with quantitative approaches that include correlational research types. The research population of 517 Hindu religious teachers in 119 state junior high schools. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. Samples of each sub-population use "proportional random sampling," and personal sampling of sample members are used in lottery techniques. Data collection used a five-choice Likert Scale model questionnaire that has been shown to have high validity and reliability. Data analysis techniques using Structural Equation Modeling. The results of the study describe: (1) the average level of principal's Hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, and teacher work motivation, and performance of Hindu religious teacher are in the high category; (2) The conceptual model meets the standards of comprehensive Goodness-of-fit requirements with hypothesis testing results: there is a significant direct and indirect relationship between variables in the state junior high school.

Keywords: Principal hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, teacher work motivation, performance of Hindu Religious Teacher.

Introduction

Hindu Religious Teachers (HRT) are responsible for implementing the Hindu education learning process at the level and unit of education following Hindu religious education. In the religious education curriculum in Indonesia, Permendiknas No. 35 of 2010 said that the performance of teachers related to their professional tasks is the ability to plan to learn, carry out learning, evaluate and assess learning outcomes, analyze assessment results and carry out follow-up assessment results. Hinduism, with Vedic as the primary source of teachings about the oneness of God, is one of the few religions in Indonesia (Suasthi et al., 2018). The learning process of Hindu education teachers should support the development of teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Trade consists of five parts, with the first Srada that believes in the existence of Brahman (Nata & Gunawijaya, 2021). Brahman is the supreme ruler in the Hindu concept of divinity. Hindu teachings involve learners having a firm Srada and Bhakti as a belief that can lead their lives into Hindu people of character (Surada, 2016). In addition, Hindu religious education is expected to give birth to learners who have noble morals and noble ethics reflected in daily behavior (Pinatih and Andi, 2021).

Education is essential in directing generations of people to become responsible citizens to contribute to the country's economic, social, and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). Niti Sastra contains the teachings of Hindu leadership that are universal and not limited by space and time so that it is always relevant to the development of society (Suweta, 2020). The leadership values in Hinduism are

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more than just a source of philosophy, ethics, and morals but also noble spiritual values to achieve the highest goal of birth and inner happiness. In carrying out Hindu leadership in school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilize, and manage school management to achieve national education goals (Sukadi, 2020). One of the principal's leadership style basics that it can use to support teacher performance is chess Naya sandhi (Sedana et al., 2020). Catur Naya Sandhi defines four attitudes of a leader, namely Sāma (alert to all enemy threats to maintain the authority of the leader), Bheda (the rule of law), Dhāna (supporting welfare and respect), and Danda (justice in law) (Sedana et al., 2020).

Inequality often occurs in the world of leadership. Some facts show leaders entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution of followers' suffering become unable to have a good role (Yogatama & Giri, 2021). Education issues have lately become an indication of the performance of HRT under the low category (Astawa, 2019). The ability of Hindu junior high school education teachers to plan learning carry out learning and evaluation tools used in the assessment of learning outcomes is still weak (Tantra et al., 2013). Teachers of subjects who follow the certification process, including HRT in Bali Province, are still ineffective in planning learning (Suarda et al., 2018). Teachers teach Hindu religious education to the extent of teaching religious science and are limited in the transmission of religious values and moral values of Suda learners (Astawa, 2019). Limitations in moral values impact the weak implementation of learning and adversely affect the output (Suarda et al., 2018). Several factors affect the teaching and learning process, achievement, and performance, such as principal leadership, teachers' emotional intelligence, supervision of school superintendents, school culture, and teacher work motivation (Börü, 2018; Siahaan et al., 2020).

The principal's function as a leader in the school and the role of the school superintendent. It can be optimized to influence the implementation of teacher performance (Sehgal et al., 2017). Supervision is an integral part of efforts to support supervise achievement to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit in the government capacity. Regulation of the Minister of National Education No. 2 of 2007 explains that the presence of school superintendents becomes part of the staffing duties of a school superintendent is required to have several dimensions of competence in the subject family. Regulation of the Minister of National Education No. 35 of 2010 presents technical instructions for implementing the Functional Position of teachers and their credit figures to support teacher performance. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, carrying out learning, evaluating and assessing learning outcomes, analyzing assessment results, and carrying out follow-up assessment results. The Performance-based on the quality of his work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), school culture (SC), and motivation. EI is a collection of non-cognitive skills, capabilities, and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to behavior, assumptions, and beliefs regarding an organization (Groysberg et al., 2018). Organizational culture is the prevailing norms, values, ideas, and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals, and beliefs in the middle, and assumptions within. School culture is the school's personality embodied through the values and beliefs of members of the organization (Karada & Öztekin, 2018). SC and teacher work motivation together positively influence the quality of education (Kalkan et

al., 2020; Baier et al., 2019). Motivation is a process that begins with a physiological and positional deficiency that drives the behavior or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareen, et al., 2015). Incentives end a cycle of motivation that will reduce a need and drive. The dimensions of the primary motivational process will be the starting point for the theory of the content and operation of work motivation.

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The research question is (1) how is the achievement of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools? The issue is inferential, (2) is there a direct and indirect relationship between PHL, TEI, SS, SC, TWM variables and the performance of HRT in-state junior high schools?

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The research questions are:
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2.Is there a direct ...

Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or lead religious people, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society, or state he leads to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean as a benchmark in achieving peaceful (santih) and prosperous Hindu citizens or people (hita) (Subagiasta, 2019). Hindu leadership teachings related to ethical and moral concepts are widely reviewed in Hindu literature, such as Niti Sastra, Arthasastra, Manawadharmasastra, and Kekawin Ramayana (Mahyuni, 2019). Leadership in Hinduism aims to present a leader who realizes prosperity, prosperity and can be a nonsuch for the next generation by providing a sense of security, responsibility, fairness, autonomy, and initiative (Pinatih & Andi, 2021). Several types of leadership in Hindu religious education are (1) asta brata (Setiyowati & Razak, 2018; Aryawan, 2021); (2) trikayaparisudha (Suwindia & wati, 2021); (3) paramita chess (Sukabawa, 2019); (4) pariksa chess (Suweta, 2020; Sanjaya et al., 2020); (5) panca yamabrata (Sulastra, 2021); (6) panca niyama brata (Subagiasta, 2018); (7) asta dasa paramiteng prabhu (Suweta, 2020); (8) sadwinayaka (Muliana, 2021); (9) catur widya (Muliana, 2021). All types of Hindu leadership are essential to understand and apply in Hindu practices in the natural environment, society, educational institutions, and during the lives of the broader community that provide obedient and obedient life for each other (Subagiasta, 2021).

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Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand the power of emotional sensitivity more effectively. EI includes motivating oneself or others, self-control, understanding other people's feelings effectively, and managing emotions that can guide the mind to make the best decisions. And more productive (Anggraini, 2021). There is general agreement on a single theoretical model that describes the capabilities of EI components. Mayer and Salovey first told this four-pronged hierarchical model in 1997 (Olderbak et al., 2018; MacCann et al., 2020). The four branches are: (1) accurately understanding emotions, (2) using emotions to facilitate decision making, (3) understanding emotions, and (4) managing emotions to regulate positive emotions and reduce negative emotions (MacCann et

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al., 2020). EI consists of five dimensions that in its development in the latest version there are a change with simplification (Hughes et al., 2007) into four domains, (1) self-emotional understanding, (2) self-regulation emotions, (3) the use of emotions, and (4) understanding the emotions of others. People who have developed EI can use their emotions to direct thoughts and behavior and understand their feelings and the feelings of others accurately (Drigas & Papoutsi, 2018). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019).

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Supervision of School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of holding academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is an activity designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The teacher's quality of the learning process becomes the focus of academic supervision (Burhanudin et al., 2021) so that student learning outcomes are better as learning outputs. Educational supervision is the main task of a school supervisor to foster teachers to carry out learning management which includes planning, implementation, and learning assessment (Tengko et al., 2021). School supervisors are professional education personnel who authorize officials to give complete duties, responsibilities, and authority to guide and supervise the academic (technical education) and managerial / school management fields (Purnomo et al., 2021). Supervision includes evaluating teachers' professional skills and supervisors' effectiveness of school programs (Altun & Sarkaya, 2020).

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School Culture

School culture (SC) is a set of values that underlie the behaviors, traditions, daily habits, and symbols practiced by principals, teachers, administrative officers, students, and the community around the school that distinguish it from other schools (Febriantina et al., 2020). School cultures are developed by networking teachers, students, parents, and administrators who work together to establish a culture of collaboration focused on student achievement (Abdullah, 2019). SC is used as a guideline for all school residents in acting towards their profession to support the ability to adapt to the work environment (Schipper et al., 2020). SC forms a system of values, habits, work ethic, and school image internalized in every joint of school activities (Kusumaningrum et al., 2020). SC must be understood, embraced, and run together and reflected in attitudes into behaviors, ideas, opinions, views, and actions that manifest as work (Komar, 2020). SC has an essential role in improving members' performance (Liu et al., 2020; Febriantina et al., 2020). SC is a significant factor determining the school's perception and the behavior patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). SC establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020).

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Teacher's Work Motivation

Work motivation can be defined as the thing behind a person doing work. TWM is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teacher work and teacher quality will significantly affect the quality of

education (Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). Intrinsic factor, a satisfying factor and arises from itself. An intrinsic indicator is the desire to achieve and progress in personal life (Baljoon et al., 2019). Extrinsic factors, external factors as a teacher, will affect his work spirit. Some of the outside factors that influence teacher motivation are the level of perception and desire of learning of students, chief justice and communication skills of principals, attitudes, and behaviors of colleagues, education policies that support the creativity of teachers and students, as well as the quality of the physical condition of the school and the quality of learning materials (Börü, 2018).

Methodology

Stages of Research

This study is a descriptive study on the measurement of the performance of Hindu education teachers using a model of connectedness between variables that is the result of the development of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of instruments by making questionnaires of each variable based on views, operational definitions, and indicators. Three experts conducted the intrusion validity test based on structure, content or material, and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample. Test data is analyzed to meet validity and reliability. These research steps are presented in Figure 1.

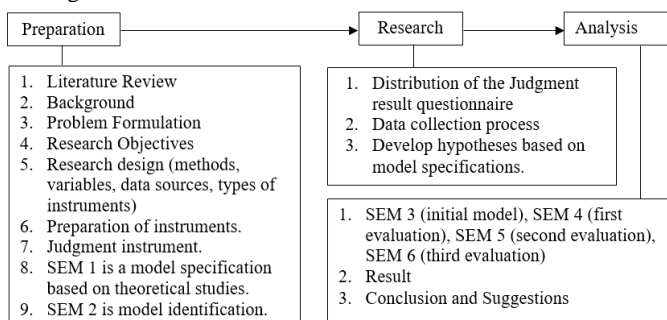


Figure 1: research steps

Development of Conceptual Models and Theories

The first step of SEM (SEM 1) analysis is to develop an analytical model based on existing theories. This model developed a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypothesis of direct and indirect relationships between variables. The conceptual model of the relationship between a free variable (exogenous) and a related variable (endogenous) is presented in Figure 2.

Commented [A22]: Please revise the language of the Methodology section. There are ambiguous parts which will confuse readers:
a) To whom were instruments implemented? "... was conducted by 90 HRT" means that HRT implemented instruments to others (students, other teachers, etc.)
b) Are there 65 instruments of Performance of Hindu Education teachers (or 62 instruments of PHL, etc.)? I think the terms were wrong. Please fix them.
c) The grammar of the section needs a revision
d) Other possible mistakes.
Please, carefully revise this section as this section is very important. Any mistakes in this section decrease validity and reliability of the study.

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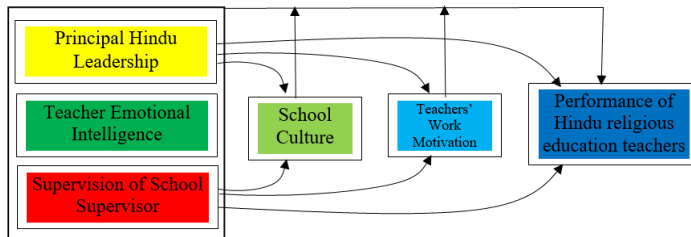


Figure 2: constellation of relationships between research variables

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The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.

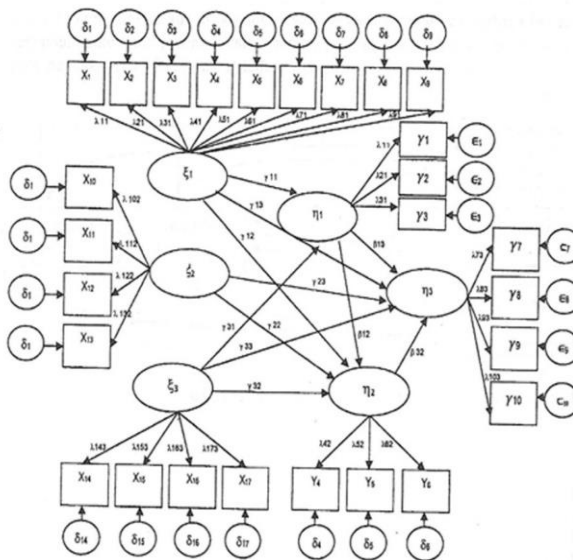


Figure 3: Modeling of Structural Equations (SEM) relationships between variables

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Information:

1. Rectangular image showing manifest variable (observed variable)
2. Oval image showing latent variable (construct variable)
3. ξ_1 = Ksi, exogenous latent variable for PHL
4. ξ_2 = Ksi, exogenous latent variable for EI
5. ξ_3 = Ksi, exogenous latent variable for supervisory supervision
6. η_1 = Eta, endogenous latent variable for SC
7. η_2 = Eta, endogenous latent variable for work motivation
8. η_3 = Eta, endogenous latent variable for the performance of Hindu education teachers.
9. λ = Lamda, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. δ = Gamma, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables.
12. δ = Delta, error for manifest variable (indicator) on exogenous variable.
13. ϵ = Epsilon, an error for the manifest variable (indicator) on the endogenous variable

Research Subjects

The trial of research instruments was conducted by 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was conducted at 119 state junior high schools in Bali Province. The population of Hindu education teachers of 517 people spread across nine (9) regencies/cities of Bali Province. Using the formula, Krejcie & Morgan and Warwick Lininger obtained a sample number of 256 HRT. The sampling techniques in the study were "multistage proportional random sampling," and individual sampling became samples in each school with lottery techniques.

Data Collection Instruments

Data collection used the Likert Scale model questionnaire with five alternative answers: Strongly agree (SS)=5, Agree (S)=4, Disagree (KS)=3, Disagree (TS)=2, Strongly Disagree (STS)=1 positive answers and vice versa for negative answers. The questionnaire meets the performance variables of HRT, Hindu leadership of principals, EI of teachers supervised by school superintendents, SC, TWM. The results of the instrument item validity test are presented in Table 1.

Table 1. Results of Validity of Research Instruments

Variable	Number of Items		Invalid Item Number	Alfa Cronbach
	Instruments	Valid		
Performance of Hindu Education teachers	65	62	3	0.956
PHL	62	56	6	0.952
TEI	58	55	3	0.960
SS	38	37	1	0.956
SC	46	43	3	0.951
TWM	47	45	2	0.965

Table 1 shows the performance variables of HRT as many as 65 questionnaires. The performance variables of HRT produced 62 questionnaires that showed the distribution of the acquisition of correlation coefficient numbers between 0.330 to 0.717 and r-count greater than 0.30. Sixty-two points of the performance questionnaire of HRT were declared valid. The performance variables of HRT produced three questionnaires (5, 16, 25) that showed the distribution of correlation coefficient numbers between 0.25 to 0.287 and r-count smaller than 0.30. Three points of performance of Hindu Education teachers were declared invalid, so the questionnaire was not used in the measurement. The omitted instrument does not affect measuring the number of items that qualify as a measuring instrument of the variable. The validity results in Table 1 apply to all variables in the study. Based on the calculation results obtained, the reliability coefficient of the Alfa Cronbach instrument is greater than .80. The performance research instruments of Hindu Education teachers, the leadership of Hindu principals, TEI, supervision of school superintendents, SC and TWM reach very high-

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Do not use a zero before a decimal fraction when the statistic cannot be greater than 1 (e.g., correlations, proportions, levels of statistical significance, reliability coefficient, etc.).

Please, fix other values fitting the description above.

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reliability criteria. All research instruments that have met the requirements for the validity of items and have high reliability are used to collect data.

Data Analysis Techniques

The data analysis technique used Structural Equation Modeling (SEM-AMOS) version 20.0. Data analysis steps: (1) Concept and Theory-Based Development; (2) Constructing the Phat Diagram; (3) Conversion of Phat diagrams to Structural Models; (4) Selecting an Input Matrix; (5) Assess identification problems; (6) Evaluation of Goodness-OF-Fit, and (7) Interpellation and Model Modification. The data results in reliability using the Cronbach Alpha formula. The instrument is declared reliable if the reliability coefficient value is 0.80 and above (Anastasi, 1982). The results of the reliability test showed reliability. Test the validity of items with the product-moment correlation formula from Pearson (Htch & Forhady 1982). The questionnaire items are declared valid if the correlation value is minimal or equal and greater than 0.30 (> 0.30). The test assumptions sought include (1) normality test, multivariate data distribution is analyzed to see if the normality assumption is further processed for SEM modeling. Tests were carried out using a normal QQ plot diagram; (2) test of outliers, examination of univariate outliers by converting the value of research data into z-score; (3) multicollinearity between independent variables using the linear regression module; (4) variance heteroscedasticity test, a way to observe whether or not heteroscedasticity occurs can be seen from the scatter plot where there is no specific pattern on the graph.

Some of the findings that need to be discussed in more detail in this study follow the existing problems. Based on the research method used to solve these problems, the results of this study present several things as follows.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

No	Variables	Number of Instrument Items	Total Theoretical		Total Actual		
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243,81
	TEI	55	55-275	165	163	270	234,01
3	SS	37	37-185	111	117	180	152,03
4	SC	43	43-215	129	149	210	184,35
5	TWM	45	45-225	135	161	225	192,42
6	HRT-P	62	62-310	186	232	310	273,14

Table 2 can be seen that all variables are classified as good: Results of Unidimensionality Evaluation (1) the Hindu leadership variable of the principal is classified as good, descriptive statistics are explained in the actual data that has a value range of 168-280 and an average of 243.01 which is greater than the score. The theoretical median, 168, (2) the TEI variable is classified as good, has an actual value range of 163-270 and an average of 234.01, which is greater than the theoretical median value of 165, (3) the school supervisor supervision variable is classified as good, has the actual value is 117-180, and the average is 152.03 which is greater than the theoretical median value of 111, (4) the SC variable is classified as good, has an actual value range of 149-210 and an average of 184.35 which is greater than the median value theoretical 129, (5) the variable of TWM is classified as good; has an actual

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value range of 161-225, and an average value of 192.42 which is greater than the theoretical median value of 135, (6) the Hindu religious education teacher performance variable is classified as good, has an actual value range of 232-310, and an average of 273.14 which is greater than the theoretical median value of 186.

Unidimensionality Evaluation Results

The evaluation results of construct unidimensionality already meet the requirements of the model feasibility test because all variable constructs are following the provisions of the "goodness of fit criteria." Based on this, the confirmatory factor analysis (CFA) results are presented in the unidimensionality analysis that exists in six research variables.

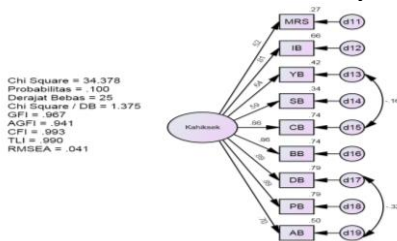


Figure 4: PHL

Kehiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB= yama brata; SB= surya brata; CB=casi brata; BB=bayu brata; DB=dhanaba brata; PB=panca brata; AB=agni brata

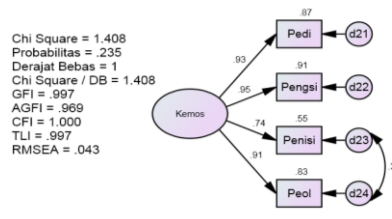


Figure 5: The TEI

Pedi= understanding emotions; pengsi= emotional settings; Pensi= emotional utilization; Peol= emotional understanding of others

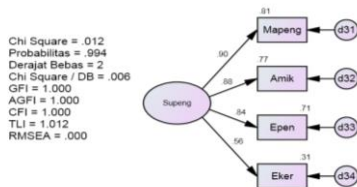


Figure 6: SS

Mapeng= supervisor managerial; Adik= academic; Epen= education evaluation; Eker= work ethic

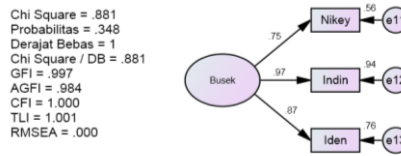


Figure 7: SC

Nikey= values and beliefs, Indin= intimation and individuals in school, Iden= identity/ physical environment in school.

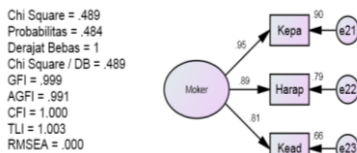


Figure 8: TWM

Kapa=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

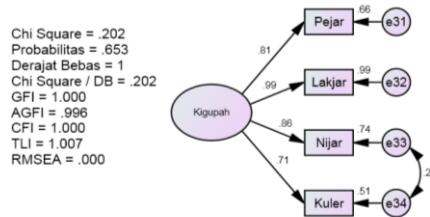


Figure 9: HRT-P

Pejjar = learning plan; Cokjar = learning process; Nijjar = learning assessment; Kuler = work quality

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1. The Hindu leadership ...
2. The TEI variable ...
- 3.
- .
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Based on the confirmatory factor analysis (CFA) results, 27 indicators from six variables have qualified CFA. The GFI value as a measure of the feasibility of the model reaches a > value of 0.90. So it is concluded that the indicator construct has acceptable unidimensionality, and the loading value (lamda) is entirely worth above 0.50 (> 0.50) so that it also provides evidence that all indicators have a high level of validity to the construct.

Feasibility of The Model (Goodness of Fit Model)

The validity and causality between constructs of this model used AMOS 20.0 software. Based on the AMOS 20.0 computation for this SEM model, the model conformity indexes are produced (goodness of fit) presented in Table 3. Furthermore, The index values will be compared to each index's critical value (cut-off value). A good model is expected to have the goodness of fit indices greater than essential matters. The study evaluated the initial results on structural models sequentially into the first, second, and third evaluation models.

The full results of the third evaluation model (SEM 6) in figure 10 follows.

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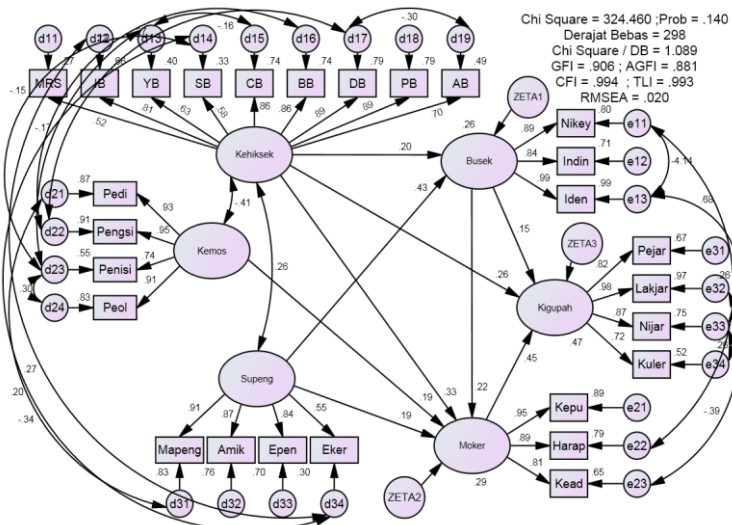


Figure 10: full results of the third evaluation model

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Description: Kehiksek: PHL, Kemos: EI, Juken, Supeng: Supervising The Vision of the Principal, Busek: SC, Mokek: TWM, Sgupah: Performance of HRT.

Further evaluation of the criteria of the full conformity indexes of the third model is presented in Table 3 below.

Table 3. Criteria of The Third Evaluation Model Full Conformity Index.

Criterion	Result	Critical Value	Model Evaluation
<i>Absolute fit</i>			
Chi-square (χ^2)	324.460	339.261	Good
Probabilitas	0.140	0,05	Good
Derajat Bebas	298	-	-
GFI	0.906	0,80	Good
RMSEA	0.020	0,08	Good
<i>Parsimony fit</i>			
CMIN/DF	1.089	2,00	Good
AGFI	0.881	0,80	Marginal
<i>Incremental fit</i>			
CFI	0.994	0,90	Good
TLI	0.993	0,90	Good

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Structural Models

The causal relationship developed in the hypothesis on this model is sold to the null hypothesis, which says that the regression coefficient between the relationships of two constructs is no different from zero through tests as is present in regression analysis. The C.R. statistical value will be distributed to an accessible degree of 298. The following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing on structural models relates to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect	Standard		CR	P value	Description
	From	To			
PHL	SC	0.197	3.354	<0.001	Significant
SS	SC	0.426	60636	<0.001	Significant
PHL	TWM	0.327	40462	<0.001	Significant
TEI	TWM	0.185	2.715	<0.007	Significant
SS	TWM	0.19	2.613	0.009	Significant
SC	TWM	0.224	3.238	0.001	Significant
PHL	HRT-P	0.264	4.392	<0.001	Significant
TEI *)	HRT-P *)	-0.022	0.409	0.683	Insignificant
SS *)	HRT-P *)	-0.088	1.392	0.164	Insignificant
SC	HRT-P	0.153	2.737	0.006	Significant
TWM	HRT-P	0.452	6.915	<0.001	Significant

*) The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model can be seen in Table 5.

Table 5. Effective and relative contributions on the final model

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Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
I	0.26	PHL	SC	0.197	0.308	0.061	0.230
		SS	SC	0.426	0.477	0.203	0.770
			Total				0.264
II	0.29	PHL	TWM	0.327	0.371	0.121	0.418
		TEI	TWM	0.185	0.033	0.006	0.021
		SS	TWM	0.190	0.383	0.073	0.251
		SC	TWM	0.224	0.401	0.090	0.310
			Total				0.290
III	0.47	PHL	HRT-P	0.264	0.478	0.126	0.271
		SC	HRT-P	0.153	0.415	0.063	0.136
		TWM	HRT-P	0.452	0.611	0.276	0.593
			Total				0.466

Hypothesis test

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The hypothesis testing of this research is based on the structural model resulting from the identification of the last structural model as shown in Figure 10, it was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% level. Furthermore, the research findings can be compiled as a summary of the results of hypothesis testing as presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No

Hypothesis Statement	Received
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis includes four statistical values in each indicator, including; the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below), and loading factor to explain the relationship between the indicator and its latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 7.

Table 7 Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	0.81
	Yama Brata	4.39	3.1	96.9	0.64
	Surya Brata	4.64	0.9	94.1	0.59
	Casi Brata	4.49	3.1	96.9	0.86
	Bayu Brata	4.35	4.8	95.1	0.86
	Dharma Brata	4.49	2.6	97.3	0.89
	Panca Brata	4.59	1.3	98.7	0.89
	Agni Brata	4.48	1.3	98.7	0.70
	Variable	4.53	2.3	97.7	0.70
TEI	Self- emotional understanding	4.24	2.7	97.3	0.93
	Emotional setting	5.53	1.3	99.7	0.95

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
	Emotional utilization	4.50	1.3	98.7	0.74
	Emotional understanding of others	4.52	0.4	99.6	0.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	0.90
	Academic	4.40	0.9	99.1	0.88
	Education Evaluation	3.83	31.0	69.1	0.84
	Work Ethics	4.40	1.8	98.2	0.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	0.9	99.1	0.75
	Intimacy and Individual	4.60	0.4	99.6	0.97
	Identity/physical environment	4.48	0	100	0.87
	Variable	4.52	0.4	99.6	
TWM	Teacher job satisfaction	4.47	0.4	99.6	0.95
	Teacher's expectations	4.46	0.4	99.6	0.89
	Justice in school	4.40	2.7	97.3	0.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	0.81
	Learning Implementation	4.72	0	100	0.99
	Learning assessment	4.64	0	100	0.88
	Work quality	4.58	1.3	98.7	0.71
	Variable	4.67	0.3	99.7	

Final Model

Based on the final model of the evaluation of the feasibility of the model, it can be recommended that the final model of the constellation of relationships between research variables shown in Figure 11 is as follows:

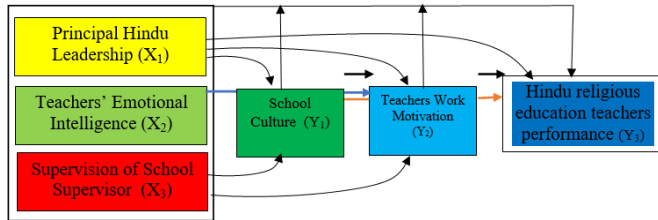


Figure 11: final model of the constellation of relationships between research variables.

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Description :

X1 = PHL

X2 = TEI

X3 = SS

Y1 = SC

Y2 = TWM

Y3 = Performance of HRT

→ = Regression direction

The discussion includes four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), and the percentage of negative response (described with a value of 3 and below). Loading factor in explaining the relationship between the indicator and latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 8.

Table 8. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	0.81
	Yama Brata	4.39	3.1	96.9	0.64
	Surya Brata	4.64	0.9	94.1	0.59
	Casi Brata	4.49	3.1	96.9	0.86
	Bayu Brata	4.35	4.8	95.1	0.86
	Dharma Brata	4.49	2.6	97.3	0.89
	Panca Brata	4.59	1.3	98.7	0.89
	Agni Brata	4.48	1.3	98.7	0.70
	Variable	4.53	2.3	97.7	0.70
TEI	Self- emotional understanding	4.24	2.7	97.3	0.93
	Emotional setting	5.53	1.3	99.7	0.95
	Emotional utilization	4.50	1.3	98.7	0.74
	Emotional understanding of others	4.52	0.4	99.6	0.91
		Variable	4.45	1.4	98.6

SS	Supervisory Manager	4.15	7.00	93	0.90
	Academic	4.40	0.9	99.1	0.88
	Education Evaluation	3.83	31.0	69.1	0.84
	Work Ethics	4.40	1.8	98.2	0.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	0.9	99.1	0.75
	Intimacy and Individual	4.60	0.4	99.6	0.97
	Identity/physical environment	4.48	0	100	0.87
	Variable	4.52	0.4	99.6	
TWM	Teacher job satisfaction	4.47	0.4	99.6	0.95
	Teacher's expectations	4.46	0.4	99.6	0.89
	Justice in school	4.40	2.7	97.3	0.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	0.81
	Learning Implementation	4.72	0	100	0.99
	Learning assessment	4.64	0	100	0.88
	Work quality	4.58	1.3	98.7	0.71
	Variable	4.67	0.3	99.7	

Discussion

Evaluation Results of Structural Equation Model (SEM) Assumptions

Hair et al. (2006) argue that the minimum number of samples met in SEM is 100. The number of samples is determined by multiplying 5-10 of the indicators (Ferdinan in Paramartha 2011:139). In this study, a structural model was developed with 27 indicators and 226 samples. The results of the normal distribution test are met if the results of the CR calculation are in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983 so that the assumption of a multinormal distribution is fulfilled (Ghozali, 2012:37). Checking for the presence of *univariate* outliers can be done by determining the threshold value that is categorized as *an outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (above 80 samples), univariate evaluation of outliers occurs if the *z-score* is outside the range -4 to 4 (Hair et al., 1995). Using the basis that observations with a *z-score* of 4.00 will be categorized as *outliers*, it is known that the data used in this study on respondent number 210 has a score (X31) of -4.142, so that the status is *the univariate outlier*. The *Mahalanobis distance* (*Mahalanobis distance*) is used, which can be found in the *analysis output* using AMOS 20. No sample is *the multivariate outlier* in the analysis because it has a p-value of < 0.01. In these two considerations, respondent number 210 *Mahalanobis d-square* = 46,452 with p 1 = 0.011 and p 2 = 0.475, is still included in the analysis. For this reason, all observations are not wasted for analysis. Checking the assumption that there is no multicollinearity is carried out on the calculation of

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the determinant value of the sample covariance matrix. The hypothetical model will experience multicollinearity problems if the value of the determinant is close to zero. The determinant value can be concluded that the model does not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about: sample size, data normality, data *outliers*, linearity, the direction of the regression relationship, and multicollinearity all met the requirements.

The results of the analysis of the seven elements of the feasibility of the model conclude that this structural model has unacceptable feasibility, so repression or evaluation of the model will be carried out. There are two approaches to model specification, namely, Trimming theory, which tries to answer which parameters will be removed to increase the suitability of the model. This second method is commonly known as modification (MI). One recommendation of the MI value is the correlation between error indicators. Evaluation is done by adding a correlation between error indicators. Evaluation is done by adding correlations between exogenous constructs. The results of the model feasibility test in the first evaluation model have not been accepted because there are still components among the absolute fit that have not been met. So a second and third evaluation will be carried out by considering eliminating two insignificant paths and increasing the error correlation between the third evaluation by adding indicators based on modification index (MI) calculation results. The path that is omitted is the EI of teachers and the SS on HRT performance. In the second full evaluation model, the chi-square value is 470.416 with probability = 0.000 ($P < 0.05$), which explains that the covariance matrix of the model is different from the covariance matrix from the second evaluation model data has not been accepted. The third evaluation will be carried out by adding an error correlation between indicators based on the calculation results of the modification index (MI).

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationship between variables as shown in Figures 11, two paths are not supported by the data, namely the direct relationship of TEI to the performance of HRT and the relationship between school supervisory supervision and the performance of education teachers. Hindu religion because it is not significant. The final model to explain the relationship between the six variables is shown in Figure 11.

Based on the explanation in Table 8 above, it is explained that all indicators of PHL, TEI, SS, SC, TWM, and HRT-P are at a very good level because all indicators have a loading factor above 0.40 ($r > 0.40$). It has shown a fairly strong validation of an indicator to measure the construct. The percentages and categories of the six research variables are as follows.

First, the Hindu leadership of school principals with an average indicator value ranging from 4.35-4.71 and an average score for the variable 4.53 is in the very good category. However, of the 226 teachers who were used as respondents in the study, it turned out that the average was 220 people or 97.7% have a positive response to all indicators of the Hindu leadership variable of the principal, the most significant loading factor (0.89) of the variable of the PHL is the Panca Brata indicator.

Second, the TEI with an average indicator value ranging from 4.24 to 4.53 and an average score for the variable of 4.45 is in the very good category. However, of the 226 teachers who became respondents, it turned out that an average of 223 people or 98.6% had a positive

response to all indicators of the TEI variable, the most significant loading factor (0.95) of the TEI variable was the emotional regulation indicator. Research on the effect of EI on performance has been done before. EI affects teachers' performance (Wahyudi, 2018). The higher the EI variable, the higher the work performance produced (Wahyudi, 2018). The influence of personality competence and EI on teacher performance at a junior high school concluded that EI has a positive influence on teacher performance in junior high school (Anggraini, 2021).

Third, the SS, with an average value of indicators ranging from 3.83-4.40 and an average variable value of 4.20, is fairly good. However, from 226 respondents, it turns out that an average of 203 people, or 89.8 % have a positive response to the SS. The biggest *loading factor* (0.90) of the school supervisor's supervision variable is the managerial indicator of school supervisors. Several studies have been conducted to investigate the effect of supervision carried out by school supervisors on teacher performance. Three reached the same conclusion, namely that the supervision carried out by school supervisors influenced teacher performance, both at the early childhood education, Elementary, and Middle School levels (Suchyadi, 2018), Pujianto et al., 2020, and Tengko et al., 2021).

Fourth, SC, with the average value of the indicators ranging from 4.48 to 4.60 and the average value for the variable of 4.52 being in the very good category. However, of the 226 respondents in this study, an average of 225 people or 99.6% who had a positive response to this study an average of 225 people or 99.6% who had a positive response to SC, the most significant *loading factor* (0.97) of the SC variables are the indicators of intimacy and individual. The influence of SC, transformational leadership style, and work motivation on the performance of vocational school teachers is a direct positive influence of SC on the performance of vocational school teachers, meaning that it shows that an increase in positive values of SC that is carried out continuously will be able to improve the performance of SMK teachers (Zulkarnaen et al., 2020). The influence of SC and education and training on teacher performance, it is also concluded that SC has a significant influence on teacher performance at elementary school (Dahlan et al., 2020).

Fifth, the TWM average value of the indicators ranging from 4.40 to 4.47 and the average value for the variable of 4.44 in the very good category. However, from 226 responses and in this study, 223 people, or 98.8%, had a positive response to TWM, the most significant *loading factor* (0.95) of the TWM variable was the teacher job satisfaction indicator. The research results regarding work motivation and work discipline on teacher performance state that work motivation influences teacher performance (Alhusaini et al., 2020). Another research on the effect of communication, workload, and work motivation on employee performance states that motivation is partially insignificant. High performance is generally associated with high motivation (Fransiska & Tupti, 2020). Conversely, low motivation is associated with low performance. High performance is a function and interaction between motivation, competence, and opportunities for supporting resources. In the context of work, motivation is one of the essential factors in encouraging someone to produce performance (Fransiska & Tupti, 2020).

Sixth, the performance of HRT, with the average indicator value ranging from 4.58 to 4.72 and the average value for the variable 4.67, is in the very good category. It turned out that of the 226 respondents in this study, all (100%) had positive respondents to HRT performance. This descriptive finding is very positive because the teachers in the research location have had

a very good performance. The most significant *loading factor* (0.99) of the performance variable of HRT is the indicator of the implementation of learning.

The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data analysis show that the path coefficient in this relationship is negative, namely 0.022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Stein & Book, 2002; Goleman et al., 2007; and Robbins, 2007), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.

Conclusion

There is a significant direct relationship between the PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teacher TWM and HRT. The practical contribution of the PHL and SS to SC was 6% and 20%, respectively. The practical contribution of PHL, TEI, SS, and SC to teacher TWM was 9%, 12%, 7%, and 9%, respectively. The practical contribution of the PHL, school culture, and teacher TWM to the performance of Hindu religious education teachers was 13%, 6%, and 28%, respectively. There is a significant indirect relationship between the PHL of school principals and the TWM of teachers, the PHL of the principal and HRT, the SS and TWM, and the SS and HRT through school culture. There is no significant direct relationship between TEI and HRT and between the SS and the performance of HRT at State Junior High Schools. There is a significant indirect relationship between the PHL of school principals and HRT, between TEI and HRT, and between SC and Hindu religious education HRT through teacher TWM at State Junior High Schools. There is a significant simultaneous relationship between the PHL of the school principal, the TEI, the SS, the SC, and the TWM of the teacher and the performance of the Hindu religious education teacher. The practical contribution of school PHL, TEI, SS, SC, and teacher TWM to HRT performance is 48%.

Recommendation

Based on the results of data analysis and conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input as a reference for planning and determining strategies for improving teacher performance in carrying out the learning process. Knowledge of the factors that affect teacher performance can support awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together between relevant agencies in fostering and empowering teachers so that their performance increases.

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The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that has not been revealed in this study in more depth with an adequate population so that more comprehensive research results are obtained.

Limitations

The author suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence the performance of HRT are not only limited to PHL, TEI, SS, SC, and TWM. There may be many other factors that affect the performance of HRT. It is hoped that further studies can investigate other factors more fully.

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The Relationship of Supporting Factors That Influence The Performance of Hindu Religious Teachers at State Junior High School

Abstract:

Several supporting factors allegedly influence the performance of teachers. This study aims to describe the relationship of each research variable, either directly or indirectly. This research is done through surveys with quantitative approaches that include correlational research types. The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. The results of the study describe: (a) the average level of principal's Hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, and teacher work motivation, and performance of Hindu religious teachers are in the high category; (b) The conceptual model meets the standards of comprehensive Goodness-of-fit requirements with hypothesis testing results: there is a significant direct and indirect relationship between variables in the state junior high school.

Keywords: emotional intelligence of teachers, performance of Hindu Religious Teacher, principal hindu leadership, school culture, supervision of school superintendents, teacher work motivation.

Introduction

Hindu Religious Teachers (HRT) are responsible for implementing the Hindu education learning process at the level and unit of education following Hindu religious education. In the religious education curriculum in Indonesia, Permendiknas No. 35 of 2010 said that the performance of teachers related to their professional tasks is the ability to plan to learn, carry out learning, evaluate and assess learning outcomes, analyze assessment results and carry out follow-up assessment results. Hinduism, with Vedic as the primary source of teachings about the oneness of God, is one of the few religions in Indonesia (Suasthi et al., 2018). The learning process of Hindu education teachers should support the development of teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Trade consists of five parts, with the first Srada that believes in the existence of Brahman (Nata & Gunawijaya, 2021). Brahman is the supreme ruler in the Hindu concept of divinity. Hindu teachings involve learners having a firm Srada and Bhakti as a belief that can lead their lives into Hindu people of character (Surada, 2016). In addition, Hindu religious education is expected to give birth to learners who have noble morals and noble ethics reflected in daily behavior (Pinatih & Andi, 2021).

Education is essential in directing generations of people to become responsible citizens to contribute to the country's economic, social, and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). Niti Sastra contains the teachings of Hindu leadership that are universal and not limited by space and time so that it is always relevant to the development of society (Suweta, 2020). The leadership values in Hinduism are

more than just a source of philosophy, ethics, and morals but also noble spiritual values to achieve the highest goal of birth and inner happiness. In carrying out Hindu leadership in school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilize, and manage school management to achieve national education goals (Sukadi, 2020). One of the principal's leadership style basics that it can use to support teacher performance is Catur Naya Sandhi (Sedana et al., 2020). Catur Naya Sandhi defines four attitudes of a leader, namely Sāma (alert to all enemy threats to maintain the authority of the leader), Bheda (the rule of law), Dhāna (supporting welfare and respect), and Danda (justice in law) (Sedana et al., 2020).

Inequality often occurs in the world of leadership. Some facts show leaders entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution of followers' suffering become unable to have a good role (Yogatama & Giri, 2021). Education issues have lately become an indication of the performance of HRT under the low category (Astawa, 2019). The ability of Hindu junior high school education teachers to plan learning carry out learning and evaluation tools used in the assessment of learning outcomes is still weak (Tantra et al., 2013). Teachers of subjects who follow the certification process, including HRT in Bali Province, are still ineffective in planning learning (Suarda et al., 2018). Teachers teach Hindu religious education to the extent of teaching religious science and are limited in the transmission of religious values and moral values of Suda learners (Astawa, 2019). Limitations in moral values impact the weak implementation of learning and adversely affect the output (Suarda et al., 2018). Several factors affect the teaching and learning process, achievement, and performance, such as principal leadership, teachers' emotional intelligence, supervision of school superintendents, school culture, and teacher work motivation (Börü, 2018; Siahaan et al., 2020).

The principal's function as a leader in the school and the role of the school superintendent. It can be optimized to influence the implementation of teacher performance (Sehgal et al., 2017). Supervision is an integral part of efforts to support supervise achievement to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit in the government capacity. Regulation of the Minister of National Education No. 2 of 2007 explains that the presence of school superintendents becomes part of the staffing duties of a school superintendent is required to have several dimensions of competence in the subject family. Regulation of the Minister of National Education No. 35 of 2010 presents technical instructions for implementing the Functional Position of teachers and their credit figures to support teacher performance. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, carrying out learning, evaluating and assessing learning outcomes, analyzing assessment results, and carrying out follow-up assessment results. The Performance-based on the quality of his work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), school culture (SC), and motivation. EI is a collection of non-cognitive skills, capabilities, and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to behavior, assumptions, and beliefs regarding an organization (Groysberg et al., 2018). Organizational culture is the prevailing norms, values, ideas, and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals, and beliefs in the middle, and assumptions within. School culture is the school's personality embodied through the values and beliefs of members of the organization (Karada & Öztekin, 2018). SC

and teacher work motivation together positively influence the quality of education (Baier et al., 2019; Kalkan et al., 2020). Motivation is a process that begins with a physiological and positional deficiency that drives the behavior or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareen, et al., 2015). Incentives end a cycle of motivation that will reduce a need and drive. The dimensions of the primary motivational process will be the starting point for the theory of the content and operation of work motivation.

Previous research has confirmed that specific teacher interventions can increase their professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports students to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitations of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).

The research questions are:

1. How is the achievement of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools? The issue is inferential; and
2. Is there a direct and indirect relationship between PHL, TEI, SS, SC, TWM variables and the performance of HRT in-state junior high schools?

Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or lead religious people, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society, or state he leads to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean as a benchmark in achieving peaceful (santih) and prosperous Hindu citizens or people (hita) (Subagiasta, 2019). Hindu leadership teachings related to ethical and moral concepts are widely reviewed in Hindu literature, such as Niti Sastra, Arthasastra, Manawadharmasastra, and Kekawin Ramayana (Mahyuni, 2019). Leadership in Hinduism aims to present a leader who realizes prosperity and can be a nonsuch for the next generation by providing a sense of security, responsibility, fairness, autonomy, and initiative (Pinatih & Andi, 2021). Several types of leadership in Hindu religious education are (a) asta brata (Aryawan, 2021; Setiyowati & Razak, 2018); (b) Tri Kaya Parisudha (Ariawan & Divayana, 2020; Ariawan et al., 2020, Ariawan et al., 2021; Divayana, 2018; Divayana et al., 2019; Suwindia & Wati, 2021); (c) Catur Paramita (Sukabawa, 2019); (d) Catur Pariksa (Sanjaya et al., 2020; Suweta, 2020); (e) panca yamabrata (Sulastra, 2021); (f) panca niyama brata (Subagiasta, 2018); (g) asta dasa paramiteng prabhu (Suweta, 2020); (h) sadwinayaka (Muliana, 2021); (i) catur widya (Muliana, 2021). All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, educational institutions, and during the lives of the broader community that provide obedient and obedient

life for each other (Subagiasta, 2021). However, somehow, some facts show that many leaders are entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution to followers' suffering cannot have a good role (Yogatama & Giri, 2021).

Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand the power of emotional sensitivity more effectively. EI includes motivating oneself or others, self-control, understanding other people's feelings effectively, and managing emotions that can guide the mind to make the best decisions and become more productive (Anggraini, 2021). There is general agreement on a single theoretical model that describes the capabilities of EI components. Mayer and Salovey first told this four-pronged hierarchical model in 1997 (Olderbak et al., 2018; MacCann et al., 2020). The four branches are: (a) accurately understanding emotions, (b) using emotions to facilitate decision making, (c) understanding emotions, and (d) managing emotions to regulate positive emotions and reduce negative emotions (MacCann et al., 2020). EI consists of five dimensions that in its development in the latest version there are a change with simplification (Hughes et al., 2007) into four domains, (a) self-emotional understanding, (b) self-regulation emotions, (c) the use of emotions, and (d) understanding the emotions of others. People who have developed EI can use their emotions to direct thoughts and behavior and understand their feelings and the feelings of others accurately (Drigas & Papoutsis, 2018). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019). Religious leaders should have the good emotional intelligence to control themselves and help resolve conflicts between the congregation. However, there are still conflicts between church leaders expressed in the form of power struggles over differences in information or different beliefs, interests, desires, or values. Some religious leaders even sometimes show explosive emotions, pounding the table, slamming the Bible, physically violent, verbally vented emotions that are rude and cursing (Budi, 2019).

Supervision of School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of holding academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The teacher's quality of the learning process becomes the focus of academic supervision (Burhanudin et al., 2021) so that student learning outcomes are better as learning outputs. Educational supervision is the main task of a school supervisor to foster teachers to carry out learning management, including planning, implementation, and learning assessment (Tengko et al., 2021). School supervisors are professional education personnel who authorize officials to give complete duties, responsibilities, and authority to guide and supervise the academic (technical education) and managerial / school management fields (Purnomo et al., 2021). Supervision includes evaluating teachers' professional skills and supervisors' effectiveness of school programs (Altun & Sarkaya, 2020).

School Culture

School culture (SC) is a set of values that underlie the behaviors, traditions, daily habits, and symbols practiced by principals, teachers, administrative officers, students, and the community around the school that distinguish it from other schools (Febriantina et al., 2020). School cultures are developed by networking teachers, students, parents, and administrators who work together to establish a culture of collaboration focused on student achievement (Abdullah, 2019). SC is used as a guideline for all school residents in acting towards their profession to support the ability to adapt to the work environment (Schipper et al., 2020). SC forms a system of values, habits, work ethic, and school image internalized in every joint of school activities (Kusumaningrum et al., 2020). SC must be understood, embraced, and run together and reflected in attitudes into behaviors, ideas, opinions, views, and actions that manifest as work (Komar, 2020). SC has an essential role in improving members' performance (Liu et al., 2021 Febriantina et al., 2020). SC is a significant factor determining the school's perception and the behavior patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). SC establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020). Every school must have a vision and mission to create a school organizational culture. Unfortunately, improving the quality of schools or the quality of education conventionally so far has always relied on the management of improving the quality of the teaching and learning process and management in the aspect of leadership alone. Still, it did not touch the school's organizational culture (Rony, 2021). The condition is unfortunate, even though a positive school organizational culture can create a quality culture in schools, such as a culture that always supports excellence, discipline, and togetherness. Other cultures are oriented toward excellence and positive quality education. In addition, a positive organizational culture is also very supportive of increasing the motivation and achievement of school residents.

Teacher's Work Motivation

Work motivation can be defined as the thing behind a person doing work. TWM is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teacher work and teacher quality will significantly affect the quality of education (Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). Intrinsic factor, a satisfying factor and arises from itself. An intrinsic indicator is the desire to achieve and progress in personal life (Baljoon et al., 2019). Extrinsic factors, external factors as a teacher, will affect his work spirit. Some of the outside factors that influence teacher motivation are the level of perception and desire of learning of students, chief justice and communication skills of principals, attitudes, and behaviors of colleagues, education policies that support the creativity of teachers and students, as well as the quality of the physical condition of the school and the quality of learning materials (Börü, 2018). A teacher's work motivation is related to efforts to fulfill his needs. This motivation encourages teachers to carry out teacher duties to meet their needs. Thus, there is a link between motivation and the implementation of teacher tasks, which means there is also a link between motivation and teacher competence which ultimately fosters teacher performance (Hidayat, 2020). Several studies show the low performance of teachers in several schools (Harahap, 2018; Hartanti & Yuniarsih, 2018; Hidayat, 2020). Undoubtedly caused by many factors, one of which is teachers' work motivation.

Methodology

Stages of Research

This study is a descriptive study on the measurement of the performance of Hindu education teachers using a model of connectedness between variables that is the result of the development of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of instruments by making questionnaires of each variable based on views, operational definitions, and indicators. Three experts conducted the intrusion validity test based on structure, content or material, and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample. Test data is analyzed to meet validity and reliability. These research steps are presented in Figure 1.

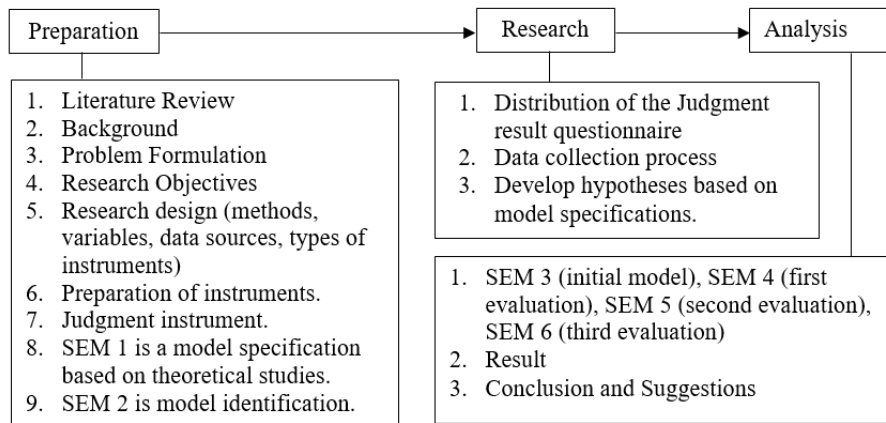


Figure 1: Research Steps

Development of Conceptual Models and Theories

The first step of SEM (SEM 1) analysis is to develop an analytical model based on existing theories. This model developed a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypothesis of direct and indirect relationships between variables. The conceptual model of the relationship between a free variable (exogenous) and a related variable (endogenous) is presented in Figure 2.

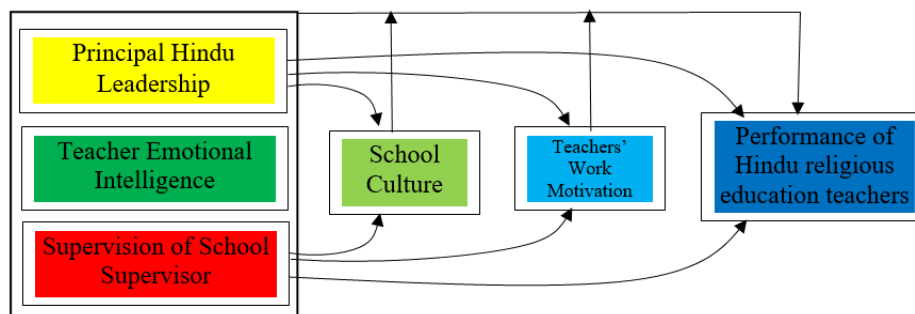


Figure 2: Constellation of Relationships Between Research Variables

The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.

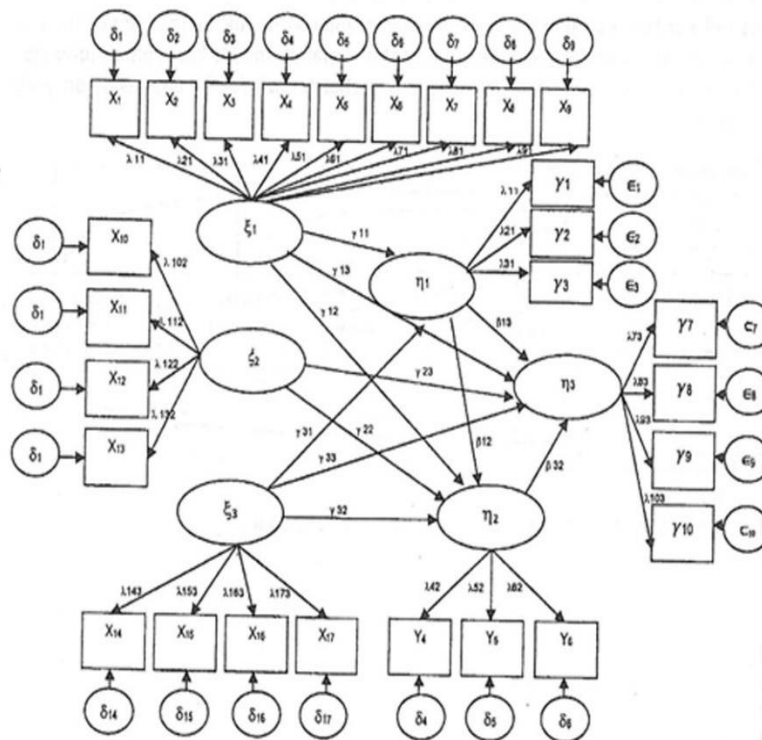


Figure 3: Modeling of Structural Equations (SEM) Relationships Between Variables

Information:

1. Rectangular image showing manifest variable (observed variable)
2. Oval image showing latent variable (construct variable)
3. ξ_1 = Ksi, exogenous latent variable for PHL
4. ξ_2 = Ksi, exogenous latent variable for EI
5. ξ_3 = Ksi, exogenous latent variable for supervisory supervision
6. η_1 = Eta, endogenous latent variable for SC
7. η_2 = Eta, endogenous latent variable for work motivation
8. η_3 = Eta, endogenous latent variable for the performance of Hindu education teachers.
9. λ = Lamda, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. δ = Gamma, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables.
12. δ = Delta, error for manifest variable (indicator) on exogenous variable.
13. ϵ = Epsilon, an error for the manifest variable (indicator) on the endogenous variable

Research Subjects

The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine (9) regencies/cities of Bali Province. Using the formula, Krejcie & Morgan and Warwick Lininger obtained a sample number of 256 HRT. The sampling techniques in the study were "multistage proportional random sampling," and individual sampling became samples in each school with lottery techniques. The sample was chosen in this study based on several criteria:

government employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.

Data Collection Instruments

Data collection used the Likert Scale model questionnaire with five alternative answers: Strongly agree (SS)=5, Agree (S)=4, Disagree (KS)=3, Disagree (TS)=2, Strongly Disagree (STS)=1 positive answers and vice versa for negative answers. The questionnaire meets the performance variables of HRT, Hindu leadership of principals, EI of teachers supervised by school superintendents, SC, TWM. The results of the instrument item validity test are presented in Table 1.

Table 1. Results of Validity of Research Instruments

Variable	Number of Items			Invalid Item Number	Alfa Cronbach
	Items	Valid	Invalid		
Performance of Hindu Education teachers	65	62	3	5,16,25	.956
PHL	62	56	6	1,12,28,33,35	.952
TEI	58	55	3	15,26,27	.960
SS	38	37	1	13	.956
SC	46	43	3	17,18,44	.951
TWM	47	45	2	18,19	.965

Table 1 shows the performance variables of HRT as many as 65 questionnaires. The performance variables of HRT produced 62 questionnaires that showed the distribution of the acquisition of correlation coefficient numbers between .330 to .717 and r-count greater than .30. Sixty-two points of the performance questionnaire of HRT were declared valid. The performance variables of HRT produced three questionnaires (5, 16, 25) that showed the distribution of correlation coefficient numbers between .25 to .287 and r-count smaller than .30. Three points of performance of Hindu Education teachers were declared invalid, so the questionnaire was not used in the measurement. The omitted instrument does not affect measuring the number of items that qualify as a measuring instrument of the variable. The validity results in Table 1 apply to all variables in the study. Based on the calculation results obtained, the reliability coefficient of the Alfa Cronbach instrument is greater than .80. The performance research instruments of Hindu Education teachers, the leadership of Hindu principals, TEI, supervision of school superintendents, SC and TWM reach very high-reliability criteria. All research instruments that have met the requirements for the validity of items and have high reliability are used to collect data.

Data Analysis Techniques

The data analysis technique used Structural Equation Modeling (SEM-AMOS) version 20.0. Data analysis steps: (a) Concept and Theory-Based Development; (b) Constructing the Phat Diagram; (c) Conversion of Phat diagrams to Structural Models; (d) Selecting an Input Matrix; (e) Assess identification problems; (f) Evaluation of Goodness-OF-Fit, and (g) Interpellation and Model Modification. The data results in reliability using the Cronbach

Alpha formula. The instrument is declared reliable if the reliability coefficient value is 0.80 and above (Anastasi, 1982). The results of the reliability test showed reliability. Test the validity of items with the product-moment correlation formula from Pearson (Hatch & Forhady 1982). The questionnaire items are declared valid if the correlation value is minimal or equal and greater than .30 ($> .30$). The test assumptions sought include (a) normality test, multivariate data distribution is analyzed to see if the normality assumption is further processed for SEM modeling. Tests were carried out using a normal QQ plot diagram; (b) test of outliers, examination of univariate outliers by converting the value of research data into z-score; (c) multicollinearity between independent variables using the linear regression module; (d) variance heteroscedasticity test, a way to observe whether or not heteroscedasticity occurs can be seen from the scatter plot where there is no specific pattern on the graph.

Some of the findings that need to be discussed in more detail in this study follow the existing problems. Based on the research method used to solve these problems, the results of this study present several things as follows.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

No	Variables	Number of Instrument Items	Total Theoretical		Total Actual		
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243,81
	TEI	55	55-275	165	163	270	234,01
3	SS	37	37-185	111	117	180	152,03
4	SC	43	43-215	129	149	210	184,35
5	TWM	45	45-225	135	161	225	192,42
6	HRT-P	62	62-310	186	232	310	273,14

Table 2 can be seen that all variables are classified as good: Results of Unidimensionality Evaluation:

1. The Hindu leadership variable of the principal is classified as good, descriptive statistics are explained in the actual data that has a value range of 168-280 and an average of 243.01 which is greater than the score. The theoretical median, 168,
2. The TEI variable is classified as good, has an actual value range of 163-270 and an average of 234.01, which is greater than the theoretical median value of 165,
3. The school supervisor supervision variable is classified as good, has the actual value is 117-180, and the average is 152.03 which is greater than the theoretical median value of 111,
4. The SC variable is classified as good, has an actual value range of 149-210 and an average of 184.35 which is greater than the median value theoretical 129,
5. The variable of TWM is classified as good; has an actual value range of 161-225, and an average value of 192.42 which is greater than the theoretical median value of 135,
6. The Hindu religious education teacher performance variable is classified as good, has an actual value range of 232-310, and an average of 273.14 which is greater than the theoretical median value of 186.

Unidimensionality Evaluation Results

The evaluation results of construct unidimensionality already meet the requirements of the model feasibility test because all variable constructs are following the provisions of the "goodness of fit criteria." Based on this, the confirmatory factor analysis (CFA) results are presented in the unidimensionality analysis that exists in six research variables.

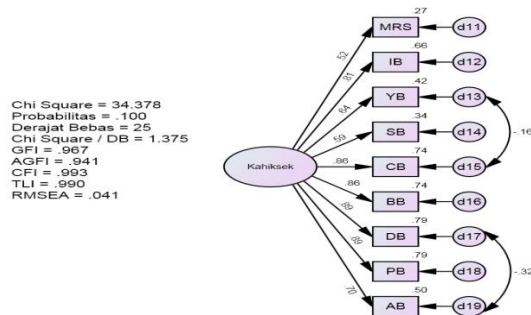


Figure 4: PHL

Kehiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB= yama brata; SB= surya brata; CB=casi brata; BB=bayu brata; DB=dhanaba brata; PB=panca brata; AB=agni brata

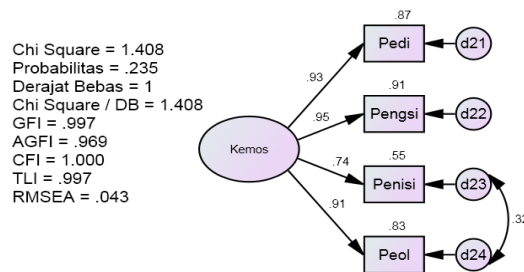


Figure 5: The TEI

Pedi= understanding emotions; pengsi= emotional settings; Pensi= emotional utilization; Peol= emotional understanding of others

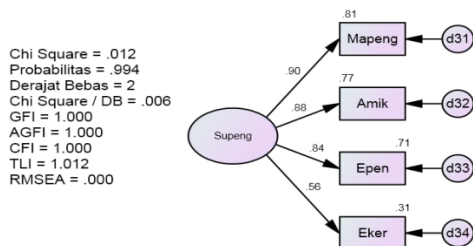


Figure 6: SS

Mapeng= supervisor managerial; Adik= academic; Epen= education evaluation; Eker= work ethic

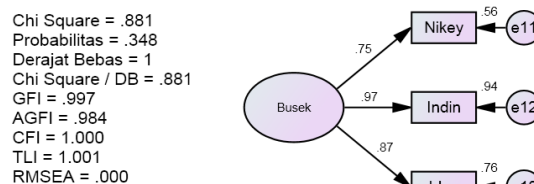


Figure 7: SC

Nikey= values and beliefs, Indin= intimation and individuals in school, Iden= identity/ physical environment in school.

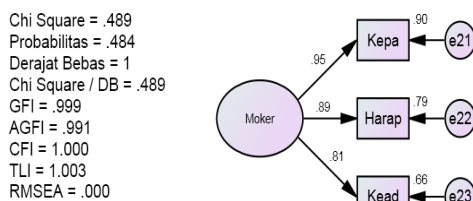


Figure 8: TWM

Kema=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

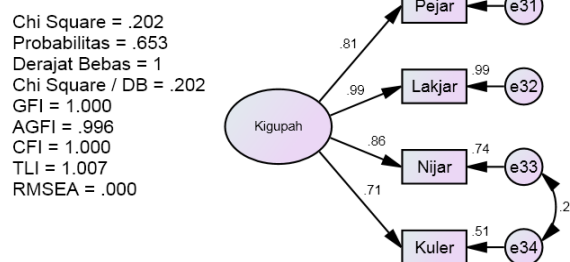


Figure 9: HRT-P

Pejar = learning plan; Cokjar = learning process; Nijar = learning assessment; Kuler = work quality

Based on the confirmatory factor analysis (CFA) results, 27 indicators from six variables have qualified CFA. The GFI value as a measure of the feasibility of the model reaches a > value of .90. So it is concluded that the indicator construct has acceptable unidimensionality, and

the loading value (lambda) is entirely worth above .50 ($> .50$) so that it also provides evidence that all indicators have a high level of validity to the construct.

Feasibility of The Model (Goodness of Fit Model)

The validity and causality between constructs of this model used AMOS 20.0 software. Based on the AMOS 20.0 computation for this SEM model, the model conformity indexes are produced (goodness of fit) presented in Table 3. Furthermore, The index values will be compared to each index's critical value (cut-off value). A good model is expected to have the goodness of fit indices greater than essential matters. The study evaluated the initial results on structural models sequentially into the first, second, and third evaluation models.

The full results of the third evaluation model (SEM 6) in Figure 10 follows.

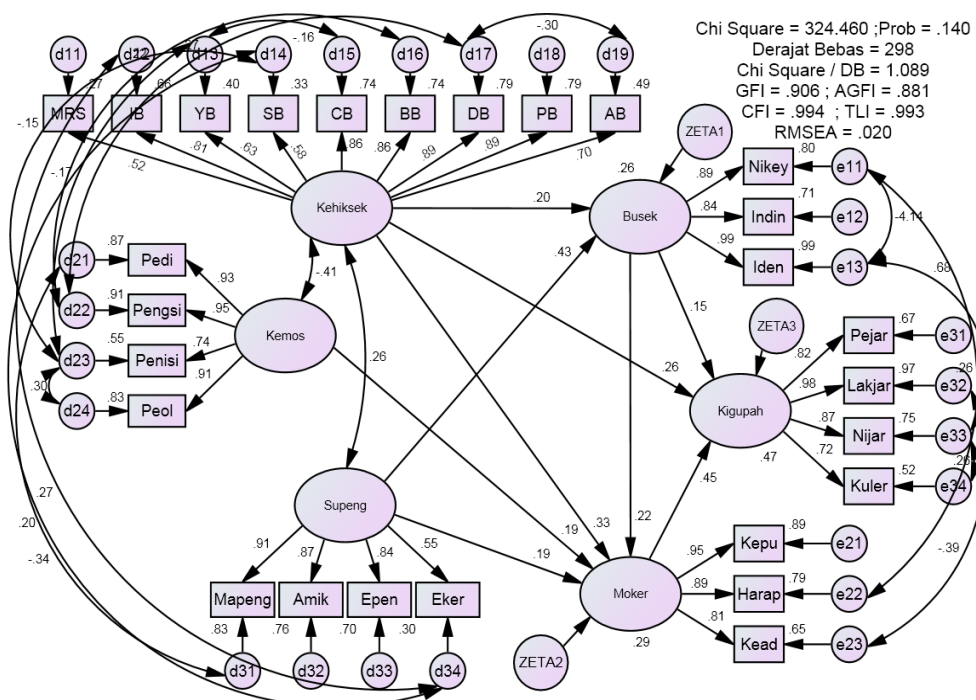


Figure 10: Full Results of The Third Evaluation Model

Description: Kehiksek: PHL, Kemos: EI, Juken, Supeng: Supervising The Vision of the Principal, Busek: SC, Mokek: TWM, Sgupah: Performance of HRT.

Further evaluation of the criteria of the full conformity indexes of the third model is presented in Table 3 below.

Table 3. Criteria of The Third Evaluation Model Full Conformity Index.

Criterion	Result	Critical Value	Model Evaluation
<i>Absolute fit</i>			
Chi-square (c^2)	324.460	339.261	Good
Probabilitas	.140	.05	Good
Derajat Bebas	298	-	-
GFI	.906	.80	Good
RMSEA	.020	.08	Good

<i>Parsimony fit</i>			
CMIN/DF	1.089	2,00	Good
AGFI	.881	.80	Marginal
<i>Incremental fit</i>			
CFI	.994	.90	Good
TLI	.993	.90	Good

Structural Models

The causal relationship developed in the hypothesis on this model is sold to the null hypothesis, which says that the regression coefficient between the relationships of two constructs is no different from zero through tests as is present in regression analysis. The C.R. statistical value will be distributed to an accessible degree of 298. The following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing on structural models relates to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect		Standard Coefficient	CR	P value	Description
From	To				
PHL	SC	.197	3.354	<.001	Significant
SS	SC	.426	60636	<.001	Significant
PHL	TWM	.327	40462	<.001	Significant
TEI	TWM	.185	2.715	<.007	Significant
SS	TWM	.19	2.613	.009	Significant
SC	TWM	.224	3.238	.001	Significant
PHL	HRT-P	.264	4.392	<.001	Significant
TEI *)	HRT-P *)	-.022	0.409	.683	Insignificant
SS *)	HRT-P *)	-.088	1.392	.164	Insignificant
SC	HRT-P	.153	2.737	.006	Significant
TWM	HRT-P	.452	6.915	<.001	Significant

*) The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model can be seen in Table 5.

Table 5. Effective And Relative Contributions On The Final Model

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
I	0.26	PHL	SC	.197	.308	.061	.230
			SS	SC	.426	.477	.203
			Total				.264

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
II	0.29	PHL	TWM	.327	.371	.121	.418
		TEI	TWM	.185	.033	.006	.021
		SS	TWM	.190	.383	.073	.251
		SC	TWM	.224	.401	.090	.310
		Total					.290
III	0.47	PHL	HRT-P	.264	.478	.126	.271
		SC	HRT-P	.153	.415	.063	.136
		TWM	HRT-P	.452	.611	.276	.593
		Total					.466

Hypothesis Test

The hypothesis testing of this research is based on the structural model resulting from the identification of the last structural model as shown in Figure 10, it was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% level. Furthermore, the research findings can be compiled as a summary of the results of hypothesis testing as presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes

Hypothesis Statement	Received
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis includes four statistical values in each indicator, including; the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below), and loading factor to explain the relationship between the indicator and its latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 7.

Table 7 Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	0.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable		4.53	2.3	97.7
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of	4.52	0.4	99.6	.91

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
	others				
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education Evaluation	4.40	.9	99.1	.88
	Work Ethics	3.83	31.0	69.1	.84
	Variable	4.40	1.8	98.2	.56
SC	Values and Beliefs	4.20	10.2	89.8	
	Intimacy and Individual Identity/physical environment	4.48	.9	99.1	.75
		4.60	.4	99.6	.97
	Variable	4.48	0	100	.87
TWM	Teacher job satisfaction	4.52	.4	99.6	
	Teacher's expectations	4.47	.4	99.6	.95
	Justice in school	4.46	.4	99.6	.89
	Variable	4.40	2.7	97.3	.81
Performance of HRT	Lesson Planning	4.44	1.2	98.8	
	Learning Implementation	4.72	0	100	.81
	Learning assessment	4.72	0	100	.99
	Work quality	4.64	0	100	.88
	Variable	4.58	1.3	98.7	.71
	Variable	4.67	0.3	99.7	

Final Model

Based on the final model of the evaluation of the feasibility of the model, it can be recommended that the final model of the constellation of relationships between research variables shown in Figure 11 is as follows:

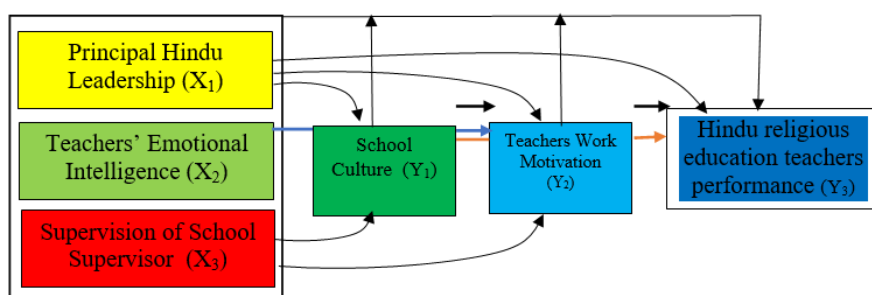


Figure 11: Final Model of The Constellation of Relationships Between Research Variables.

Description :

X1 = PHL

X2 = TEI

X3 = SS

Y1 = SC

Y2 = TWM

Y3 = Performance of HRT

→ = Regression direction

The discussion includes four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), and the percentage of negative response (described with a value of 3 and below). Loading factor in explaining the relationship between the indicator and latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 8.

Table 8. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat- Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	.4	94.5	.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and	4.60	.4	99.6	.97

		Individual			
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Discussion

Evaluation Results of Structural Equation Model (SEM) Assumptions

Hair et al. (2006) argue that the minimum number of samples met in SEM is 100. The number of samples is determined by multiplying 5-10 of the indicators (Ferdinan in Paramartha, 2011). In this study, a structural model was developed with 27 indicators and 226 samples. The results of the normal distribution test are met if the results of the CR calculation are in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983 so that the assumption of a multinormal distribution is fulfilled (Ghozali, 2012). Checking for the presence of *univariate* outliers can be done by determining the threshold value that is categorized as *an outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (above 80 samples), univariate evaluation of outliers *occurs if* the *z-score* is outside the range -4 to 4 (Hair et al., 2006). Using the basis that observations with a *z-score* of 4.00 will be categorized as *outliers*, it is known that the data used in this study on respondent number 210 has a score (X31) of -4.142, so that the status is *the univariate outlier*. The *Mahalanobis distance* (*Mahalanobis distance*) is used, which can be found in the *analysis output* using AMOS 20. No sample is *the multivariate outlier* in the analysis because it has a p-value of < 0.01. In these two considerations, respondent number 210 *Mahalanobis d-square* = 46,452 with p 1 = .011 and p 2 = .475, is still included in the analysis. For this reason, all observations are not wasted for analysis. Checking the assumption that there is no multicollinearity is carried out on the calculation of the determinant value of the sample covariance matrix. The hypothetical model will experience multicollinearity problems if the value of the determinant is close to zero. The determinant value can be concluded that the model does not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about: sample size, data normality, data *outliers*, linearity, the direction of the regression relationship, and multicollinearity all met the requirements.

The results of the analysis of the seven elements of the feasibility of the model conclude that this structural model has unacceptable feasibility, so repression or evaluation of the model

will be carried out. There are two approaches to model specification, namely, Trimming theory, which tries to answer which parameters will be removed to increase the suitability of the model. This second method is commonly known as modification (MI). One recommendation of the MI value is the correlation between error indicators. Evaluation is done by adding a correlation between error indicators. Evaluation is done by adding correlations between exogenous constructs. The results of the model feasibility test in the first evaluation model have not been accepted because there are still components among the absolute fit that have not been met. So a second and third evaluation will be carried out by considering eliminating two insignificant paths and increasing the error correlation between the third evaluation by adding indicators based on modification index (MI) calculation results. The path that is omitted is the EI of teachers and the SS on HRT performance. In the second full evaluation model, the chi-square value is 470.416 with probability = .000 ($P < .05$), which explains that the covariance matrix of the model is different from the covariance matrix from the second evaluation model data has not been accepted. The third evaluation will be carried out by adding an error correlation between indicators based on the calculation results of the modification index (MI).

Based on the results of hypothesis testing as described above, it can be concluded that the core of the findings of this study are:

1. Hindu leadership of school principals and supervision of school supervisors has a direct effect on school culture at State Junior High Schools in Bali Province, and supervision of school supervisors has more influence. stronger with the school culture than the Hindu leadership of the principal.
2. The Hindu leadership of the principal and the supervision of the school supervisor, the emotional intelligence of the teacher and the school culture have a direct effect on the work motivation of teachers at State Junior High Schools in Bali Province, and the Hindu leadership of the Principal has the strongest influence on the work motivation of the teacher which is then followed sequentially. school culture, supervisor supervision, and teacher emotional intelligence.
3. Principal Hindu leadership, school culture, teacher work motivation have a direct effect on the performance of Hindu religious education teachers at State Junior High Schools in Bali Province, teacher work motivation has the strongest influence on the performance of Hindu religious educators followed by Hindu leadership. principals, and school culture.
4. There is an indirect relationship between the Hindu leadership of school principals and the performance of Hindu religious education teachers through school culture at State Junior High Schools in Bali Province, good Hindu principal leadership has an impact on the formation of a conducive and harmonious school culture so that it can encourage increased teacher performance. Hindu religious education.
5. There is an indirect relationship between the Hindu leadership of the school principal and the performance of Hindu religious education teachers through the work motivation of teachers at State Junior High Schools in Bali Province. A good Hindu principal's leadership has an impact on the formation of teacher work motivation so that it can encourage increased performance of Hindu religious education teachers.
6. There is an indirect relationship between the supervision of school supervisors and the work motivation of teachers. Through the school culture at State Junior High Schools in Bali Province, good supervision of school supervisors towards teachers and schools. The impact on the formation of a conducive and harmonious school culture so as to encourage increased work motivation of teachers.
7. There is an indirect relationship from the supervision of school supervisors with the performance of Hindu religious education teachers through school culture at State Junior High Schools in Bali Province. Supervision of good school supervisors has an impact on

the formation of a conducive and harmonious school culture so that it can encourage increased performance of Hindu Religious Education teachers.

8. There is an indirect relationship between the emotional intelligence of teachers and the performance of Hindu religious education teachers through the work motivation of teachers at State Junior High Schools in Bali Province. The emotional intelligence of a good teacher has an impact on the formation of teacher work motivation. So that it can encourage the performance of Hindu religious education teachers to increase.
9. There is an indirect relationship between school culture and the performance of Hindu religious education teachers through the work motivation of teachers at State Junior High Schools in Bali Province. A conducive and harmonious school culture has an impact on the formation of teacher work motivation so that it can encourage increased performance of Hindu religious education teachers.
10. The principal's Hindu leadership is more measurable than the Panca Brata and Dhanabata indicators.
11. Teacher's emotional intelligence is more measurable than indicators, teacher's emotional regulation.
12. Supervision of school supervisors is more measurable than supervisory managerial indicators.
13. School culture is more measurable than intimacy and individual indicators.
14. Teacher work motivation is more measurable than teacher job satisfaction indicators, and
15. Hindu religious education teacher performance is more measured than learning implementation indicators.

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationship between variables as shown in Figures 11, two paths are not supported by the data, namely the direct relationship of TEI to the performance of HRT and the relationship between school supervisory supervision and the performance of education teachers. Hindu religion because it is not significant. The final model to explain the relationship between the six variables is shown in Figure 11.

Based on the explanation in Table 8 above, it is explained that all indicators of PHL, TEI, SS, SC, TWM, and HRT-P are at a very good level because all indicators have a loading factor above .40 ($e > .40$). It has shown a fairly strong validation of an indicator to measure the construct. The percentages and categories of the six research variables are as follows.

First, the Hindu leadership of school principals with an average indicator value ranging from 4.35-4.71 and an average score for the variable 4.53 is in the very good category. However, of the 226 teachers who were used as respondents in the study, it turned out that the average was 220 people or 97.7% have a positive response to all indicators of the Hindu leadership variable of the principal, the most significant loading factor (.89) of the variable of the PHL is the Panca Brata indicator.

Second, the TEI with an average indicator value ranging from 4.24 to 4.53 and an average score for the variable of 4.45 is in the very good category. However, of the 226 teachers who became respondents, it turned out that an average of 223 people or 98.6% had a positive response to all indicators of the TEI variable, the most significant loading factor (.95) of the TEI variable was the emotional regulation indicator. Research on the effect of EI on performance has been done before. EI affects teachers' performance (Wahyudi, 2018). The

higher the EI variable, the higher the work performance produced (Wahyudi, 2018). The influence of personality competence and EI on teacher performance at a junior high school concluded that EI has a positive influence on teacher performance in junior high school (Anggraini, 2021).

Third, the SS, with an average value of indicators ranging from 3.83-4.40 and an average variable value of 4.20, is fairly good. However, from 226 respondents, it turns out that an average of 203 people, or 89.8 % have a positive response to the SS. The biggest *loading factor* (0.90) of the school supervisor's supervision variable is the managerial indicator of school supervisors. Several studies have been conducted to investigate the effect of supervision carried out by school supervisors on teacher performance. Three reached the same conclusion, namely that the supervision carried out by school supervisors influenced teacher performance, both at the early childhood education, Elementary, and Middle School levels (Suchyadi, 2018), Pujianto et al., 2020, and Tengko et al., 2021).

Fourth, SC, with the average value of the indicators ranging from 4.48 to 4.60 and the average value for the variable of 4.52 being in the very good category. However, of the 226 respondents in this study, an average of 225 people or 99.6% who had a positive response to this study an average of 225 people or 99.6% who had a positive response to SC, the most significant *loading factor* (0.97) of the SC variables are the indicators of intimacy and individual. The influence of SC, transformational leadership style, and work motivation on the performance of vocational school teachers is a direct positive influence of SC on the performance of vocational school teachers, meaning that it shows that an increase in positive values of SC that is carried out continuously will be able to improve the performance of vocational high school teachers (Zulkarnaen et al., 2020). The influence of SC and education and training on teacher performance, it is also concluded that SC has a significant influence on teacher performance at elementary school (Dahlan et al., 2020).

Fifth, the TWM average value of the indicators ranging from 4.40 to 4.47 and the average value for the variable of 4.44 in the very good category. However, from 226 responses and in this study, 223 people, or 98.8%, had a positive response to TWM, the most significant *loading factor* (0.95) of the TWM variable was the teacher job satisfaction indicator. The research results regarding work motivation and work discipline on teacher performance state that work motivation influences teacher performance (Alhusaini et al., 2020). Another research on the effect of communication, workload, and work motivation on employee performance states that motivation is partially insignificant. High performance is generally associated with high motivation (Fransiska & Tupti, 2020). Conversely, low motivation is associated with low performance. High performance is a function and interaction between motivation, competence, and opportunities for supporting resources. In the context of work, motivation is one of the essential factors in encouraging someone to produce performance (Fransiska & Tupti, 2020).

Sixth, the performance of HRT, with the average indicator value ranging from 4.58 to 4.72 and the average value for the variable 4.67, is in the very good category. It turned out that of the 226 respondents in this study, all (100%) had positive respondents to HRT performance. This descriptive finding is very positive because the teachers in the research location have had a very good performance. The most significant *loading factor* (0.99) of the performance variable of HRT is the indicator of the implementation of learning.

The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data analysis show that the path coefficient in this relationship is negative, namely .022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Goleman et al., 2007; Robbins, 2007; Stein & Book, 2002), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.

Conclusion

This study aimed to describe the relationship of principal's hindu leadership (PHL), emotional intelligence (EI) of teachers, supervision of school superintendents (SS), school culture (SC), and teacher work motivation (TWM) with performance of hindu religious teacher (HRT) at state junior high schools, either directly or indirectly. The result showed that there is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM. and HRT. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance. So it can be concluded that hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation have a significant impact, either directly or indirectly on the performance of hindu religious education teachers.

Recommendation

Based on the results of data analysis and conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input as a reference for planning and determining strategies for improving teacher performance in carrying out the learning process. Knowledge of the factors that affect teacher performance can support awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together between relevant agencies in fostering and empowering teachers so that their performance increases.

The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that has not been revealed in this study in more depth with an adequate population so that more comprehensive research results are obtained.

Limitations

The author suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence the performance of HRT are not only limited to PHL, TEI, SS, SC, and TWM. There may be many other factors that affect the performance of HRT. It is hoped that further studies can investigate other factors more fully.

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CORRECTION REPORT

No	Reviewer Code	Reviews	Corrections made by the author
1	Ahmet Savas, Ph.D	1- Please check the language of the whole paper as a proofreading lastly.	<p>The whole article was checked for language. Most correction made in abstract and methodology.</p> <p>Correction in abstract: The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling.</p> <p>Correction in methodology: The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine (9) regencies/cities of Bali Province.</p>
2	Ahmet Savas, Ph.D	2- Please check all references for compatibility to APA 7 style (see https://eu-jer.com/citation-guide). Also please provide all issue, doi or non database article link if any (To find the DOI easily see: http://doi.crossref.org/simpleTextQuery).	All references were checked and correction made in some parts. Article link and doi was added e.g.,

3	Ahmet Savas, Ph.D	<p>3- Please provide English translation of the title of non English sources as at the below: e.g., Bussieres, E.-L., St-Germain, A., Dube, M., & Richard, M.-C. (2017). Efficacite et efficacite des programmes de transition a l'adulte: Une revue systematique [Effectiveness and efficiency of adult transition programs: A systematic review]. <i>Canadian Psychology/ Psychologie Canadienne</i>, 58(1), 354–365. https://doi.org/10.1037/cap0000104</p>	<p>All references were translated in English</p> <p>Zulkarnaen, Z., Supriyati, Y., & Sudiarditha, I. K. R. (2020). Zulkarnaen, et. al. (2020). The influence of school culture, transformational leadership style, and work motivation on the performance of SMK teachers. <i>Jurnal Akuntabilitas Manajemen Pendidikan</i>, 8(2), 175-185. http://dx.doi.org/10.21831/jamp.v8i2.33867</p>
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4	R2613-1	Language of the manuscript needs a revision, especially, "Abstract" and "Methodology" section.	<ul style="list-style-type: none"> • The manuscript was revised • Most correction made in abstract and methodology • • Correction in abstract: • The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. – revised sentence • Keywords: emotional intelligence of teachers, performance of Hindu Religious Teacher, Principal Hindu leadership, school culture, emotional intelligence of teachers, supervision of school superintendents, school culture, teacher work motivation, performance of Hindu Religious Teacher. – alphabetical order • • Correction in introduction: • (Pinatih and Andi, 2021). – using & • (Baier et al., 2019; Kalkan et al., 2020; Baier et al., 2019) – alphabetical order • Numbered questions • • Correction in literature review: • Lettered list in paragraph • (Aryawan, 2021; Setiyowati & Razak, 2018), (Sanjaya et al., 2020; Suweta, 2020) – alphabetical order • EI includes motivating oneself for others, self-control, understanding other people's feelings effectively, and managing emotion that can guide the mind to make the best decisions and become more productive – completed sentence • (Hughes et al., 2007), (Purnomo et al., 2021) – added in reference • • Correction in methodology: • Figure title used title case • The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine (9) regencies/cities of Bali Province. • Table 1: instruments edited to items, all zero before decimal were deleted • Lettered list in paragraph • (Anastasi, 1982), (Hatch & Forhad, 1982), Hair et al. (2006) – added to reference • Numbered list result in separated paragraph • (Goleman et al., 2007; Robbins, 2007; Stein & Book, 2002) – alphabetical order, added to references
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5	R2613-1	Do not use a zero before a decimal fraction when the statistic cannot be greater than 1 (e.g., correlations, proportions, levels of statistical significance, reliability coefficient, etc.). Please, fix all values fitting this description.	<p>Revised in table 1</p> <table border="1" data-bbox="1059 228 1576 435"> <thead> <tr> <th rowspan="2">Variable</th> <th colspan="3">Number of Items</th> <th rowspan="2">Invalid Item Number</th> <th rowspan="2">Alfa Cronbach</th> </tr> <tr> <th>Items</th> <th>Valid</th> <th>Invalid</th> </tr> </thead> <tbody> <tr> <td>Performance of Hindu Education teachers</td> <td>65</td> <td>62</td> <td>3</td> <td>5,16,25</td> <td>.956</td> </tr> <tr> <td>PHL</td> <td>62</td> <td>56</td> <td>6</td> <td>1,12,28,33,35</td> <td>.952</td> </tr> <tr> <td>TEI</td> <td>58</td> <td>55</td> <td>3</td> <td>15,26,27</td> <td>.960</td> </tr> <tr> <td>SS</td> <td>38</td> <td>37</td> <td>1</td> <td>13</td> <td>.956</td> </tr> <tr> <td>SC</td> <td>46</td> <td>43</td> <td>3</td> <td>17,18,44</td> <td>.951</td> </tr> <tr> <td>TWM</td> <td>47</td> <td>45</td> <td>2</td> <td>18,19</td> <td>.965</td> </tr> </tbody> </table>	Variable	Number of Items			Invalid Item Number	Alfa Cronbach	Items	Valid	Invalid	Performance of Hindu Education teachers	65	62	3	5,16,25	.956	PHL	62	56	6	1,12,28,33,35	.952	TEI	58	55	3	15,26,27	.960	SS	38	37	1	13	.956	SC	46	43	3	17,18,44	.951	TWM	47	45	2	18,19	.965
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6	R2613-1	In Table 1, instead of the term “items”, the term “instruments” was used. Please fix it.	Revised																																													
7	R2613-1	In Methodology section; “The trial of research instruments was conducted by 90 HRT ...” means that 90 HRT conducted instruments to others. Please, fix that sentence.	<p>Revisedto: The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine (9) regencies/cities of Bali Province.</p>																																													
8	R2613-1	There are style errors both in the text and in the reference list. Fix them all using APA 7 manual.	<p>All references were checkedandcorrectionmade in someparts. Article linkand doi was added</p> <p>Muliana, I. K. A. (2021). AktualisasiKepemimpinan Hindu DalamAjaranAstaBrataDalamMengatasiPandemi Covid-19 (Actualization of Hindu leadership in astabrata teachings in overcoming the covid-19 pandemic). Proceedings of the National Seminar on the TampungPenyang State Hindu Institute of Palangka Raya, 1(1), 40-50.</p> <p>https://doi.org/10.33363/sn.v0i1.47</p>																																													

9		The title is long. Please prefer a shorter title.	The Relationship of Supporting Factors That Influence The Performance of Hindu Religious Teachers at State Junior High School
10		Introduction, One of my biggest criticisms of this paper is that the authors did not do a good job of explaining the rationality of this study. They have tried to explain the meaning of the variables examined in this study, but have failed at rationality. To achieve better rationality, they need to highlight the strengths and weaknesses of previous research. In addition, it is not clear how the research questions were determined by the authors.	Previous research has confirmed that specific teacher interventions can increase their professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports students to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitations of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).
11	R2612	Literature Review There is a need to conduct a review of studies in the literature. What are the research gaps from the studies in the literature? Why did the authors need to conduct this current study?	Revised: "All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, ..." "Religious leaders should have good emotional intelligence, so they can control themselves and help resolve conflicts between the congregation. But in reality, ..." "Every school must have a vision and mission as a step to create a school organizational culture. But unfortunately, ..." "A teacher's work motivation is related to effort to fulfill his needs, this motivation encourages teachers to carry out their duties to meet their needs..."
12	R2612	Method The authors did not provide information on the characteristics of the participants. They were asked to provide more information about their gender, age, socioeconomic status, and teaching experience.	Revised: The sample was chosen in this study based on several criteria: government employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.

<p>13</p>	<p>R2612</p>	<p>Discussion</p> <p>The discussion is a repetition of the results. It is not a true discussion. In this part, the authors should address the differences and similarities between previous studies and this current study. However, the authors' statements are too general, as in the following sentence "In the context of work, motivation is one of the essential factors in encouraging someone to perform (Fransiska&Tupti, 2020)."</p> <p>For a better discussion, the authors should point out the differences and similarities between previous studies and this study.</p> <p>A smaller number of studies were cited to discuss the results.</p> <p>In addition, the authors need to provide possible reasons for the results. They should discuss the possible reasons in the discussion.</p>	<p>Revised: Addition to some points of the study and discussion about findings "Based on the results of hypothesis testing as described above, it can be concluded that the core of the findings of this study are ..."</p>
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14	R2612	<p>Conclusion</p> <p>Do not repeat the results. Please explain what new insights this study brings to researchers.</p> <p>Educational implications are not clear. The authors should add more educational implications for teachers, principals, and researchers.</p>	<p>Revised:</p> <p>There is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM and HRT. The practical contribution of each variable ranges from 6% to 28%. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance by 48%. So it can be concluded that Hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation have a significant impact, either directly or indirectly on the performance of Hindu religious education teachers.</p>
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Please see the attached file as the 2nd round of corrections.

Please remove the old highlights and **re-highlight** for new edited parts. We need a new correction report.

We are looking forward to getting your revised paper until **September 10, 2022**.

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I have noticed that the authors' responses to my criticisms are very general. I will list the same criticisms for this revision.

The title is still long. I suggest removing the words "at State Junior High School" from the title.

My biggest criticism of this paper is still valid. In my previous review, I emphasized that the authors did not explain the research problem rationally. They also did not highlight the strengths and weaknesses of previous research and did not address research gaps in the literature that need to be explored by scholars.

It is still not clear how the research questions were determined

Literature Review

The current literature review still highlights the importance of variables. Please highlight the results of studies that have examined the factors that influence the performance of Hindu religious teachers. In doing so, focus on highlighting the strengths and weaknesses of previous research.

Discussion

In the discussion, the results are still repeated. The authors have yet to focus on the differences and similarities between previous studies and this current study. Please note that a solid discussion should highlight the differences and similarities between previous studies and this study.

In addition, very little emphasis is placed on the reasons for the findings.

The discussion is overly long and especially needs to be shortened.

Conclusion

Please simply explain what new insights this study brings to the researchers.

Language

Some grammatical and logical errors are found throughout the text. The authors should definitely check them.

The Relationship of Supporting Factors That Influence The Performance of Hindu Religious Teachers at State Junior High School

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Abstract:

Several supporting factors allegedly influence the performance of teachers. This study aims to describe the relationship of each research variable, either directly or indirectly. This research is done through surveys with quantitative approaches that include correlational research types. The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. The results of the study describe: (a) the average level of principal's Hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, and teacher work motivation, and performance of Hindu religious teachers are in the high category; (b) The conceptual model meets the standards of comprehensive Goodness-of-fit requirements with hypothesis testing results: there is a significant direct and indirect relationship between variables in the state junior high school.

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Keywords: emotional intelligence of teachers, performance of Hindu Religious Teacher, principal hindu leadership, school culture, supervision of school superintendents, teacher work motivation.

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Introduction

Hindu Religious Teachers (HRT) are responsible for implementing the Hindu education learning process at the level and unit of education following Hindu religious education. In the religious education curriculum in Indonesia, Permendiknas No. 35 of 2010 said that the performance of teachers related to their professional tasks is the ability to plan to learn, carry out learning, evaluate and assess learning outcomes, analyze assessment results and carry out follow-up assessment results. Hinduism, with Vedic as the primary source of teachings about the oneness of God, is one of the few religions in Indonesia (Suasthi et al., 2018). The learning process of Hindu education teachers should support the development of teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Trade consists of five parts, with the first Srada that believes in the existence of Brahman (Nata & Gunawijaya, 2021). Brahman is the supreme ruler in the Hindu concept of divinity. Hindu teachings involve learners having a firm Srada and Bhakti as a belief that can lead their lives into Hindu people of character (Surada, 2016). In addition, Hindu religious education is expected to give birth to learners who have noble morals and noble ethics reflected in daily behavior (Pinatih & Andi, 2021).

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Space after "&" needed

Education is essential in directing generations of people to become responsible citizens to contribute to the country's economic, social, and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). Niti Sastra contains the teachings of Hindu leadership that are universal and not limited by space and time so that it is always relevant to the development of society (Suweta, 2020). The leadership values in Hinduism are

more than just a source of philosophy, ethics, and morals but also noble spiritual values to achieve the highest goal of birth and inner happiness. In carrying out Hindu leadership in school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilize, and manage school management to achieve national education goals (Sukadi, 2020). One of the principal's leadership style basics that it can use to support teacher performance is Catur Naya Sandhi (Sedana et al., 2020). Catur Naya Sandhi defines four attitudes of a leader, namely Sāma (alert to all enemy threats to maintain the authority of the leader), Bheda (the rule of law), Dhāna (supporting welfare and respect), and Danda (justice in law) (Sedana et al., 2020).

Inequality often occurs in the world of leadership. Some facts show leaders entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution of followers' suffering become unable to have a good role (Yogatama & Giri, 2021). Education issues have lately become an indication of the performance of HRT under the low category (Astawa, 2019). The ability of Hindu junior high school education teachers to plan learning carry out learning and evaluation tools used in the assessment of learning outcomes is still weak (Tantra et al., 2013). Teachers of subjects who follow the certification process, including HRT in Bali Province, are still ineffective in planning learning (Suarda et al., 2018). Teachers teach Hindu religious education to the extent of teaching religious science and are limited in the transmission of religious values and moral values of Suda learners (Astawa, 2019). Limitations in moral values impact the weak implementation of learning and adversely affect the output (Suarda et al., 2018). Several factors affect the teaching and learning process, achievement, and performance, such as principal leadership, teachers' emotional intelligence, supervision of school superintendents, school culture, and teacher work motivation (Börü, 2018; Siahaan et al., 2020).

The principal's function as a leader in the school and the role of the school superintendent. It can be optimized to influence the implementation of teacher performance (Sehgal et al., 2017). Supervision is an integral part of efforts to support supervise achievement to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit in the government capacity. Regulation of the Minister of National Education No. 2 of 2007 explains that the presence of school superintendents becomes part of the staffing duties of a school superintendent is required to have several dimensions of competence in the subject family. Regulation of the Minister of National Education No. 35 of 2010 presents technical instructions for implementing the Functional Position of teachers and their credit figures to support teacher performance. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, carrying out learning, evaluating and assessing learning outcomes, analyzing assessment results, and carrying out follow-up assessment results. The Performance-based on the quality of his work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), school culture (SC), and motivation. EI is a collection of non-cognitive skills, capabilities, and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to behavior, assumptions, and beliefs regarding an organization (Groysberg et al., 2018). Organizational culture is the prevailing norms, values, ideas, and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals, and beliefs in the middle, and assumptions within. School culture is the school's personality embodied through the values and beliefs of members of the organization (Karada & Öztekin, 2018). SC

and teacher work motivation together positively influence the quality of education (Baier et al., 2019; Kalkan et al., 2020). Motivation is a process that begins with a physiological and positional deficiency that drives the behavior or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareen, et al., 2015). Incentives end a cycle of motivation that will reduce a need and drive. The dimensions of the primary motivational process will be the starting point for the theory of the content and operation of work motivation.

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Previous research has confirmed that specific teacher interventions can increase their professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports students to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitations of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).

The research questions are:

1. How is the achievement of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools? The issue is inferential; and
2. Is there a direct and indirect relationship between PHL, TEI, SS, SC, TWM variables and the performance of HRT in-state junior high schools?

Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or lead religious people, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society, or state he leads to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean as a benchmark in achieving peaceful (santih) and prosperous Hindu citizens or people (hita) (Subagiasta, 2019). Hindu leadership teachings related to ethical and moral concepts are widely reviewed in Hindu literature, such as Niti Sastra, Arthasastra, Manawadharmasastra, and Kekawin Ramayana (Mahyuni, 2019). Leadership in Hinduism aims to present a leader who realizes prosperity and can be a nonsuch for the next generation by providing a sense of security, responsibility, fairness, autonomy, and initiative (Pinatih & Andi, 2021). Several types of leadership in Hindu religious education are (a) asta brata (Aryawan, 2021; Setiyowati & Razak, 2018); (b) Tri Kaya Parisudha (Ariawan & Divayana, 2020; Ariawan et al., 2020, Ariawan et al., 2021; Divayana, 2018; Divayana et al., 2019; Suwindia & Wati, 2021); (c) Catur Paramita (Sukabawa, 2019); (d) Catur Pariksa (Sanjaya et al., 2020; Suweta, 2020); (e) panca yamabrata (Sulastra, 2021); (f) panca niyama brata (Subagiasta, 2018); (g) asta dasa paramiteng prabhu (Suweta, 2020); (h) sadwinayaka (Muliana, 2021); (i) catur widya (Muliana, 2021). All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, educational institutions, and during the lives of the broader community that provide obedient and obedient

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life for each other (Subagiasta, 2021). However, somehow, some facts show that many leaders are entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution to followers' suffering cannot have a good role (Yogatama & Giri, 2021).

Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand the power of emotional sensitivity more effectively. EI includes motivating oneself or others, self-control, understanding other people's feelings effectively, and managing emotions that can guide the mind to make the best decisions and become more productive (Anggraini, 2021). There is general agreement on a single theoretical model that describes the capabilities of EI components. Mayer and Salovey first told this four-pronged hierarchical model in 1997 (Olderbak et al., 2018; MacCann et al., 2020). The four branches are: (a) accurately understanding emotions, (b) using emotions to facilitate decision making, (c) understanding emotions, and (d) managing emotions to regulate positive emotions and reduce negative emotions (MacCann et al., 2020). EI consists of five dimensions that in its development in the latest version there are a change with simplification (Hughes et al., 2007) into four domains, (a) self-emotional understanding, (b) self-regulation emotions, (c) the use of emotions, and (d) understanding the emotions of others. People who have developed EI can use their emotions to direct thoughts and behavior and understand their feelings and the feelings of others accurately (Drigas & Papoutsis, 2018). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019). Religious leaders should have the good emotional intelligence to control themselves and help resolve conflicts between the congregation. However, there are still conflicts between church leaders expressed in the form of power struggles over differences in information or different beliefs, interests, desires, or values. Some religious leaders even sometimes show explosive emotions, pounding the table, slamming the Bible, physically violent, verbally vented emotions that are rude and cursing (Budi, 2019).

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Supervision of School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of holding academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The teacher's quality of the learning process becomes the focus of academic supervision (Burhanudin et al., 2021) so that student learning outcomes are better as learning outputs. Educational supervision is the main task of a school supervisor to foster teachers to carry out learning management, including planning, implementation, and learning assessment (Tengko et al., 2021). School supervisors are professional education personnel who authorize officials to give complete duties, responsibilities, and authority to guide and supervise the academic (technical education) and managerial / school management fields (Purnomo et al., 2021). Supervision includes evaluating teachers' professional skills and supervisors' effectiveness of school programs (Altun & Sarkaya, 2020).

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School Culture

School culture (SC) is a set of values that underlie the behaviors, traditions, daily habits, and symbols practiced by principals, teachers, administrative officers, students, and the community around the school that distinguish it from other schools (Febriantina et al., 2020). School cultures are developed by networking teachers, students, parents, and administrators who work together to establish a culture of collaboration focused on student achievement (Abdullah, 2019). SC is used as a guideline for all school residents in acting towards their profession to support the ability to adapt to the work environment (Schipper et al., 2020). SC forms a system of values, habits, work ethic, and school image internalized in every joint of school activities (Kusumaningrum et al., 2020). SC must be understood, embraced, and run together and reflected in attitudes into behaviors, ideas, opinions, views, and actions that manifest as work (Komar, 2020). SC has an essential role in improving members' performance (Liu et al., 2021; Febriantina et al., 2020). SC is a significant factor determining the school's perception and the behavior patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). SC establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020). Every school must have a vision and mission to create a school organizational culture. Unfortunately, improving the quality of schools or the quality of education conventionally so far has always relied on the management of improving the quality of the teaching and learning process and management in the aspect of leadership alone. Still, it did not touch the school's organizational culture (Rony, 2021). The condition is unfortunate, even though a positive school organizational culture can create a quality culture in schools, such as a culture that always supports excellence, discipline, and togetherness. Other cultures are oriented toward excellence and positive quality education. In addition, a positive organizational culture is also very supportive of increasing the motivation and achievement of school residents.

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Teacher's Work Motivation

Work motivation can be defined as the thing behind a person doing work. TWM is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teacher work and teacher quality will significantly affect the quality of education (Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). Intrinsic factor, a satisfying factor and arises from itself. An intrinsic indicator is the desire to achieve and progress in personal life (Baljoon et al., 2019). Extrinsic factors, external factors as a teacher, will affect his work spirit. Some of the outside factors that influence teacher motivation are the level of perception and desire of learning of students, chief justice and communication skills of principals, attitudes, and behaviors of colleagues, education policies that support the creativity of teachers and students, as well as the quality of the physical condition of the school and the quality of learning materials (Börü, 2018). A teacher's work motivation is related to efforts to fulfill his needs. This motivation encourages teachers to carry out teacher duties to meet their needs. Thus, there is a link between motivation and the implementation of teacher tasks, which means there is also a link between motivation and teacher competence which ultimately fosters teacher performance (Hidayat, 2020). Several studies show the low performance of teachers in several schools (Harahap, 2018; Hartanti & Yuniarsih, 2018; Hidayat, 2020). Undoubtedly caused by many factors, one of which is teachers' work motivation.

Methodology

Stages of Research

This study is a descriptive study on the measurement of the performance of Hindu education teachers using a model of connectedness between variables that is the result of the development of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of instruments by making questionnaires of each variable based on views, operational definitions, and indicators. Three experts conducted the intrusion validity test based on structure, content or material, and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample. Test data is analyzed to meet validity and reliability. These research steps are presented in Figure 1.

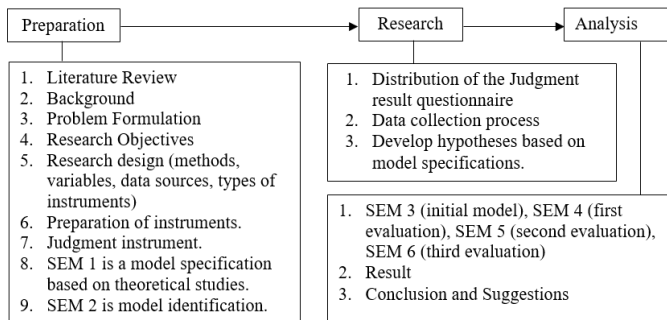


Figure 1: Research Steps

Development of Conceptual Models and Theories

The first step of SEM (SEM 1) analysis is to develop an analytical model based on existing theories. This model developed a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypothesis of direct and indirect relationships between variables. The conceptual model of the relationship between a free variable (exogenous) and a related variable (endogenous) is presented in Figure 2.

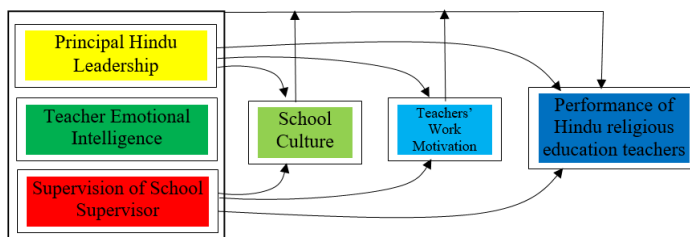


Figure 2: Constellation of Relationships Between Research Variables

The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.

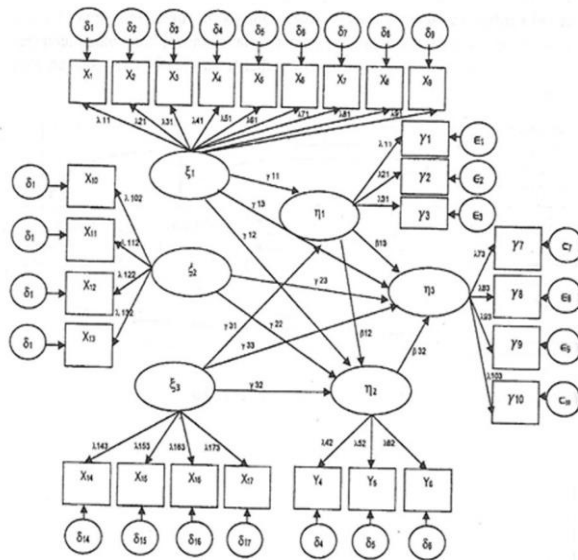


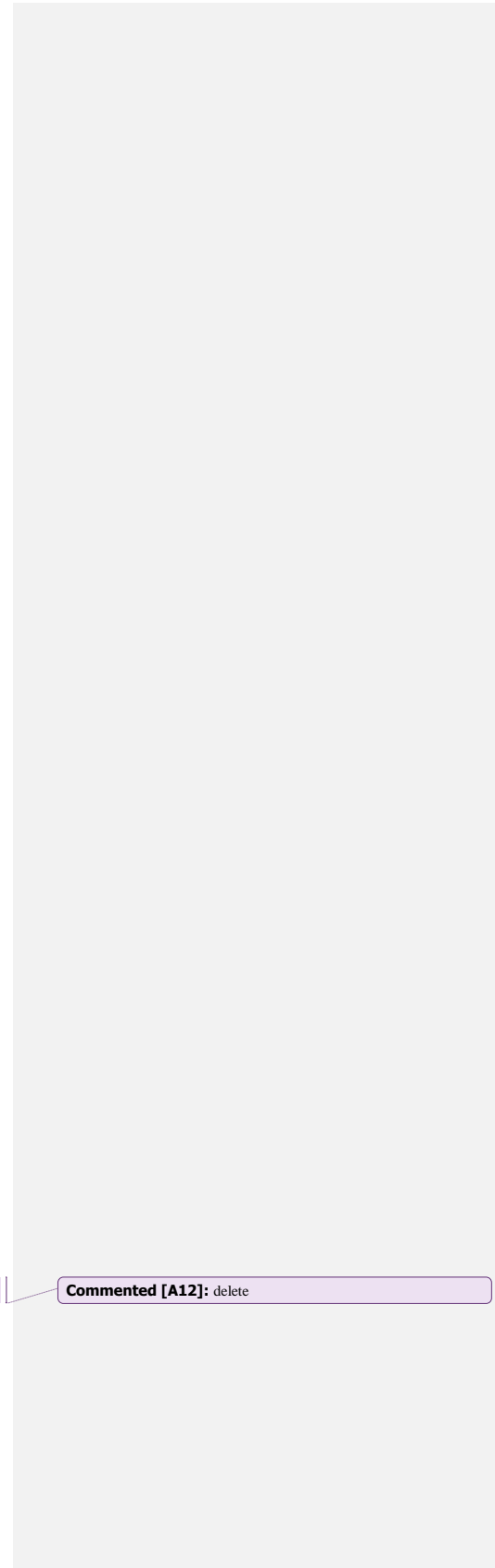
Figure 3: Modeling of Structural Equations (SEM) Relationships Between Variables

Information:

1. Rectangular image showing manifest variable (observed variable)
2. Oval image showing latent variable (construct variable)
3. ξ_1 = Ksi, exogenous latent variable for PHL
4. ξ_2 = Ksi, exogenous latent variable for EI
5. ξ_3 = Ksi, exogenous latent variable for supervisory supervision
6. η_1 = Eta, endogenous latent variable for SC
7. η_2 = Eta, endogenous latent variable for work motivation
8. η_3 = Eta, endogenous latent variable for the performance of Hindu education teachers.
9. λ = Lamda, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. δ = Gamma, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables.
12. δ = Delta, error for manifest variable (indicator) on exogenous variable.
13. ϵ = Epsilon, an error for the manifest variable (indicator) on the endogenous variable

Research Subjects

The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine (9) regencies/cities of Bali Province. Using the formula, Krejcie & Morgan and Warwick Lininger obtained a sample number of 256 HRT. The sampling techniques in the study were "multistage proportional random sampling," and individual sampling became samples in each school with lottery techniques. The sample was chosen in this study based on several criteria:



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government employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.

Data Collection Instruments

Data collection used the Likert Scale model questionnaire with five alternative answers: Strongly agree (SS)=5, Agree (S)=4, Disagree (KS)=3, Disagree (TS)=2, Strongly Disagree (STS)=1 positive answers and vice versa for negative answers. The questionnaire meets the performance variables of HRT, Hindu leadership of principals, EI of teachers supervised by school superintendents, SC, TWM. The results of the instrument item validity test are presented in Table 1.

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Table 1. Results of Validity of Research Instruments

Variable	Number of Items			Invalid Item Number	Alfa Cronbach
	Items	Valid	Invalid		
Performance of Hindu Education teachers	65	62	3	5,16,25	.956
PHL	62	56	6	1,12,28,33,35	.952
TEI	58	55	3	15,26,27	.960
SS	38	37	1	13	.956
SC	46	43	3	17,18,44	.951
TWM	47	45	2	18,19	.965

Table 1 shows the performance variables of HRT as many as 65 questionnaires. The performance variables of HRT produced 62 questionnaires that showed the distribution of the acquisition of correlation coefficient numbers between .330 to .717 and r-count greater than .30. Sixty-two points of the performance questionnaire of HRT were declared valid. The performance variables of HRT produced three questionnaires (5, 16, 25) that showed the distribution of correlation coefficient numbers between .25 to .287 and r-count smaller than .30. Three points of performance of Hindu Education teachers were declared invalid, so the questionnaire was not used in the measurement. The omitted instrument does not affect measuring the number of items that qualify as a measuring instrument of the variable. The validity results in Table 1 apply to all variables in the study. Based on the calculation results obtained, the reliability coefficient of the Alfa Cronbach instrument is greater than .80. The performance research instruments of Hindu Education teachers, the leadership of Hindu principals, TEI, supervision of school superintendents, SC and TWM reach very high-reliability criteria. All research instruments that have met the requirements for the validity of items and have high reliability are used to collect data.

Data Analysis Techniques

The data analysis technique used Structural Equation Modeling (SEM-AMOS) version 20.0. Data analysis steps: (a) Concept and Theory-Based Development; (b) Constructing the Phat Diagram; (c) Conversion of Phat diagrams to Structural Models; (d) Selecting an Input Matrix; (e) Assess identification problems; (f) Evaluation of Goodness-OF-Fit, and (g) Interpellation and Model Modification. The data results in reliability using the Cronbach

Alpha formula. The instrument is declared reliable if the reliability coefficient value is 0.80 and above (Anastasi, 1982). The results of the reliability test showed reliability. Test the validity of items with the product-moment correlation formula from Pearson (Hatch & Forhadly 1982). The questionnaire items are declared valid if the correlation value is minimal or equal and greater than .30 (> .30). The test assumptions sought include (a) normality test, multivariate data distribution is analyzed to see if the normality assumption is further processed for SEM modeling. Tests were carried out using a normal QQ plot diagram; (b) test of outliers, examination of univariate outliers by converting the value of research data into z-score; (c) multicollinearity between independent variables using the linear regression module; (d) variance heteroscedasticity test, a way to observe whether or not heteroscedasticity occurs can be seen from the scatter plot where there is no specific pattern on the graph.

Some of the findings that need to be discussed in more detail in this study follow the existing problems. Based on the research method used to solve these problems, the results of this study present several things as follows.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

No	Variables	Number of Instrument Items	Total Theoretical		Total Actual		
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243,81
	TEI	55	55-275	165	163	270	234,01
3	SS	37	37-185	111	117	180	152,03
4	SC	43	43-215	129	149	210	184,35
5	TWM	45	45-225	135	161	225	192,42
6	HRT-P	62	62-310	186	232	310	273,14

Table 2 can be seen that all variables are classified as good: Results of Unidimensionality Evaluation:

1. The Hindu leadership variable of the principal is classified as good, descriptive statistics are explained in the actual data that has a value range of 168-280 and an average of 243.01 which is greater than the score. The theoretical median, 168,
2. The TEI variable is classified as good, has an actual value range of 163-270 and an average of 234.01, which is greater than the theoretical median value of 165,
3. The school supervisor supervision variable is classified as good, has the actual value is 117-180, and the average is 152.03 which is greater than the theoretical median value of 111,
4. The SC variable is classified as good, has an actual value range of 149-210 and an average of 184.35 which is greater than the median value theoretical 129,
5. The variable of TWM is classified as good; has an actual value range of 161-225, and an average value of 192.42 which is greater than the theoretical median value of 135,
6. The Hindu religious education teacher performance variable is classified as good, has an actual value range of 232-310, and an average of 273.14 which is greater than the theoretical median value of 186.

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Unidimensionality Evaluation Results

The evaluation results of construct unidimensionality already meet the requirements of the model feasibility test because all variable constructs are following the provisions of the "goodness of fit criteria." Based on this, the confirmatory factor analysis (CFA) results are presented in the unidimensionality analysis that exists in six research variables.

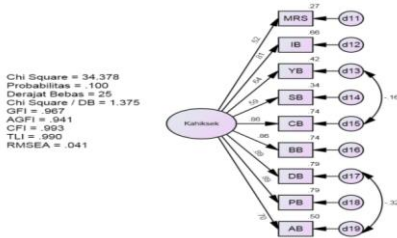


Figure 4: PHL

Kehiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB= yama brata; SB= surya brata; CB=casi brata; BB=bayu brata; DB=dhanaba brata; PB=panca brata; AB=agni brata

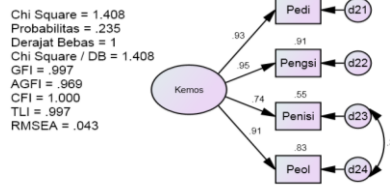


Figure 5: The TEI

Pedi= understanding emotions; pengsi= emotional settings; Pensi= emotional utilization; Peol= emotional understanding of others

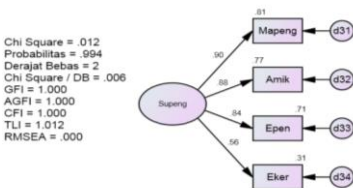


Figure 6: SS

Mapeng= supervisor managerial; Adik= academic; Epen= education evaluation; Eker= work ethic

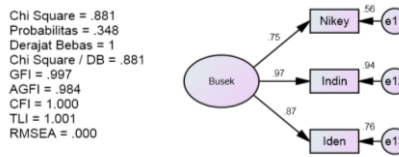


Figure 7: SC

Nikey= values and beliefs, Indin= intimation and individuals in school, Iden= identity/ physical environment in school.

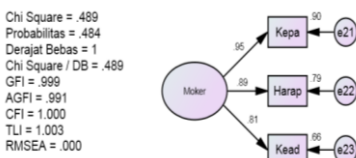


Figure 8: TWM

Kapa=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

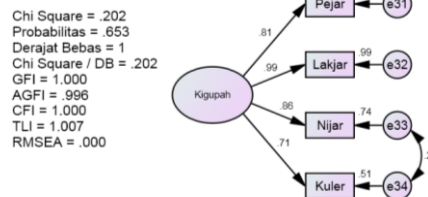


Figure 9: HRT-P

Pejjar = learning plan; Cokjar = learning process; Nijar = learning assessment; Kulek = work quality

Based on the confirmatory factor analysis (CFA) results, 27 indicators from six variables have qualified CFA. The GFI value as a measure of the feasibility of the model reaches a > value of .90. So it is concluded that the indicator construct has acceptable unidimensionality, and

the loading value (lamda) is entirely worth above .50 (> .50) so that it also provides evidence that all indicators have a high level of validity to the construct.

Feasibility of The Model (Goodness of Fit Model)

The validity and causality between constructs of this model used AMOS 20.0 software. Based on the AMOS 20.0 computation for this SEM model, the model conformity indexes are produced (goodness of fit) presented in Table 3. Furthermore, The index values will be compared to each index's critical value (cut-off value). A good model is expected to have the goodness of fit indices greater than essential matters. The study evaluated the initial results on structural models sequentially into the first, second, and third evaluation models.

The full results of the third evaluation model (SEM 6) in Figure 10 follows.

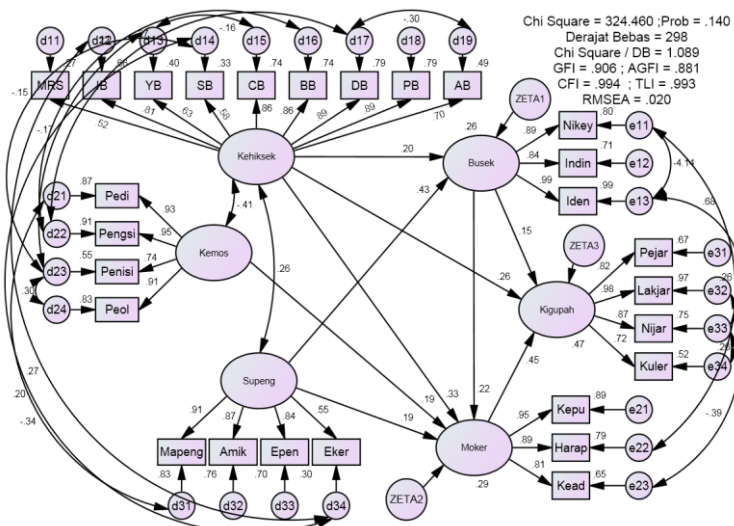


Figure 10: Full Results of The Third Evaluation Model

Description: Kehiksek: PHL, Kemos: EI, Juken, Supeng: Supervising The Vision of the Principal, Busek: SC, Moker: TWM, Sgupah: Performance of HRT.

Further evaluation of the criteria of the full conformity indexes of the third model is presented in Table 3 below.

Table 3. Criteria of The Third Evaluation Model Full Conformity Index.

Criterion	Result	Critical Value	Model Evaluation
<i>Absolute fit</i>			
Chi-square (c ²)	324.460	339.261	Good
Probabilitas	.140	.05	Good
Derajat Bebas	298	-	-
GFI	.906	.80	Good
RMSEA	.020	.08	Good

<i>Parsimony fit</i>			
CMIN/DF	1.089	2,00	Good
AGFI	.881	.80	Marginal
<i>Incremental fit</i>			
CFI	.994	.90	Good
TLI	.993	.90	Good

Structural Models

The causal relationship developed in the hypothesis on this model is sold to the null hypothesis, which says that the regression coefficient between the relationships of two constructs is no different from zero through tests as is present in regression analysis. The C.R. statistical value will be distributed to an accessible degree of 298. The following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing on structural models relates to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect		Standard Coefficient	CR	P value	Description
From	To				
PHL	SC	.197	3.354	<.001	Significant
SS	SC	.426	60636	<.001	Significant
PHL	TWM	.327	40462	<.001	Significant
TEI	TWM	.185	2.715	<.007	Significant
SS	TWM	.19	2.613	.009	Significant
SC	TWM	.224	3.238	.001	Significant
PHL	HRT-P	.264	4.392	<.001	Significant
TEI *)	HRT-P *)	-.022	0.409	.683	Insignificant
SS *)	HRT-P *)	-.088	1.392	.164	Insignificant
SC	HRT-P	.153	2.737	.006	Significant
TWM	HRT-P	.452	6.915	<.001	Significant

*) The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model can be seen in Table 5.

Table 5. Effective And Relative Contributions On The Final Model

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
I	0.26	PHL	SC	.197	.308	.061	.230
		SS	SC	.426	.477	.203	.770
			Total			.264	1.000

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation	
II	0.29	PHL	TWM	.327	.371	.121	.418	
		TEI	TWM	.185	.033	.006	.021	
		SS	TWM	.190	.383	.073	.251	
		SC	TWM	.224	.401	.090	.310	
		Total					.290	.290
III	0.47	PHL	HRT-P	.264	.478	.126	.271	
		SC	HRT-P	.153	.415	.063	.136	
		TWM	HRT-P	.452	.611	.276	.593	
		Total					.466	1.000

Hypothesis Test

The hypothesis testing of this research is based on the structural model resulting from the identification of the last structural model as shown in Figure 10, it was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% level. Furthermore, the research findings can be compiled as a summary of the results of hypothesis testing as presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes

Hypothesis Statement	Received
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis includes four statistical values in each indicator, including; the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below), and loading factor to explain the relationship between the indicator and its latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 7.

Table 7 Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	0.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of	4.52	0.4	99.6	.91

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
others					
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	0.3	99.7	

Final Model

Based on the final model of the evaluation of the feasibility of the model, it can be recommended that the final model of the constellation of relationships between research variables shown in Figure 11 is as follows:

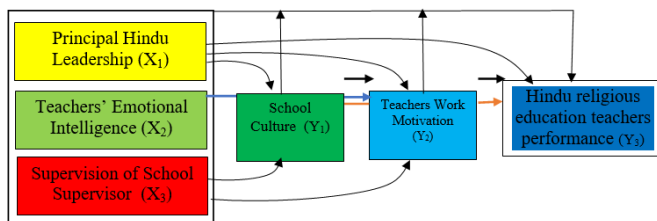


Figure 11: Final Model of The Constellation of Relationships Between Research Variables.

Description :

X1 = PHL

X2 = TEI

X3 = SS

Y1 = SC

Y2 = TWM

Y3 = Performance of HRT

→ = Regression direction

The discussion includes four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), and the percentage of negative response (described with a value of 3 and below). Loading factor in explaining the relationship between the indicator and latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 8.

Table 8. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	.4	94.5	.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
		Variable	4.20	10.2	89.8
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and	4.60	.4	99.6	.97

	Individual				
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Discussion

Evaluation Results of Structural Equation Model (SEM) Assumptions

Hair et al. (2006) argue that the minimum number of samples met in SEM is 100. The number of samples is determined by multiplying 5-10 of the indicators (Ferdinan in Paramartha, 2011). In this study, a structural model was developed with 27 indicators and 226 samples. The results of the normal distribution test are met if the results of the CR calculation are in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983 so that the assumption of a multinormal distribution is fulfilled (Ghozali, 2012). Checking for the presence of *univariate* outliers can be done by determining the threshold value that is categorized as *an outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (above 80 samples), univariate evaluation of outliers *occurs if the z-score is* outside the range -4 to 4 (Hair *et al.*, 2006). Using the basis that observations with a *z-score* of 4.00 will be categorized as *outliers*, it is known that the data used in this study on respondent number 210 has a score (X31) of -4.142, so that the status is *the univariate outlier*. The *Mahalanobis distance* (*Mahalanobis distance*) is used, which can be found in the *analysis output* using AMOS 20. No sample is *the multivariate outlier* in the analysis because it has a p-value of < 0.01. In these two considerations, respondent number 210 *Mahalanobis d-square* = 46,452 with p 1 = .011 and p 2 = .475, is still included in the analysis. For this reason, all observations are not wasted for analysis. Checking the assumption that there is no multicollinearity is carried out on the calculation of the determinant value of the sample covariance matrix. The hypothetical model will experience multicollinearity problems if the value of the determinant is close to zero. The determinant value can be concluded that the model does not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about: sample size, data normality, data *outliers*, linearity, the direction of the regression relationship, and multicollinearity all met the requirements.

The results of the analysis of the seven elements of the feasibility of the model conclude that this structural model has unacceptable feasibility, so repression or evaluation of the model

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will be carried out. There are two approaches to model specification, namely, Trimming theory, which tries to answer which parameters will be removed to increase the suitability of the model. This second method is commonly known as modification (MI). One recommendation of the MI value is the correlation between error indicators. Evaluation is done by adding a correlation between error indicators. Evaluation is done by adding correlations between exogenous constructs. The results of the model feasibility test in the first evaluation model have not been accepted because there are still components among the absolute fit that have not been met. So a second and third evaluation will be carried out by considering eliminating two insignificant paths and increasing the error correlation between the third evaluation by adding indicators based on modification index (MI) calculation results. The path that is omitted is the EI of teachers and the SS on HRT performance. In the second full evaluation model, the chi-square value is 470.416 with probability = .000 ($P < .05$), which explains that the covariance matrix of the model is different from the covariance matrix from the second evaluation model data has not been accepted. The third evaluation will be carried out by adding an error correlation between indicators based on the calculation results of the modification index (MI).

Based on the results of hypothesis testing as described above, it can be concluded that the core of the findings of this study are:

1. Hindu leadership of school principals and supervision of school supervisors has a direct effect on school culture at State Junior High Schools in Bali Province, and supervision of school supervisors has more influence. stronger with the school culture than the Hindu leadership of the principal.
2. The Hindu leadership of the principal and the supervision of the school supervisor, the emotional intelligence of the teacher and the school culture have a direct effect on the work motivation of teachers at State Junior High Schools in Bali Province, and the Hindu leadership of the Principal has the strongest influence on the work motivation of the teacher which is then followed sequentially. school culture, supervisor supervision, and teacher emotional intelligence.
3. Principal Hindu leadership, school culture, teacher work motivation have a direct effect on the performance of Hindu religious education teachers at State Junior High Schools in Bali Province, teacher work motivation has the strongest influence on the performance of Hindu religious educators followed by Hindu leadership. principals, and school culture.
4. There is an indirect relationship between the Hindu leadership of school principals and the performance of Hindu religious education teachers through school culture at State Junior High Schools in Bali Province, good Hindu principal leadership has an impact on the formation of a conducive and harmonious school culture so that it can encourage increased teacher performance. Hindu religious education.
5. There is an indirect relationship between the Hindu leadership of the school principal and the performance of Hindu religious education teachers through the work motivation of teachers at State Junior High Schools in Bali Province. A good Hindu principal's leadership has an impact on the formation of teacher work motivation so that it can encourage increased performance of Hindu religious education teachers.
6. There is an indirect relationship between the supervision of school supervisors and the work motivation of teachers. Through the school culture at State Junior High Schools in Bali Province, good supervision of school supervisors towards teachers and schools. The impact on the formation of a conducive and harmonious school culture so as to encourage increased work motivation of teachers.
7. There is an indirect relationship from the supervision of school supervisors with the performance of Hindu religious education teachers through school culture at State Junior High Schools in Bali Province. Supervision of good school supervisors has an impact on

the formation of a conducive and harmonious school culture so that it can encourage increased performance of Hindu Religious Education teachers.

8. There is an indirect relationship between the emotional intelligence of teachers and the performance of Hindu religious education teachers through the work motivation of teachers at State Junior High Schools in Bali Province. The emotional intelligence of a good teacher has an impact on the formation of teacher work motivation. So that it can encourage the performance of Hindu religious education teachers to increase.
9. There is an indirect relationship between school culture and the performance of Hindu religious education teachers through the work motivation of teachers at State Junior High Schools in Bali Province. A conducive and harmonious school culture has an impact on the formation of teacher work motivation so that it can encourage increased performance of Hindu religious education teachers.
10. The principal's Hindu leadership is more measurable than the Panca Brata and Dhanaba brata indicators.
11. Teacher's emotional intelligence is more measurable than indicators, teacher's emotional regulation.
12. Supervision of school supervisors is more measurable than supervisory managerial indicators.
13. School culture is more measurable than intimacy and individual indicators.
14. Teacher work motivation is more measurable than teacher job satisfaction indicators, and
15. Hindu religious education teacher performance is more measured than learning implementation indicators.

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationship between variables as shown in Figures 11, two paths are not supported by the data, namely the direct relationship of TEI to the performance of HRT and the relationship between school supervisory supervision and the performance of education teachers. Hindu religion because it is not significant. The final model to explain the relationship between the six variables is shown in Figure 11.

Based on the explanation in Table 8 above, it is explained that all indicators of PHL, TEI, SS, SC, TWM, and HRT-P are at a very good level because all indicators have a loading factor above .40 ($e > .40$). It has shown a fairly strong validation of an indicator to measure the construct. The percentages and categories of the six research variables are as follows.

First, the Hindu leadership of school principals with an average indicator value ranging from 4.35-4.71 and an average score for the variable 4.53 is in the very good category. However, of the 226 teachers who were used as respondents in the study, it turned out that the average was 220 people or 97.7% have a positive response to all indicators of the Hindu leadership variable of the principal, the most significant loading factor (.89) of the variable of the PHL is the Panca Brata indicator.

Second, the TEI with an average indicator value ranging from 4.24 to 4.53 and an average score for the variable of 4.45 is in the very good category. However, of the 226 teachers who became respondents, it turned out that an average of 223 people or 98.6% had a positive response to all indicators of the TEI variable, the most significant loading factor (.95) of the TEI variable was the emotional regulation indicator. Research on the effect of EI on performance has been done before. EI affects teachers' performance (Wahyudi, 2018). The

higher the EI variable, the higher the work performance produced (Wahyudi, 2018). The influence of personality competence and EI on teacher performance at a junior high school concluded that EI has a positive influence on teacher performance in junior high school (Anggraini, 2021).

Third, the SS, with an average value of indicators ranging from 3.83-4.40 and an average variable value of 4.20, is fairly good. However, from 226 respondents, it turns out that an average of 203 people, or 89.8 % have a positive response to the SS. The biggest *loading factor* (0.90) of the school supervisor's supervision variable is the managerial indicator of school supervisors. Several studies have been conducted to investigate the effect of supervision carried out by school supervisors on teacher performance. Three reached the same conclusion, namely that the supervision carried out by school supervisors influenced teacher performance, both at the early childhood education, Elementary, and Middle School levels (Suchyadi, 2018), Pujianto et al., 2020, and Tengko et al., 2021).

Fourth, SC, with the average value of the indicators ranging from 4.48 to 4.60 and the average value for the variable of 4.52 being in the very good category. However, of the 226 respondents in this study, an average of 225 people or 99.6% who had a positive response to this study an average of 225 people or 99.6% who had a positive response to SC, the most significant *loading factor* (0.97) of the SC variables are the indicators of intimacy and individual. The influence of SC, transformational leadership style, and work motivation on the performance of vocational school teachers is a direct positive influence of SC on the performance of vocational school teachers, meaning that it shows that an increase in positive values of SC that is carried out continuously will be able to improve the performance of vocational high school teachers (Zulkarnaen et al., 2020). The influence of SC and education and training on teacher performance, it is also concluded that SC has a significant influence on teacher performance at elementary school (Dahlan et al., 2020).

Fifth, the TWM average value of the indicators ranging from 4.40 to 4.47 and the average value for the variable of 4.44 in the very good category. However, from 226 responses and in this study, 223 people, or 98.8%, had a positive response to TWM, the most significant *loading factor* (0.95) of the TWM variable was the teacher job satisfaction indicator. The research results regarding work motivation and work discipline on teacher performance state that work motivation influences teacher performance (Alhusaini et al., 2020). Another research on the effect of communication, workload, and work motivation on employee performance states that motivation is partially insignificant. High performance is generally associated with high motivation (Fransiska & Tupti, 2020). Conversely, low motivation is associated with low performance. High performance is a function and interaction between motivation, competence, and opportunities for supporting resources. In the context of work, motivation is one of the essential factors in encouraging someone to produce performance (Fransiska & Tupti, 2020).

Sixth, the performance of HRT, with the average indicator value ranging from 4.58 to 4.72 and the average value for the variable 4.67, is in the very good category. It turned out that of the 226 respondents in this study, all (100%) had positive respondents to HRT performance. This descriptive finding is very positive because the teachers in the research location have had a very good performance. The most significant *loading factor* (0.99) of the performance variable of HRT is the indicator of the implementation of learning.

The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data analysis show that the path coefficient in this relationship is negative, namely .022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Goleman et al., 2007; Robbins, 2007; Stein & Book, 2002), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.

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Conclusion

This study aimed to describe the relationship of principal's hindu leadership (PHL), emotional intelligence (EI) of teachers, supervision of school superintendents (SS), school culture (SC), and teacher work motivation (TWM) with performance of hindu religious teacher (HRT) at state junior high schools, either directly or indirectly. The result showed that there is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM. and HRT. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance. So it can be concluded that hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation have a significant impact, either directly or indirectly on the performance of hindu religious education teachers.

Recommendation

Based on the results of data analysis and conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input as a reference for planning and determining strategies for improving teacher performance in carrying out the learning process. Knowledge of the factors that affect teacher performance can support awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together between relevant agencies in fostering and empowering teachers so that their performance increases.

The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that has not been revealed in this study in more depth with an adequate population so that more comprehensive research results are obtained.

Limitations

The author suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence the performance of HRT are not only limited to PHL, TEI, SS, SC, and TWM. There may be many other factors that affect the performance of HRT. It is hoped that further studies can investigate other factors more fully.

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The Relationship of Supporting Factors That Influence The Performance of Hindu Religious Teachers at State Junior High School

Abstract:

Several supporting factors allegedly influence the performance of teachers. This study aims to describe the relationship of each research variable, either directly or indirectly. This research is done through surveys with quantitative approaches that include correlational research types. The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. The results of the study describe: (a) the average level of principal's Hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, and teacher work motivation, and performance of Hindu religious teachers are in the high category; (b) The conceptual model meets the standards of comprehensive Goodness-of-fit requirements with hypothesis testing results: there is a significant direct and indirect relationship between variables in the state junior high school.

Keywords: emotional intelligence of teachers, performance of Hindu Religious Teacher, principal, hindu leadership, school culture, supervision of school superintendents, teacher work motivation.

Introduction

Hindu Religious Teachers (HRT) are responsible for implementing the Hindu education learning process at the level and unit of education following Hindu religious education. In the religious education curriculum in Indonesia, Permendiknas No. 35 of 2010 said that the performance of teachers related to their professional tasks is the ability to plan to learn, carry out learning, evaluate and assess learning outcomes, analyze assessment results and carry out follow-up assessment results. Hinduism, with Vedic as the primary source of teachings about the oneness of God, is one of the few religions in Indonesia (Suasthi et al., 2018). The learning process of Hindu education teachers should support the development of teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Trade consists of five parts, with the first Srada that believes in the existence of Brahman (Nata & Gunawijaya, 2021). Brahman is the supreme ruler in the Hindu concept of divinity. Hindu teachings involve learners having a firm Srada and Bhakti as a belief that can lead their lives into Hindu people of character (Surada, 2016). In addition, Hindu religious education is expected to give birth to learners who have noble morals and noble ethics reflected in daily behavior (Pinatih & Andi Rio, 2021).

Education is essential in directing generations of people to become responsible citizens to contribute to the country's economic, social, and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). Niti Sastra contains the teachings of Hindu leadership that are universal and not limited by space and time so that it is always relevant to the development of society (Suweta, 2020). The leadership values in Hinduism are

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more than just a source of philosophy, ethics, and morals but also noble spiritual values to achieve the highest goal of birth and inner happiness. In carrying out Hindu leadership in school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilize, and manage school management to achieve national education goals (Sukadi, 2020). One of the principal's leadership style basics that it can use to support teacher performance is Catur Naya Sandhi (Sedana et al., 2020). Catur Naya Sandhi defines four attitudes of a leader, namely Sāma (alert to all enemy threats to maintain the authority of the leader), Bheda (the rule of law), Dhāna (supporting welfare and respect), and Danda (justice in law) (Sedana et al., 2020).

Inequality often occurs in the world of leadership. Some facts show leaders entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution of followers' suffering become unable to have a good role (Yogatama & Giri, 2021). Education issues have lately become an indication of the performance of HRT under the low category (Astawa, 2019). The ability of Hindu junior high school education teachers to plan learning carry out learning and evaluation tools used in the assessment of learning outcomes is still weak (Tantra et al., 2013). Teachers of subjects who follow the certification process, including HRT in Bali Province, are still ineffective in planning learning (Suarda et al., 2018). Teachers teach Hindu religious education to the extent of teaching religious science and are limited in the transmission of religious values and moral values of Suda learners (Astawa, 2019). Limitations in moral values impact the weak implementation of learning and adversely affect the output (Suarda et al., 2018). Several factors affect the teaching and learning process, achievement, and performance, such as principal leadership, teachers' emotional intelligence, supervision of school superintendents, school culture, and teacher work motivation (Börü, 2018; Siahaan et al., 2020).

The principal's function as a leader in the school and the role of the school superintendent. It can be optimized to influence the implementation of teacher performance (Sehgal et al., 2017). Supervision is an integral part of efforts to support supervise achievement to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit in the government capacity. Regulation of the Minister of National Education No. 2 of 2007 explains that the presence of school superintendents becomes part of the staffing duties of a school superintendent is required to have several dimensions of competence in the subject family. Regulation of the Minister of National Education No. 35 of 2010 presents technical instructions for implementing the Functional Position of teachers and their credit figures to support teacher performance. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, carrying out learning, evaluating and assessing learning outcomes, analyzing assessment results, and carrying out follow-up assessment results. The Performance-based on the quality of his work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), school culture (SC), and motivation. EI is a collection of non-cognitive skills, capabilities, and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to behavior, assumptions, and beliefs regarding an organization (Groysberg et al., 2018). Organizational culture is the prevailing norms, values, ideas, and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals, and beliefs in the middle, and assumptions within. School culture is the school's personality embodied through the values and beliefs of members of the organization (Karada & Öztekin, 2018). SC

and teacher work motivation together positively influence the quality of education (Baier et al., 2019; Kalkan et al., 2020). Motivation is a process that begins with a physiological and positional deficiency that drives the behavior or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareen et al., 2015). Incentives end a cycle of motivation that will reduce a need and drive. The dimensions of the primary motivational process will be the starting point for the theory of the content and operation of work motivation.

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Previous studies reveal the weaknesses of teacher performance, especially Hindu religious teachers (Astawa, 2019; Tantra, et. al., 2013). This will certainly have an impact on the quality of graduates. Various studies were conducted to determine the factors that influence the performance of teachers (Anggraeni, 2021; Dahlan, et. al., 2020; Larasati, et. al., 2020; Pujianto, et. al., 2020; Sari, et. al., 2020; Tengko, et. al., 2021; Zulkarnaen, et. al., 2020). However, from the results obtained, only few studies have explained the factors that affect performance simultaneously. Most of previous studies only explain the effect of one or two variables on the performance variable. Previous research studies has confirmed that specific teacher interventions can increase their professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports students to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitations of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).

The research questions are:

1. How is the performance of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools?; and
1. How do PHL, TEI, SS, SC, TWM variables affect the performance of HRT in-state junior high schools? How is the achievement performance of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools? The issue is inferential; and

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Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or lead religious people, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society, or state he leads to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean as a benchmark in achieving peaceful (santih) and prosperous Hindu citizens or people (hita) (Subagiasta, 2019). Hindu leadership teachings related to ethical and moral concepts are widely reviewed in Hindu literature, such as Niti Sastra, Arthasastra, Manawadharmasastra, and Kekawin Ramayana (Mahyuni, 2019). Leadership in Hinduism aims to present a leader who realizes prosperity and can be a nonsuch for the next

generation by providing a sense of security, responsibility, fairness, autonomy, and initiative (Pinatih & ~~AndiRio~~, 2021). Several types of leadership in Hindu religious education are (a) asta brata (Ariawan, 2021; Setiyowati & Razak, 2018); (b) TriKayaParisudha (Ariawan & Divayana, 2020; ~~Ariawan et al., 2020, Ariawan et al., 2021~~; Divayana, 2018; Divayana et al., 2019; Suwindia & Wati, 2021); (c) Catur Paramita (Sukabawa, 2019); (d) Catur Pariksa (Sanjaya et al., 2020; Suweta, 2020); (e) panca yamabrata (Sulastra, 2021); (f) panca niyama brata (Subagiasta, 2018); (g) asta dasa paramiteng prabhu (Suweta, 2020); (h) sadwinayaka (Muliana, 2021); (i) catur widya (Muliana, 2021). All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, educational institutions, and during the lives of the broader community that provide obedient and obedient life for each other (Subagiasta, 2021). However, somehow, some facts show that many leaders are entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution to followers' suffering cannot have a good role (Yogatama & Giri, 2021).

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Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand the power of emotional sensitivity more effectively. EI includes motivating oneself or others, self-control, understanding other people's feelings effectively, and managing emotions that can guide the mind to make the best decisions and become more productive (Anggraini, 2021). There is general agreement on a single theoretical model that describes the capabilities of EI components. Mayer and Salovey first told this four-pronged hierarchical model in 1997 (Olderbak et al., ~~2019~~; MacCann et al., 2020). The four branches are: (a) accurately understanding emotions, (b) using emotions to facilitate decision making, (c) understanding emotions, and (d) managing emotions to regulate positive emotions and reduce negative emotions (MacCann et al., 2020). EI consists of five dimensions that in its development in the latest version there are a change with simplification (Hughes et al., 2007) into four domains, (a) self-emotional understanding, (b) self-regulation emotions, (c) the use of emotions, and (d) understanding the emotions of others. People who have developed EI can use their emotions to direct thoughts and behavior and understand their feelings and the feelings of others accurately (Drigas & Papoutsis, 2018). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019). Religious leaders should have the good emotional intelligence to control themselves and help resolve conflicts between the congregation. However, there are still conflicts between church leaders expressed in the form of power struggles over differences in information or different beliefs, interests, desires, or values. Some religious leaders even sometimes show explosive emotions, pounding the table, slamming the Bible, physically violent, verbally vented emotions that are rude and cursing (Budi, 2019).

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Supervision of School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of holding academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The teacher's quality of the learning process becomes the focus of academic supervision (Burhanudin et al., 2021) so that student learning outcomes are better as learning outputs. Educational supervision is the main task of a school

supervisor to foster teachers to carry out learning management, including planning, implementation, and learning assessment (Tengko et al., 2021). School supervisors are professional education personnel who authorize officials to give complete duties, responsibilities, and authority to guide and supervise the academic (technical education) and managerial / school management fields (Purnomo et al., & Badriyah, 2021). Supervision includes evaluating teachers' professional skills and supervisors' effectiveness of school programs (Altun & Sarkaya, 2020).

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School Culture

School culture (SC) is a set of values that underlie the behaviors, traditions, daily habits, and symbols practiced by principals, teachers, administrative officers, students, and the community around the school that distinguish it from other schools (Febriantina et al., 2020). School cultures are developed by networking teachers, students, parents, and administrators who work together to establish a culture of collaboration focused on student achievement (Abdullah, 2019). SC is used as a guideline for all school residents in acting towards their profession to support the ability to adapt to the work environment (Schipper et al., 2020). SC forms a system of values, habits, work ethic, and school image internalized in every joint of school activities (Kusumaningrum et al., 2020). SC must be understood, embraced, and run together and reflected in attitudes into behaviors, ideas, opinions, views, and actions that manifest as work (Komar, 2020). SC has an essential role in improving members' performance (Liu et al., 2021; Febriantina et al., 2020). SC is a significant factor determining the school's perception and the behavior patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). SC establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020). Every school must have a vision and mission to create a school organizational culture. Unfortunately, improving the quality of schools or the quality of education conventionally so far has always relied on the management of improving the quality of the teaching and learning process and management in the aspect of leadership alone. Still, it did not touch the school's organizational culture (Rony, 2021). The condition is unfortunate, even though a positive school organizational culture can create a quality culture in schools, such as a culture that always supports excellence, discipline, and togetherness. Other cultures are oriented toward excellence and positive quality education. In addition, a positive organizational culture is also very supportive of increasing the motivation and achievement of school residents.

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Teacher's Work Motivation

Work motivation can be defined as the thing behind a person doing work. TWM is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teacher work and teacher quality will significantly affect the quality of education (Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). Intrinsic factor, a satisfying factor and arises from itself. An intrinsic indicator is the desire to achieve and progress in personal life (Baljoon et al., 2019). Extrinsic factors, external factors as a teacher, will affect his work spirit. Some of the outside factors that influence teacher motivation are the level of perception and desire of learning of students, chief justice and communication skills of principals, attitudes, and behaviors of colleagues, education policies that support the creativity of teachers and students, as well as the quality of the physical condition of the school and the quality of learning materials (Börü, 2018). A teacher's work motivation is related to efforts to fulfill his needs. This motivation encourages

teachers to carry out teacher duties to meet their needs. Thus, there is a link between motivation and the implementation of teacher tasks, which means there is also a link between motivation and teacher competence which ultimately fosters teacher performance (Hidayat, 2020). Several studies show the low performance of teachers in several schools (Harahap, 2018; Hartanti & Yuniarsih, 2018; Hidayat, 2020). Undoubtedly caused by many factors, one of which is teachers' work motivation.

Previous Studies

Several studies have discussed how the performance of Hindu Religion teachers and what factors influence it. In a study it was revealed that Hindu religious education teachers at Denpasar Junior High School had not shown optimal performance. Teachers have weaknesses in the learning process starting from the preparation of lesson plans, the methods used to evaluation. It can be said that pedagogic and professional competencies have not been optimized properly (Suarda, et. Aal., 2018). The study also revealed that one of the factors that influence teacher performance is the leadership of the principal. Principals have an important role in optimizing the performance of teachers who are certified educators. The principal is also obliged to create a good organizational climate by implementing a professional system. However, the facts on the ground show that the duties and functions of school supervisors are not running optimally. So far, supervisors have not carried out intensive supervision in schools. This causes frequent miscoordination between supervisors and the school committee.

Many studies show the influence of leadership style, emotional intelligence, supervisory supervision, and work environment culture on work motivation and performance. However, in general, these studies only show a separate relationship between one variable and another. Such as the relationship between emotional intelligence and performance (Anggraeni, 2021; Sari, et. Al., 2020); the relationship between supervisory supervision and performance (Larasati, et. al., 2020; Pujiyanto, et. al., 2020; Tengko, et. al., 2021); the relationship between work environment culture on performance (Dahlan, et. al., 2020; Zulkarnaen, et. al., 2020); and the relationship between work motivation and performance (Fransiska & Tupti, 2020). Although each variable has an influence on performance, further research is still needed regarding the effect of all variables simultaneously on performance.

Stages of Research

This study is a descriptive study on the measurement of the performance of Hindu education teachers using a model of connectedness between variables that is the result of the development of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of instruments by making questionnaires of each variable based on views, operational definitions, and indicators. Three experts conducted the intrusion validity test based on structure, content or material, and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample. Test data is analyzed to meet validity and reliability. These research steps are presented in Figure 1.

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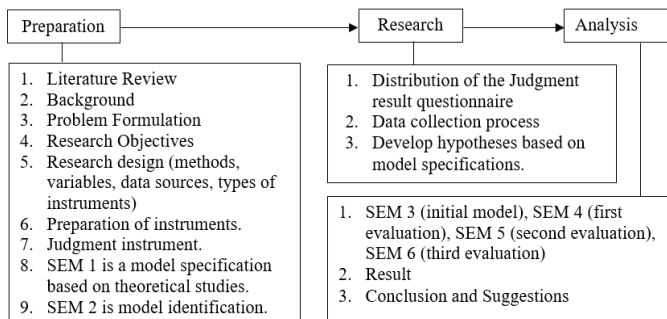


Figure 1: Research Steps

Development of Conceptual Models and Theories

The first step of SEM (SEM 1) analysis is to develop an analytical model based on existing theories. This model developed a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypothesis of direct and indirect relationships between variables. The conceptual model of the relationship between a free variable (exogenous) and a related variable (endogenous) is presented in Figure 2.

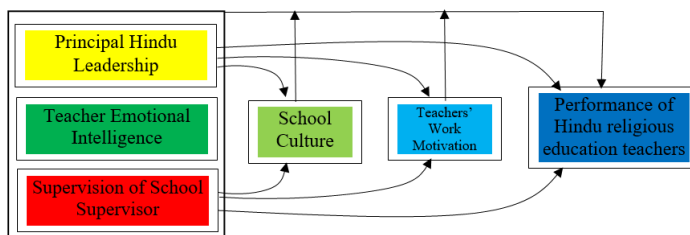


Figure 2: Constellation of Relationships Between Research Variables

The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.

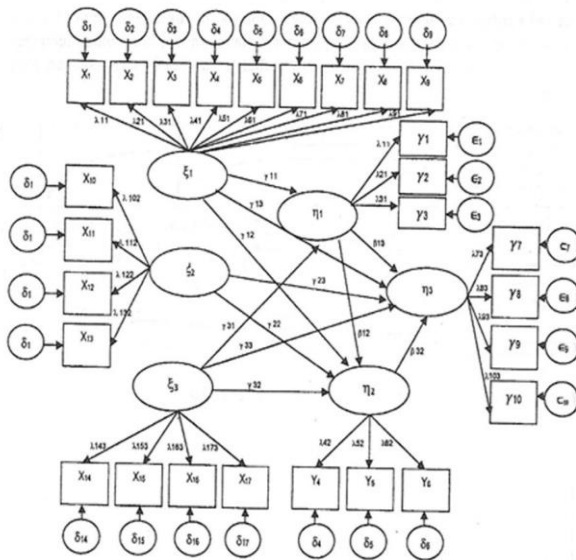


Figure 3: Modeling of Structural Equations (SEM) Relationships Between Variables Information:

1. Rectangular image showing manifest variable (observed variable)
2. Oval image showing latent variable (construct variable)
3. ξ_1 = Ksi, exogenous latent variable for PHL
4. ξ_2 = Ksi, exogenous latent variable for EI
5. ξ_3 = Ksi, exogenous latent variable for supervisory supervision
6. η_1 = Eta, endogenous latent variable for SC
7. η_2 = Eta, endogenous latent variable for work motivation
8. η_3 = Eta, endogenous latent variable for the performance of Hindu education teachers.
9. λ = Lamda, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. δ = Gamma, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables.
12. δ = Delta, error for manifest variable (indicator) on exogenous variable.
13. ϵ = Epsilon, an error for the manifest variable (indicator) on the endogenous variable

Research Subjects

The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine (9) regencies/cities of Bali Province. Using the formula, Krejcie & Morgan and Warwick Lininger obtained a sample number of 256 HRT. The sampling techniques in the study were "multistage proportional random sampling," and individual sampling became samples in each school with lottery techniques. The sample was chosen in this study based on several criteria:

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government employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.

Data Collection Instruments

~~Data collection tool used in this study is the Likert Scale model questionnaire with five alternative answers. Data collection used the Likert Scale model questionnaire with five alternative answers:~~ Strongly agree (SS)=5, Agree (S)=4, Disagree (KS)=3, Disagree (TS)=2, Strongly Disagree (STS)=1 positive answers and vice versa for negative answers (Divayana et al., 2019). The questionnaire meets the performance variables of HRT, Hindu leadership of principals, EI of teachers supervised by school superintendents, SC, TWM. The results of the instrument item validity test are presented in Table 1.

Commented [A13]: Data collection tool used in this study is the Likert Scale model questionnaire with five alternative answers:

Table 1. Results of Validity of Research Instruments

Variable	Number of Items			Invalid Item Number	Alfa Cronbach
	Items	Valid	Invalid		
Performance of Hindu Education teachers	65	62	3	5,16,25	.956
PHL	62	56	6	1,12,28,33,35	.952
TEI	58	55	3	15,26,27	.960
SS	38	37	1	13	.956
SC	46	43	3	17,18,44	.951
TWM	47	45	2	18,19	.965

Table 1 shows the performance variables of HRT as many as 65 questionnaires. The performance variables of HRT produced 62 questionnaires that showed the distribution of the acquisition of correlation coefficient numbers between .330 to .717 and r-count greater than .30. Sixty-two points of the performance questionnaire of HRT were declared valid. The performance variables of HRT produced three questionnaires (5, 16, 25) that showed the distribution of correlation coefficient numbers between .25 to .287 and r-count smaller than .30. Three points of performance of Hindu Education teachers were declared invalid, so the questionnaire was not used in the measurement. The omitted instrument does not affect measuring the number of items that qualify as a measuring instrument of the variable. The validity results in Table 1 apply to all variables in the study. Based on the calculation results obtained, the reliability coefficient of the Alfa Cronbach instrument is greater than .80. The performance research instruments of Hindu Education teachers, the leadership of Hindu principals, TEI, supervision of school superintendents, SC and TWM reach very high-reliability criteria. All research instruments that have met the requirements for the validity of items and have high reliability are used to collect data.

Data Analysis Techniques

The data analysis technique used Structural Equation Modeling (SEM-AMOS) version 20.0. Data analysis steps: (a) Concept and Theory-Based Development; (b) Constructing the Phat Diagram; (c) Conversion of Phat diagrams to Structural Models; (d) Selecting an Input Matrix; (e) Assess identification problems; (f) Evaluation of Goodness-OF-Fit, and (g)

Interpellation and Model Modification. The data results in reliability using the Cronbach Alpha formula. The instrument is declared reliable if the reliability coefficient value is 0.80 and above (Anastasi & Maw, 1982). The results of the reliability test showed reliability. Test the validity of items with the product-moment correlation formula from Pearson (Hatch & Faerhady, 1982). The questionnaire items are declared valid if the correlation value is minimal or equal and greater than .30 ($> .30$). The test assumptions sought include (a) normality test, multivariate data distribution is analyzed to see if the normality assumption is further processed for SEM modeling. Tests were carried out using a normal QQ plot diagram; (b) test of outliers, examination of univariate outliers by converting the value of research data into z-score; (c) multicollinearity between independent variables using the linear regression module; (d) variance heteroscedasticity test, a way to observe whether or not heteroscedasticity occurs can be seen from the scatter plot where there is no specific pattern on the graph.

Some of the findings that need to be discussed in more detail in this study follow the existing problems. Based on the research method used to solve these problems, the results of this study present several things as follows.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

No	Variables	Number of Instrument Items	Total Theoretical		Total Actual		
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243,81
	TEI	55	55-275	165	163	270	234,01
3	SS	37	37-185	111	117	180	152,03
4	SC	43	43-215	129	149	210	184,35
5	TWM	45	45-225	135	161	225	192,42
6	HRT-P	62	62-310	186	232	310	273,14

Table 2 can be seen that all variables are classified as good: Results of Unidimensionality Evaluation:

1. The Hindu leadership variable of the principal is classified as good, descriptive statistics are explained in the actual data that has a value range of 168-280 and an average of 243.01 which is greater than the score. The theoretical median, 168,
2. The TEI variable is classified as good, has an actual value range of 163-270 and an average of 234.01, which is greater than the theoretical median value of 165,
3. The school supervisor supervision variable is classified as good, has the actual value is 117-180, and the average is 152.03 which is greater than the theoretical median value of 111,
4. The SC variable is classified as good, has an actual value range of 149-210 and an average of 184.35 which is greater than the median value theoretical 129,
5. The variable of TWM is classified as good; has an actual value range of 161-225, and an average value of 192.42 which is greater than the theoretical median value of 135,
6. The Hindu religious education teacher performance variable is classified as good, has an actual value range of 232-310, and an average of 273.14 which is greater than the theoretical median value of 186.

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Unidimensionality Evaluation Results

The evaluation results of structural unidimensionality already meet the requirements of the model feasibility test because all variable constructs are following the provisions of the "goodness of fit criteria." Based on this, the confirmatory factor analysis (CFA) results are presented in the unidimensionality analysis that exists in six research variables.

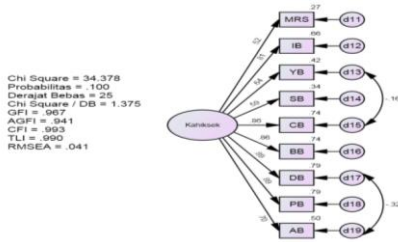


Figure 4: PHL

Kehiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB= yama brata; SB= surya brata; CB=casi brata; BB=bayu brata; DB=dhanaba brata; PB=panca brata; AB=agni brata

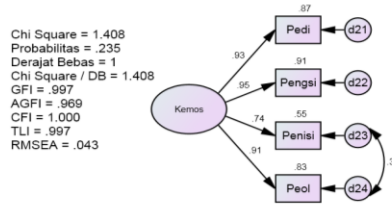


Figure 5: The TEI

Pedi= understanding emotions; pengsi= emotional settings; Pensi= emotional utilization; Peol= emotional understanding of others

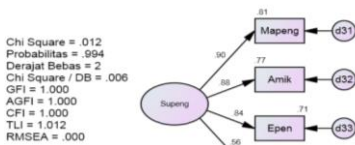


Figure 6: SS

Mapeng= supervisor managerial; Adik= academic; Epen= education evaluation; Eker= work ethic

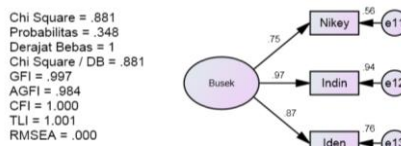


Figure 7: SC

Nikey= values and beliefs, Indin= intimation and individuals in school, Iden= identity/ physical environment in school.

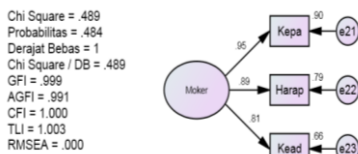


Figure 8: TWM

Kupa=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

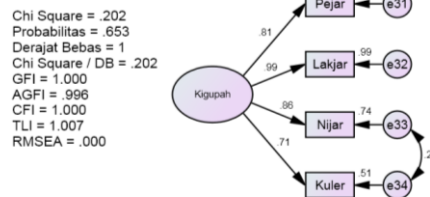


Figure 9: HRT-P

Pejar = learning plan; Cokjar = learning process; Nijar = learning assessment; Kuler = work quality

Based on the confirmatory factor analysis (CFA) results, 27 indicators from six variables have qualified CFA. The GFI value as a measure of the feasibility of the model reaches a > value

of .90. So it is concluded that the indicator construct has acceptable unidimensionality, and the loading value (lamda) is entirely worth above .50 (> .50) so that it also provides evidence that all indicators have a high level of validity to the construct.

Feasibility of The Model (Goodness of Fit Model)

The validity and causality between constructs of this model used AMOS 20.0 software. Based on the AMOS 20.0 computation for this SEM model, the model conformity indexes are produced (goodness of fit) presented in Table 3. Furthermore, The index values will be compared to each index's critical value (cut-off value). A good model is expected to have the goodness of fit indices greater than essential matters. The study evaluated the initial results on structural models sequentially into the first, second, and third evaluation models.

The full results of the third evaluation model (SEM 6) in Figure 10 follows.

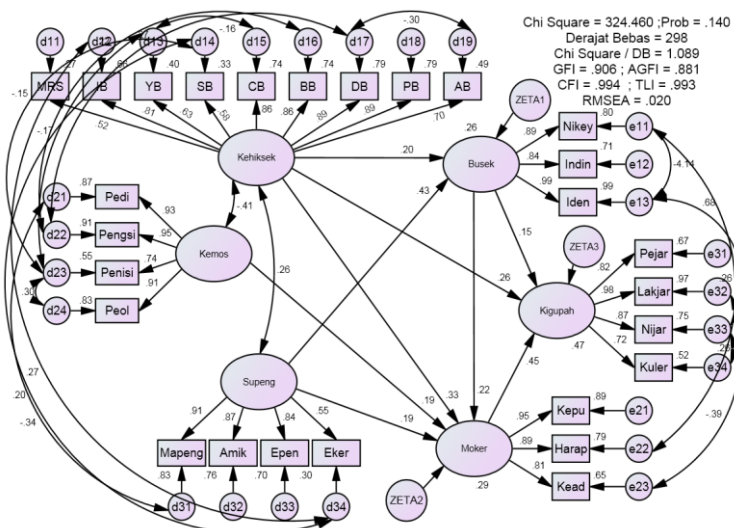


Figure 10: Full Results of The Third Evaluation Model

Description: Kehikseh: PHL, Kemos: EI, Juken, Supeng: Supervising The Vision of the Principal, Buseh: SC, Mokek: TWM, Sgupah: Performance of HRT.

Further evaluation of the criteria of the full conformity indexes of the third model is presented in Table 3 below.

Table 3. Criteria of The Third Evaluation Model Full Conformity Index.

Criterion	Result	Critical Value	Model Evaluation
<i>Absolute fit</i>			
Chi-square (c ²)	324.460	339.261	Good
Probabilitas	.140	.05	Good
Derajat Bebas	298	-	-
GFI	.906	.80	Good

RMSEA	.020	.08	Good
<i>Parsimony fit</i>			
CMIN/DF	1.089	2,00	Good
AGFI	.881	.80	Marginal
<i>Incremental fit</i>			
CFI	.994	.90	Good
TLI	.993	.90	Good

Structural Models

The causal relationship developed in the hypothesis on this model is sold to the null hypothesis, which says that the regression coefficient between the relationships of two constructs is no different from zero through tests as is present in regression analysis. The C.R. statistical value will be distributed to an accessible degree of 298. The following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing on structural models relates to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect		Standard Coefficient	CR	P value	Description
From	To				
PHL	SC	.197	3.354	<.001	Significant
SS	SC	.426	60636	<.001	Significant
PHL	TWM	.327	40462	<.001	Significant
TEI	TWM	.185	2.715	<.007	Significant
SS	TWM	.19	2.613	.009	Significant
SC	TWM	.224	3.238	.001	Significant
PHL	HRT-P	.264	4.392	<.001	Significant
TEI *)	HRT-P *)	-.022	0.409	.683	Insignificant
SS *)	HRT-P *)	-.088	1.392	.164	Insignificant
SC	HRT-P	.153	2.737	.006	Significant
TWM	HRT-P	.452	6.915	<.001	Significant

*) The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model can be seen in Table 5.

Table 5. Effective And Relative Contributions On The Final Model

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
I	0.26	PHL	SC	.197	.308	.061	.230
		SS	SC	.426	.477	.203	.770

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
			Total			.264	1.000
II	0.29	PHL	TWM	.327	.371	.121	.418
		TEI	TWM	.185	.033	.006	.021
		SS	TWM	.190	.383	.073	.251
		SC	TWM	.224	.401	.090	.310
			Total			.290	.290
III	0.47	PHL	HRT-P	.264	.478	.126	.271
		SC	HRT-P	.153	.415	.063	.136
		TWM	HRT-P	.452	.611	.276	.593
			Total			.466	1.000

Hypothesis Test

The hypothesis testing of this research is based on the structural model resulting from the identification of the last structural model as shown in Figure 10, it was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% level. Furthermore, the research findings can be compiled as a summary of the results of hypothesis testing as presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes

Hypothesis Statement	Received
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis includes four statistical values in each indicator, including; the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below), and loading factor to explain the relationship between the indicator and its latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 7.

Table 7 Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	0.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of	4.52	.4	99.6	.91

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
others					
SS	Variable	4.45	1.4	98.6	
	Supervisory Manager	4.15	7.00	93	.90
	Academic	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
SC	Variable	4.20	10.2	89.8	
	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
TWM	Variable	4.52	.4	99.6	
	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
Performance of HRT	Variable	4.44	1.2	98.8	
	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Final Model

Based on the final model of the evaluation of the feasibility of the model, it can be recommended that the final model of the constellation of relationships between research variables shown in Figure 11 is as follows:

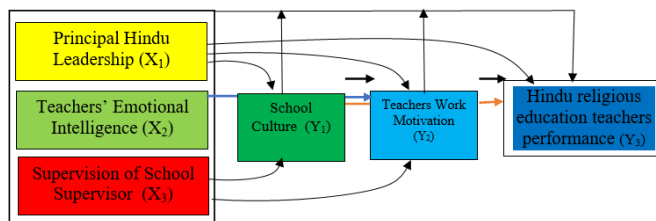


Figure 11: Final Model of The Constellation of Relationships Between Research Variables.

Description :

X1 = PHL

X2 = TEI

X3 = SS

Y1 = SC

Y2 = TWM

Y3 = Performance of HRT

→ = Regression direction

The discussion includes four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), and the percentage of negative response (described with a value of 3 and below). Loading factor in explaining the relationship between the indicator and latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 8.

Table 8. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	.4	94.5	.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and	4.60	.4	99.6	.97

	Individual				
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Discussion

Evaluation Results of Structural Equation Model (SEM) Assumptions

Hair et al. (2006) argue that the minimum number of samples met in SEM is 100. The number of samples is determined by multiplying 5-10 of the indicators (Ferdinan in Paramartha, 2011). In this study, a structural model was developed with 27 indicators and 226 samples. The results of the normal distribution test are met if the results of the CR calculation are in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983 so that the assumption of a multinormal distribution is fulfilled (Ghozali, 2012). Checking for the presence of *univariate* outliers can be done by determining the threshold value that is categorized as *an outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (above 80 samples), univariate evaluation of outliers *occurs if the z-score is outside the range -4 to 4* (Hair et al., 2006). Using the basis that observations with a *z-score* of 4.00 will be categorized as *outliers*, it is known that the data used in this study on respondent number 210 has a score (X31) of -4.142, so that the status is *the univariate outlier*. The *Mahalanobis distance* (*Mahalanobis distance*) is used, which can be found in the *analysis output* using AMOS 20. No sample is *the multivariate outlier* in the analysis because it has a p-value of < 0.01. In these two considerations, respondent number 210 *Mahalanobis d-square* = 46,452 with p 1 = .011 and p 2 = .475, is still included in the analysis. For this reason, all observations are not wasted for analysis. Checking the assumption that there is no multicollinearity is carried out on the calculation of the determinant value of the sample covariance matrix. The hypothetical model will experience multicollinearity problems if the value of the determinant is close to zero. The determinant value can be concluded that the model does not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about: sample size, data normality, data *outliers*, linearity, the direction of the regression relationship, and multicollinearity all met the requirements.

The results of the analysis of the seven elements of the feasibility of the model conclude that this structural model has unacceptable feasibility, so repression or evaluation of the model

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will be carried out. There are two approaches to model specification, namely, Trimming theory, which tries to answer which parameters will be removed to increase the suitability of the model. This second method is commonly known as modification (MI). One recommendation of the MI value is the correlation between error indicators. Evaluation is done by adding a correlation between error indicators. Evaluation is done by adding correlations between exogenous constructs. The results of the model feasibility test in the first evaluation model have not been accepted because there are still components among the absolute fit that have not been met. So a second and third evaluation will be carried out by considering eliminating two insignificant paths and increasing the error correlation between the third evaluation by adding indicators based on modification index (MI) calculation results. The path that is omitted is the EI of teachers and the SS on HRT performance. In the second full evaluation model, the chi-square value is 470.416 with probability = .000 ($P < .05$), which explains that the covariance matrix of the model is different from the covariance matrix from the second evaluation model data has not been accepted. The third evaluation will be carried out by adding an error correlation between indicators based on the calculation results of the modification index (MI).

~~Based on the results of hypothesis testing as described above, it can be concluded that the core of the findings of this study are:~~

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationship between variables as shown in Figures 11, two paths are not supported by the data, namely the direct relationship of TEI to the performance of HRT and the relationship between school supervisory supervision and the performance of education teachers. Hindu religion because it is not significant. The final model to explain the relationship between the six variables is shown in Figure 11.

Based on the explanation in Table 8 above, it is explained that all indicators of PHL, TEI, SS, SC, TWM, and HRT-P are at a very good level because all indicators have a loading factor above .40 ($e > .40$). It has shown a fairly strong validation of an indicator to measure the construct. The percentages and categories of the six research variables are as follows.

First, the Hindu leadership of school principals with an average indicator value ranging from 4.35-4.71 and an average score for the variable 4.53 is in the very good category. However, of the 226 teachers who were used as respondents in the study, it turned out that the average was 220 people or 97.7% have a positive response to all indicators of the Hindu leadership variable of the principal, the most significant loading factor (.89) of the variable of the PHL is the Panca Brata indicator.

Second, the TEI with an average indicator value ranging from 4.24 to 4.53 and an average score for the variable of 4.45 is in the very good category. However, of the 226 teachers who became respondents, it turned out that an average of 223 people or 98.6% had a positive response to all indicators of the TEI variable, the most significant loading factor (.95) of the TEI variable was the emotional regulation indicator. Research on the effect of EI on performance has been done before. EI affects teachers' performance (Wahyudi, 2018). The higher the EI variable, the higher the work performance produced (Wahyudi, 2018). The influence of personality competence and EI on teacher performance at a junior high school concluded that EI has a positive influence on teacher performance in junior high school (Anggraini, 2021).

Third, the SS, with an average value of indicators ranging from 3.83-4.40 and an average variable value of 4.20, is fairly good. However, from 226 respondents, it turns out that an average of 203 people, or 89.8 % have a positive response to the SS. The biggest *loading factor* (0.90) of the school supervisor's supervision variable is the managerial indicator of school supervisors. Several studies have been conducted to investigate the effect of supervision carried out by school supervisors on teacher performance. Three reached the same conclusion, namely that the supervision carried out by school supervisors influenced teacher performance, both at the early childhood education, Elementary, and Middle School levels (Suchyadi, 2018), Pujianto et al., 2020, and Tengko et al., 2021).

Fourth, SC, with the average value of the indicators ranging from 4.48 to 4.60 and the average value for the variable of 4.52 being in the very good category. However, of the 226 respondents in this study, an average of 225 people or 99.6% who had a positive response to this study an average of 225 people or 99.6% who had a positive response to SC, the most significant *loading factor* (0.97) of the SC variables are the indicators of intimacy and individual. The influence of SC, transformational leadership style, and work motivation on the performance of vocational school teachers is a direct positive influence of SC on the performance of vocational school teachers, meaning that it shows that an increase in positive values of SC that is carried out continuously will be able to improve the performance of vocational high school teachers (Zulkarnaen et al., 2020). The influence of SC and education and training on teacher performance, it is also concluded that SC has a significant influence on teacher performance at elementary school (Dahlan et al., 2020).

Fifth, the TWM average value of the indicators ranging from 4.40 to 4.47 and the average value for the variable of 4.44 in the very good category. However, from 226 responses and in this study, 223 people, or 98.8%, had a positive response to TWM, the most significant *loading factor* (0.95) of the TWM variable was the teacher job satisfaction indicator. The research results regarding work motivation and work discipline on teacher performance state that work motivation influences teacher performance (Alhusaini et al., 2020). Another research on the effect of communication, workload, and work motivation on employee performance states that motivation is partially insignificant. High performance is generally associated with high motivation (Fransiska & Tupti, 2020). Conversely, low motivation is associated with low performance. High performance is a function and interaction between motivation, competence, and opportunities for supporting resources. In the context of work, motivation is one of the essential factors in encouraging someone to produce performance (Fransiska & Tupti, 2020).

Sixth, the performance of HRT, with the average indicator value ranging from 4.58 to 4.72 and the average value for the variable 4.67, is in the very good category. It turned out that of the 226 respondents in this study, all (100%) had positive respondents to HRT performance. This descriptive finding is very positive because the teachers in the research location have had a very good performance. The most significant *loading factor* (0.99) of the performance variable of HRT is the indicator of the implementation of learning.

The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data

analysis show that the path coefficient in this relationship is negative, namely .022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Goleman ~~et al.~~, 2007; Robbins, 2007; Stein & Book, 2011~~02~~), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.

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Conclusion

This study aimed to describe the relationship of principal's hindu leadership (PHL), emotional intelligence (EI) of teachers, supervision of school superintendents (SS), school culture (SC), and teacher work motivation (TWM) with performance of hindu religious teacher (HRT) at state junior high schools, either directly or indirectly. The result showed that there is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM. and HRT. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance. So it can be concluded that hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation simultaneously affect the performance of hindu religious education teachers. The variables also have a significant impact, either directly or indirectly on the performance of hindu religious education teachers.

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Recommendation

Based on the results of data analysis and conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input as a reference for planning and determining strategies for improving teacher performance in carrying out the learning process. Knowledge of the factors that affect teacher performance can support awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together between relevant agencies in fostering and empowering teachers so that their performance increases. The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that has not been revealed in this study in more depth with an adequate population so that more comprehensive research results are obtained.

Limitations

The author suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence the performance of HRT are not only limited to PHL, TEI, SS, SC, and TWM. There may be many other factors that affect the performance of HRT. It is hoped that further studies can investigate other factors more fully.

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<https://doi.org/10.1007/s11115-014-0287-6>

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Publication date missing

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Zulkarnaen, Z., Supriyati, Y., & Sudiarditha, I. K. R. (2020). The influence of school culture, transformational leadership style, and work motivation on the performance of SMK teachers. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 175-185.
<http://dx.doi.org/10.21831/jamp.v8i2.33867>

CORRECTION REPORT

No	Reviewer Code	Reviews	Corrections made by the author
1	R2612	Research problems need to be revised	<p>Previous studies reveal the weaknesses of teacher performance, especially Hindu religious teachers (Astawa, 2019; Tantra, et. al., 2013). This will certainly have an impact on the quality of graduates. Various studies were conducted to determine the factors that influence the performance of teachers (Anggraeni, 2021; Dahlan, et. al., 2020; Larasati, et. al., 2020; Pujiyanto, et. al., 2020; Sari, et. al., 2020; Tengko, et. al., 2021; Zulkarnaen, et. al., 2020). However, from the results obtained, only few studies have explained the factors that affect performance simultaneously. Most of previous studies only explain the effect of one or two variables on the performance variable.</p>
2	R2612	Please highlight the results of studies that have examined the factors that influence the performance of Hindu religious teachers.	<p>Previous Studies</p> <p>Several studies have discussed how the performance of Hindu Religion teachers and what factors influence it. In a study it was revealed that Hindu religious education teachers at Denpasar Junior High School had not shown optimal performance. Teachers have weaknesses in the learning process starting from the preparation of lesson plans, the methods used to evaluation. It can be said that pedagogic and professional competencies have not been optimized properly (Suarda, et. al., 2018). The study also revealed that one of the factors that influence teacher performance is the leadership of the principal. Principals have an important role in optimizing the performance of teachers who are certified educators. The principal is also obliged to create a good organizational climate by implementing a professional system. However, the facts on the ground show that the duties and functions of school supervisors are not running optimally. So far, supervisors have not carried out intensive supervision in schools. This causes frequent miscoordination between supervisors and the school committee.</p> <p>Many studies show the influence of leadership style, emotional intelligence, supervisory supervision, and work environment culture on work motivation and performance. However, in general, these studies only show a separate relationship between one variable and another. Such as the relationship between emotional intelligence and performance (Anggraeni, 2021; Sari, et. Al., 2020); the relationship between supervisory supervision and performance (Larasati, et. al., 2020; Pujiyanto, et. al., 2020; Tengko, et. al., 2021); the relationship between</p>

			work environment culture on performance (Dahlan, et. al., 2020; Zulkarnaen, et. al., 2020); and the relationship between work motivation and performance (Fransiska & Tupti, 2020). Although each variable has an influence on performance, further research is still needed regarding the effect of all variables simultaneously on performance.
3	R2612	Please note that a solid discussion should highlight the differences and similarities between previous studies and this study.	The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data analysis show that the path coefficient in this relationship is negative, namely .022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Goleman, 2007; Robbins, 2007; Stein & Book, 2011), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.
4	R2612	Please simply explain what new insights this study brings to the researchers.	So it can be concluded that hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation simultaneously affect the performance of hindu religious education teachers. The variables also have a significant impact, either directly or indirectly on the performance of hindu religious education teachers.
5	R213	Title	The Relationship of Supporting Factors That Influence The Performance of Hindu Religious Teachers
6	R213	Some typing errors and grammatical errors, errors formatting of references	Revised as: Ariawan, I. P. W., & Divayana, D. G. H. (2020). Design of blended learning based on tri kaya parisudha using kelase platform in realizing hybrid-superitem learning in mathematics lessons. <i>International Journal of Instruction</i> , 13(3), 679-

			<p>698. https://doi.org/10.29333/iji.2020.13346a</p> <p>Ariawan, I. P. W., Divayana, D. G. H., & Suyasa, P. W. A. (2020). Initial design of blended learning for mathematics subject using the kelase platform by adopting content of tri kaya parisudha. <i>Journal of Physics: Conference Series</i>, 1470, 1-6. https://doi.org/10.1088/1742-6596/1470/1/012009</p> <p>Ariawan, I. P. W., Divayana, D. G. H., & Suyasa, P. W. A. (2021). Development of blended learning content based on tri kaya parisudha-superitem in kelase platform. <i>International Journal of Modern Education and Computer Science (IJMECS)</i>, 14(1), 30-43. https://doi.org/10.5815/ijmeecs.2022.01.03</p>
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CORRECTION REPORT

No	Reviewer Code	Reviews	Corrections made by the author
1	Ahmet Savas, Ph.D	1- Please check the language of the whole paper as a proofreading lastly.	<p>The whole article was checked for language. Most correction made in abstract and methodology.</p> <p>Correction in abstract: The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling.</p> <p>Correction in methodology: The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine (9) regencies/cities of Bali Province.</p>
2	Ahmet Savas, Ph.D	2- Please check all references for compatibility to APA 7 style (see https://eu-jer.com/citation-guide). Also please provide all issue, doi or on database article link if any (To find the DOI easily see: http://doi.crossref.org/simpleTextQuery).	All references were checked and correction made in some parts. Article link and doi was added e.g.,

3	<p>Ahmet Savas, Ph.D</p>	<p>3- Please provide English translation of the title of non English sources as at the below: e.g., Bussieres, E.-L., St-Germain, A., Dube, M., & Richard, M.-C. (2017). Efficacite et efficacite des programmes de transition a la vie adulte: Une revue systematique [Effectiveness and efficiency of adult transition programs: A systematic review]. <i>Canadian Psychology/ Psychologie Canadienne</i>, 58(1), 354–365. https://doi.org/10.1037/cap0000104</p>	<p>All references were translated in English</p> <p>Zulkarnaen, Z., Supriyati, Y., & Sudiarditha, I. K. R. (2020). Zulkarnaen, et. al. (2020). The influence of school culture, transformational leadership style, and work motivation on the performance of SMK teachers. <i>Jurnal Akuntabilitas Manajemen Pendidikan</i>, 8(2), 175-185. http://dx.doi.org/10.21831/jamp.v8i2.33867</p>
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4	R2613-1	<p>Language of the manuscript needs a revision, especially, “Abstract” and “Methodology” section.</p>	<ul style="list-style-type: none"> • The manuscript was revised • Most correction made in abstract and methodology • • Correction in abstract: • The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. – revised sentence • Keywords: emotional intelligence of teachers, performance of Hindu Religious Teacher, Principal Hindu leadership, school culture, emotional intelligence of teachers, supervision of school superintendents, school culture, teacher work motivation, performance of Hindu Religious Teacher. – alphabetical order • • Correction in introduction: • (Pinatih and Andi, 2021). – using & • (Baieretal., 2019 ; Kalkanetal., 2020; Baieretal., 2019) – alphabetical order • Numbered questions • • Correction in literature review: • Lettered list in paragraph • (Aryawan, 2021; Setiyowati & Razak, 2018), (Sanjaya et al., 2020; Suweta, 2020) – alphabetical order • EI includes motivating oneself for others, self-control, understanding other people's feeling effectively, and managing emotions that can guide the mind to make the best decisions and become more productive – completed sentence • (Hughes et al., 2007), (Purnomo et al., 2021) – added in reference • • Correction in methodology: • Figure title used title case • The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people
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5	R2613-1	Do not use a zero before a decimal fraction when the statistic cannot be greater than 1 (e.g., correlations, proportions, levels of statistical significance, reliability coefficient, etc.). Please, fix all values fitting this description.	<p>Revised in table 1</p> <table border="1" data-bbox="1064 225 1585 435"> <thead> <tr> <th rowspan="2">Variable</th> <th colspan="3">Number of Items</th> <th rowspan="2">Invalid Item Number</th> <th rowspan="2">Alfa Cronbach</th> </tr> <tr> <th>Items</th> <th>Valid</th> <th>Invalid</th> </tr> </thead> <tbody> <tr> <td>Performance of Hindu Education teachers</td> <td>65</td> <td>62</td> <td>3</td> <td>5,16,25</td> <td>.956</td> </tr> <tr> <td>PHL</td> <td>62</td> <td>56</td> <td>6</td> <td>1,12,28,33,35</td> <td>.952</td> </tr> <tr> <td>TEI</td> <td>58</td> <td>55</td> <td>3</td> <td>15,26,27</td> <td>.960</td> </tr> <tr> <td>SS</td> <td>38</td> <td>37</td> <td>1</td> <td>13</td> <td>.956</td> </tr> <tr> <td>SC</td> <td>46</td> <td>43</td> <td>3</td> <td>17,18,44</td> <td>.951</td> </tr> <tr> <td>TWM</td> <td>47</td> <td>45</td> <td>2</td> <td>18,19</td> <td>.965</td> </tr> </tbody> </table>	Variable	Number of Items			Invalid Item Number	Alfa Cronbach	Items	Valid	Invalid	Performance of Hindu Education teachers	65	62	3	5,16,25	.956	PHL	62	56	6	1,12,28,33,35	.952	TEI	58	55	3	15,26,27	.960	SS	38	37	1	13	.956	SC	46	43	3	17,18,44	.951	TWM	47	45	2	18,19	.965
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SC	46	43	3	17,18,44	.951																																											
TWM	47	45	2	18,19	.965																																											
6	R2613-1	In Table 1, instead of the term “items”, the term “instruments” was used. Please fix it.	Revised																																													
7	R2613-1	In Methodology section; “The trial of research instruments was conducted by 90 HRT ...” means that 90 HRT conducted instruments to others. Please, fix that sentence.	<p>Revised to:</p> <p>The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine (9) regencies/cities of Bali Province.</p>																																													
8	R2613-1	There are style errors both in the text and in the reference list. Fix them all using APA 7 manual.	<p>All references were checked and correction made in some parts. Article link and doi was added</p> <p>Muliana, I. K. A. (2021). Aktualisasi Kepemimpinan Hindu Dalam Ajaran Asta Brata Dalam Mengatasi Pandemi Covid-19 (Actualization of Hindu leadership in astabrata teachings in overcoming the covid-19 pandemic). Proceedings of the National Seminar on the Tampung Penyang State Hindu Institute of Palangka Raya, 1(1), 40-50.</p> <p>https://doi.org/10.33363/sn.v0i1.47</p>																																													

9		The title is long. Please prefer a shorter title.	The Relationship of Supporting Factors That Influence The Performance of Hindu Religious Teachers at State Junior High School
10		<p>Introduction,</p> <p>One of my biggest criticisms of this paper is that the authors did not do a good job of explaining the rationality of this study. They have tried to explain the meaning of the variables examined in this study, but have failed at rationality. To achieve better rationality, they need to highlight the strengths and weaknesses of previous research. In addition, it is not clear how the research questions were determined by the authors.</p>	<p>Previous research has confirmed that specific teacher interventions can increase their professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports student to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitation of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).</p>
11	R2612	<p>Literature Review</p> <p>There is a need to conduct a review of studies in the literature. What are the research gaps from the studies in the literature? Why did the authors need to conduct this current study?</p>	<p>Revised:</p> <p>“All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, ...”</p> <p>“Religious leaders should have good emotional intelligence, so they can control themselves and help resolve conflicts between the congregation. But in reality, ...”</p> <p>“Every school must have a vision and mission as a step to create a school organizational culture. But unfortunately, ...”</p> <p>“A teacher's work motivation is related to effort to fulfill his needs, this motivation encourages teacher to carry out teacher duties to meet their needs...”</p>
12	R2612	<p>Method</p> <p>The authors did not provide information on the characteristics of the participants. They were asked to provide more information about their gender, age, socioeconomic status, and teaching experience.</p>	<p>Revised:</p> <p>The sample was chosen in this study based on several criteria: government employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.</p>

13	R2612	<p>Discussion</p> <p>The discussion is a repetition of the results. It is not a true discussion. In this part, the authors should address the differences and similarities between previous studies and this current study. However, the authors' statements are too general, as in the following sentence "In the context of work, motivation is one of the essential factors in encouraging someone to perform (Fransiska&Tupti, 2020)."</p> <p>For a better discussion, the authors should point out the differences and similarities between previous studies and this study.</p> <p>A smaller number of studies were cited to discuss the results.</p> <p>In addition, the authors need to provide possible reasons for the results. They should discuss the possible reasons in the discussion.</p>	<p>Revised:</p> <p>Addition to some points of the study and discussion about findings "Based on the results of hypothesis testing as described above, it can be concluded that the core of the findings of this study are ..."</p>
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14	R2612	<p>Conclusion</p> <p>Do not repeat the results. Please explain what new insights this study brings to researchers.</p> <p>Educational implications are not clear. The authors should add more educational implications for teachers, principals, and researchers.</p>	<p>Revised:</p> <p>There is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM and HRT. The practical contribution of each variable ranges from 6% to 28%. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance by 48%. So it can be concluded that Hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation have a significant impact, either directly or indirectly on the performance of Hindu religious education teachers.</p>
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Thank you for your patience.

Best regards,

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Sat, Sep 17, 2022 at 6:54 PM ☆

Dear Dr. Paramartha ,

Please see the attached file as the 3rd round of corrections.

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The Relationship of Supporting Factors That Influence The Performance of Hindu Religious Teachers

Abstract:

Several supporting factors allegedly influence the performance of teachers. This study aims to describe the relationship of each research variable, either directly or indirectly. This research is done through surveys with quantitative approaches that include correlational research types. The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. The results of the study describe: (a) the average level of principal's Hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, and teacher work motivation, and performance of Hindu religious teachers are in the high category; (b) The conceptual model meets the standards of comprehensive Goodness-of-fit requirements with hypothesis testing results: there is a significant direct and indirect relationship between variables in the state junior high school.

Keywords: emotional intelligence of teachers, performance of Hindu Religious Teacher, principal hindu leadership, school culture, supervision of school superintendents, teacher work motivation.

Introduction

Hindu Religious Teachers (HRT) are responsible for implementing the Hindu education learning process at the level and unit of education following Hindu religious education. In the religious education curriculum in Indonesia, Permendiknas No. 35 of 2010 said that the performance of teachers related to their professional tasks is the ability to plan to learn, carry out learning, evaluate and assess learning outcomes, analyze assessment results and carry out follow-up assessment results. Hinduism, with Vedic as the primary source of teachings about the oneness of God, is one of the few religions in Indonesia (Suasthi et al., 2018). The learning process of Hindu education teachers should support the development of teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Trade consists of five parts, with the first Srada that believes in the existence of Brahman (Nata & Gunawijaya, 2021). Brahman is the supreme ruler in the Hindu concept of divinity. Hindu teachings involve learners having a firm Srada and Bhakti as a belief that can lead their lives into Hindu people of character (Surada, 2016). In addition, Hindu religious education is expected to give birth to learners who have noble morals and noble ethics reflected in daily behavior (Pinatih & Rio, 2021).

Education is essential in directing generations of people to become responsible citizens to contribute to the country's economic, social, and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). Niti Sastra contains the teachings of Hindu leadership that are universal and not limited by space and time so that it is always relevant to the development of society (Suweta, 2020). The leadership values in Hinduism are more than just a source of philosophy, ethics, and morals but also noble spiritual values to achieve the highest goal of birth and inner happiness. In carrying out Hindu leadership in

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school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilize, and manage school management to achieve national education goals (Sukadi, 2020). One of the principal's leadership style basics that it can use to support teacher performance is Catur Naya Sandhi (Sedana et al., 2020). Catur Naya Sandhi defines four attitudes of a leader, namely Sāma (alert to all enemy threats to maintain the authority of the leader), Bheda (the rule of law), Dhāna (supporting welfare and respect), and Danda (justice in law) (Sedana et al., 2020).

Inequality often occurs in the world of leadership. Some facts show leaders entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution of followers' suffering become unable to have a good role (Yogatama & Giri, 2021). Education issues have lately become an indication of the performance of HRT under the low category (Astawa, 2019). The ability of Hindu junior high school education teachers to plan learning carry out learning and evaluation tools used in the assessment of learning outcomes is still weak (Tantra et al., 2013). Teachers of subjects who follow the certification process, including HRT in Bali Province, are still ineffective in planning learning (Suarda et al., 2018). Teachers teach Hindu religious education to the extent of teaching religious science and are limited in the transmission of religious values and moral values of Suda learners (Astawa, 2019). Limitations in moral values impact the weak implementation of learning and adversely affect the output (Suarda et al., 2018). Several factors affect the teaching and learning process, achievement, and performance, such as principal leadership, teachers' emotional intelligence, supervision of school superintendents, school culture, and teacher work motivation (Börü, 2018; Siahaan et al., 2020).

The principal's function as a leader in the school and the role of the school superintendent. It can be optimized to influence the implementation of teacher performance (Sehgal et al., 2017). Supervision is an integral part of efforts to support supervise achievement to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit in the government capacity. Regulation of the Minister of National Education No. 2 of 2007 explains that the presence of school superintendents becomes part of the staffing duties of a school superintendent is required to have several dimensions of competence in the subject family. Regulation of the Minister of National Education No. 35 of 2010 presents technical instructions for implementing the Functional Position of teachers and their credit figures to support teacher performance. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, carrying out learning, evaluating and assessing learning outcomes, analyzing assessment results, and carrying out follow-up assessment results. The Performance-based on the quality of his work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), school culture (SC), and motivation. EI is a collection of non-cognitive skills, capabilities, and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to behavior, assumptions, and beliefs regarding an organization (Groysberg et al., 2018). Organizational culture is the prevailing norms, values, ideas, and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals, and beliefs in the middle, and assumptions within. School culture is the school's personality embodied through the values and beliefs of members of the organization (Karada & Öztekin, 2018). SC and teacher work motivation together positively influence the quality of education (Baier et al., 2019; Kalkan et al., 2020). Motivation is a process that begins with a physiological and

positional deficiency that drives the behavior or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareenet al., 2015). Incentives end a cycle of motivation that will reduce a need and drive. The dimensions of the primary motivational process will be the starting point for the theory of the content and operation of work motivation.

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Previous studies reveal the weaknesses of teacher performance, especially Hindu religious teachers (Astawa, 2019; Tantra, et. al., 2013). This will certainly have an impact on the quality of graduates. Various studies were conducted to determine the factors that influence the performance of teachers (Anggraeni, 2021; Dahlan, et. al., 2020; Larasati, et. al., 2020; Pujianto, et. al., 2020; Sari, et. al., 2020; Tengko, et. al., 2021; Zulkarnaen, et. al., 2020). However, from the results obtained, only few studies have explained the factors that affect performance simultaneously. Most of previous studies only explain the effect of one or two variables on the performance variable. Previous studies has confirmed that specific teacher interventions can increase their professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports students to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitations of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).

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The research questions are:

1. How is the performance of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools?; and
2. How do PHL, TEI, SS, SC, TWM variables affect the performance of HRT in-state junior high schools?

Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or lead religious people, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society, or state he leads to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean as a benchmark in achieving peaceful (santih) and prosperous Hindu citizens or people (hita) (Subagiasta, 2019). Hindu leadership teachings related to ethical and moral concepts are widely reviewed in Hindu literature, such as Niti Sastra, Arthasastra, Manawadharmasastra, and Kekawin Ramayana (Mahyuni, 2019). Leadership in Hinduism aims to present a leader who realizes prosperity and can be a nonsuch for the next generation by providing a sense of security, responsibility, fairness, autonomy, and initiative (Pinatih & Rio, 2021). Several types of leadership in Hindu religious education are (a) asta brata (Aryawan, 2021; Setiyowati & Razak, 2018); (b) TriKayaParisudha (Ariawan & Divayana, 2020; Ariawan et al., 2020, 2021; Divayana, 2018; Divayana et al., 2019; Suwindia & Wati, 2021); (c) Catur Paramita (Sukabawa, 2019); (d) Catur Pariksa (Sanjaya et al., 2020;

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Suweta, 2020); (e) panca yamabrata (Sulastra, 2021); (f) panca niyama brata (Subagiasta, 2018); (g) asta dasa paramiteng prabhu (Suweta, 2020); (h) sadwinayaka (Muliana, 2021); (i) catur widya (Muliana, 2021). All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, educational institutions, and during the lives of the broader community that provide obedient and obedient life for each other (Subagiasta, 2021). However, somehow, some facts show that many leaders are entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution to followers' suffering cannot have a good role (Yogatama & Giri, 2021).

Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand the power of emotional sensitivity more effectively. EI includes motivating oneself or others, self-control, understanding other people's feelings effectively, and managing emotions that can guide the mind to make the best decisions and become more productive (Anggraini, 2021). There is general agreement on a single theoretical model that describes the capabilities of EI components. Mayer and Salovey first told this four-pronged hierarchical model in 1997 (Olderbak et al., 2019; MacCann et al., 2020). The four branches are: (a) accurately understanding emotions, (b) using emotions to facilitate decision making, (c) understanding emotions, and (d) managing emotions to regulate positive emotions and reduce negative emotions (MacCann et al., 2020). EI consists of five dimensions that in its development in the latest version there are a change with simplification (Hughes et al., 2007) into four domains, (a) self-emotional understanding, (b) self-regulation emotions, (c) the use of emotions, and (d) understanding the emotions of others. People who have developed EI can use their emotions to direct thoughts and behavior and understand their feelings and the feelings of others accurately (Drigas & Papoutsis, 2018). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019). Religious leaders should have the good emotional intelligence to control themselves and help resolve conflicts between the congregation. However, there are still conflicts between church leaders expressed in the form of power struggles over differences in information or different beliefs, interests, desires, or values. Some religious leaders even sometimes show explosive emotions, pounding the table, slamming the Bible, physically violent, verbally vented emotions that are rude and cursing (Budi, 2019).

Supervision of School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of holding academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The teacher's quality of the learning process becomes the focus of academic supervision (Burhanudin et al., 2021) so that student learning outcomes are better as learning outputs. Educational supervision is the main task of a school supervisor to foster teachers to carry out learning management, including planning, implementation, and learning assessment (Tengko et al., 2021). School supervisors are professional education personnel who authorize officials to give complete duties, responsibilities, and authority to guide and supervise the academic (technical education) and managerial / school management fields (Purnomo & Badriyah, 2021). Supervision includes

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evaluating teachers' professional skills and supervisors' effectiveness of school programs (Altun & Sarkaya, 2020).

School Culture

School culture (SC) is a set of values that underlie the behaviors, traditions, daily habits, and symbols practiced by principals, teachers, administrative officers, students, and the community around the school that distinguish it from other schools (Febriantina et al., 2020). School cultures are developed by networking teachers, students, parents, and administrators who work together to establish a culture of collaboration focused on student achievement (Abdullah, 2019). SC is used as a guideline for all school residents in acting towards their profession to support the ability to adapt to the work environment (Schipper et al., 2020). SC forms a system of values, habits, work ethic, and school image internalized in every joint of school activities (Kusumaningrum et al., 2020). SC must be understood, embraced, and run together and reflected in attitudes into behaviors, ideas, opinions, views, and actions that manifest as work (Komar, 2020). SC has an essential role in improving members' performance (Liu et al., 2021; Febriantina et al., 2020). SC is a significant factor determining the school's perception and the behavior patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). SC establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020). Every school must have a vision and mission to create a school organizational culture. Unfortunately, improving the quality of schools or the quality of education conventionally so far has always relied on the management of improving the quality of the teaching and learning process and management in the aspect of leadership alone. Still, it did not touch the school's organizational culture (Rony, 2021). The condition is unfortunate, even though a positive school organizational culture can create a quality culture in schools, such as a culture that always supports excellence, discipline, and togetherness. Other cultures are oriented toward excellence and positive quality education. In addition, a positive organizational culture is also very supportive of increasing the motivation and achievement of school residents.

Teacher's Work Motivation

Work motivation can be defined as the thing behind a person doing work. TWM is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teacher work and teacher quality will significantly affect the quality of education (Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). Intrinsic factor, a satisfying factor and arises from itself. An intrinsic indicator is the desire to achieve and progress in personal life (Baljoon et al., 2019). Extrinsic factors, external factors as a teacher, will affect his work spirit. Some of the outside factors that influence teacher motivation are the level of perception and desire of learning of students, chief justice and communication skills of principals, attitudes, and behaviors of colleagues, education policies that support the creativity of teachers and students, as well as the quality of the physical condition of the school and the quality of learning materials (Börü, 2018). A teacher's work motivation is related to efforts to fulfill his needs. This motivation encourages teachers to carry out teacher duties to meet their needs. Thus, there is a link between motivation and the implementation of teacher tasks, which means there is also a link between motivation and teacher competence which ultimately fosters teacher performance (Hidayat, 2020). Several studies show the low performance of teachers in several schools (Harahap,

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2018; Hartanti & Yuniarsih, 2018; Hidayat, 2020). Undoubtedly caused by many factors, one of which is teachers' work motivation.

Previous Studies

Several studies have discussed how the performance of Hindu Religion teachers and what factors influence it. In a study it was revealed that Hindu religious education teachers at Denpasar Junior High School had not shown optimal performance. Teachers have weaknesses in the learning process starting from the preparation of lesson plans, the methods used to evaluation. It can be said that pedagogic and professional competencies have not been optimized properly (Suarda, et. al., 2018). The study also revealed that one of the factors that influence teacher performance is the leadership of the principal. Principals have an important role in optimizing the performance of teachers who are certified educators. The principal is also obliged to create a good organizational climate by implementing a professional system. However, the facts on the ground show that the duties and functions of school supervisors are not running optimally. So far, supervisors have not carried out intensive supervision in schools. This causes frequent miscoordination between supervisors and the school committee.

Many studies show the influence of leadership style, emotional intelligence, supervisory supervision, and work environment culture on work motivation and performance. However, in general, these studies only show a separate relationship between one variable and another. Such as the relationship between emotional intelligence and performance (Anggraeni, 2021; Sari, et. Al., 2020); the relationship between supervisory supervision and performance (Larasati, et. al., 2020; Pujiyanto, et. al., 2020; Tengko, et. al., 2021); the relationship between work environment culture on performance (Dahlan, et. al., 2020; Zulkarnaen, et. al., 2020); and the relationship between work motivation and performance (Fransiska & Tupti, 2020). Although each variable has an influence on performance, further research is still needed regarding the effect of all variables simultaneously on performance.

Methodology

Stages of Research

This study is a descriptive study on the measurement of the performance of Hindu education teachers using a model of connectedness between variables that is the result of the development of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of instruments by making questionnaires of each variable based on views, operational definitions, and indicators. Three experts conducted the intrusion validity test based on structure, content or material, and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample. Test data is analyzed to meet validity and reliability. These research steps are presented in Figure 1.

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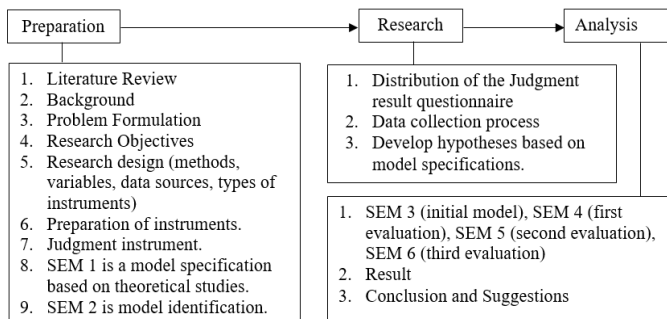


Figure 1: Research Steps

Development of Conceptual Models and Theories

The first step of SEM (SEM 1) analysis is to develop an analytical model based on existing theories. This model developed a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypothesis of direct and indirect relationships between variables. The conceptual model of the relationship between a free variable (exogenous) and a related variable (endogenous) is presented in Figure 2.

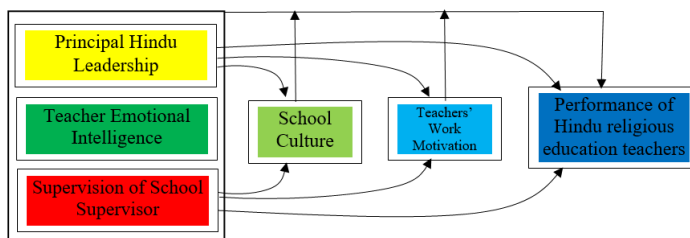


Figure 2: Constellation of Relationships Between Research Variables

The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.

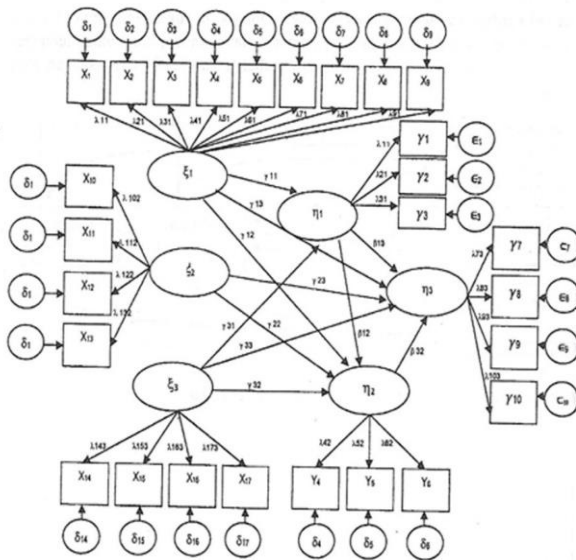


Figure 3: Modeling of Structural Equations (SEM) Relationships Between Variables

Information:

1. Rectangular image showing manifest variable (observed variable)
2. Oval image showing latent variable (construct variable)
3. ξ_1 = Ksi, exogenous latent variable for PHL
4. ξ_2 = Ksi, exogenous latent variable for EI
5. ξ_3 = Ksi, exogenous latent variable for supervisory supervision
6. η_1 = Eta, endogenous latent variable for SC
7. η_2 = Eta, endogenous latent variable for work motivation
8. η_3 = Eta, endogenous latent variable for the performance of Hindu education teachers.
9. λ = Lamda, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. δ = Gamma, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables.
12. δ = Delta, error for manifest variable (indicator) on exogenous variable.
13. ϵ = Epsilon, an error for the manifest variable (indicator) on the endogenous variable

Research Subjects

The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine regencies/cities of Bali Province. Using the formula, Krejcie & Morgan and Warwick Lininger obtained a sample number of 256 HRT. The sampling techniques in the study were "multistage proportional random sampling," and individual sampling became samples in each school with lottery techniques. The sample was chosen in this study based on several criteria:

government employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.

Data Collection Instruments

Data collection tool used in this study is the Likert Scale model questionnaire with five alternative answers: Strongly agree (SS)=5, Agree (S)=4, Disagree (KS)=3, Disagree (TS)=2, Strongly Disagree (STS)=1 positive answers and vice versa for negative answers (Divayana et al., 2019). The questionnaire meets the performance variables of HRT, Hindu leadership of principals, EI of teachers supervised by school superintendents, SC, TWM. The results of the instrument item validity test are presented in Table 1.

Table 1. Results of Validity of Research Instruments

Variable	Number of Items			Invalid Item Number	Alfa Cronbach
	Items	Valid	Invalid		
Performance of Hindu Education teachers	65	62	3	5,16,25	.956
PHL	62	56	6	1,12,28,33,35	.952
TEI	58	55	3	15,26,27	.960
SS	38	37	1	13	.956
SC	46	43	3	17,18,44	.951
TWM	47	45	2	18,19	.965

Table 1 shows the performance variables of HRT as many as 65 questionnaires. The performance variables of HRT produced 62 questionnaires that showed the distribution of the acquisition of correlation coefficient numbers between .330 to .717 and r-count greater than .30. Sixty-two points of the performance questionnaire of HRT were declared valid. The performance variables of HRT produced three questionnaires (5, 16, 25) that showed the distribution of correlation coefficient numbers between .25 to .287 and r-count smaller than .30. Three points of performance of Hindu Education teachers were declared invalid, so the questionnaire was not used in the measurement. The omitted instrument does not affect measuring the number of items that qualify as a measuring instrument of the variable. The validity results in Table 1 apply to all variables in the study. Based on the calculation results obtained, the reliability coefficient of the Alfa Cronbach instrument is greater than .80. The performance research instruments of Hindu Education teachers, the leadership of Hindu principals, TEI, supervision of school superintendents, SC and TWM reach very high-reliability criteria. All research instruments that have met the requirements for the validity of items and have high reliability are used to collect data.

Data Analysis Techniques

The data analysis technique used Structural Equation Modeling (SEM-AMOS) version 20.0. Data analysis steps: (a) Concept and Theory-Based Development; (b) Constructing the Path Diagram; (c) Conversion of Path diagrams to Structural Models; (d) Selecting an Input Matrix; (e) Assess identification problems; (f) Evaluation of Goodness-OF-Fit, and (g) Interpellation and Model Modification. The data results in reliability using the Cronbach

Alpha formula. The instrument is declared reliable if the reliability coefficient value is 0.80 and above (Anastasi & Maw, 1982). The results of the reliability test showed reliability. Test the validity of items with the product-moment correlation formula from Pearson (Hatch & Farhady, 1982). The questionnaire items are declared valid if the correlation value is minimal or equal and greater than .30 ($> .30$). The test assumptions sought include (a) normality test, multivariate data distribution is analyzed to see if the normality assumption is further processed for SEM modeling. Tests were carried out using a normal QQ plot diagram; (b) test of outliers, examination of univariate outliers by converting the value of research data into z-score; (c) multicollinearity between independent variables using the linear regression module; (d) variance heteroscedasticity test, a way to observe whether or not heteroscedasticity occurs can be seen from the scatter plot where there is no specific pattern on the graph.

Some of the findings that need to be discussed in more detail in this study follow the existing problems. Based on the research method used to solve these problems, the results of this study present several things as follows.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

No	Variables	Number of Instrument Items	Total Theoretical		Total Actual		
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243,81
	TEI	55	55-275	165	163	270	234,01
3	SS	37	37-185	111	117	180	152,03
4	SC	43	43-215	129	149	210	184,35
5	TWM	45	45-225	135	161	225	192,42
6	HRT-P	62	62-310	186	232	310	273,14

Table 2 can be seen that all variables are classified as good: Results of Unidimensionality Evaluation:

1. The Hindu leadership variable of the principal is classified as good, descriptive statistics are explained in the actual data that has a value range of 168-280 and an average of 243.01 which is greater than the score. The theoretical median, 168,
2. The TEI variable is classified as good, has an actual value range of 163-270 and an average of 234.01, which is greater than the theoretical median value of 165,
3. The school supervisor supervision variable is classified as good, has the actual value is 117-180, and the average is 152.03 which is greater than the theoretical median value of 111,
4. The SC variable is classified as good, has an actual value range of 149-210 and an average of 184.35 which is greater than the median value theoretical 129,
5. The variable of TWM is classified as good; has an actual value range of 161-225, and an average value of 192.42 which is greater than the theoretical median value of 135,
6. The Hindu religious education teacher performance variable is classified as good, has an actual value range of 232-310, and an average of 273.14 which is greater than the theoretical median value of 186.

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Unidimensionality Evaluation Results

The evaluation results of construct unidimensionality already meet the requirements of the model feasibility test because all variable constructs are following the provisions of the "goodness of fit criteria." Based on this, the confirmatory factor analysis (CFA) results are presented in the unidimensionality analysis that exists in six research variables.

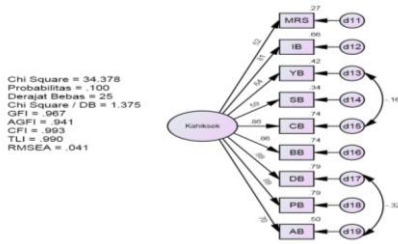


Figure 4: PHL

Kehiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB= yama brata; SB= surya brata; CB=casi brata; BB=bayu brata; DB=dhanaba brata; PB=panca brata; AB=agni brata

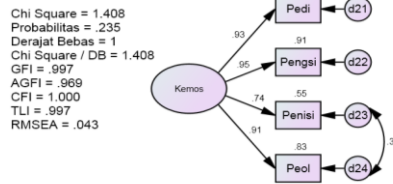


Figure 5: The TEI

Pedi= understanding emotions; pengsi= emotional settings; Pensi= emotional utilization; Peol= emotional understanding of others

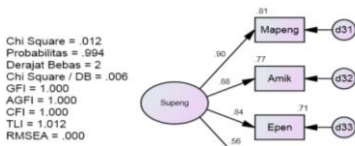


Figure 6: SS

Mapeng= supervisor managerial; Adik= academic; Epen= education evaluation; Eker= work ethic

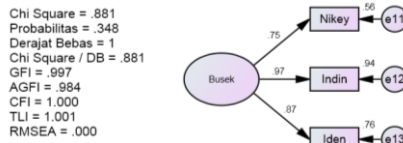


Figure 7: SC

Nikey= values and beliefs, Indin= intimation and individuals in school, Iden= identity/ physical environment in school.

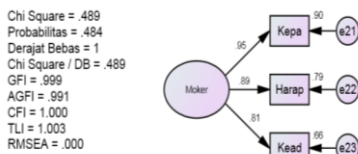


Figure 8: TWM

Kapa=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

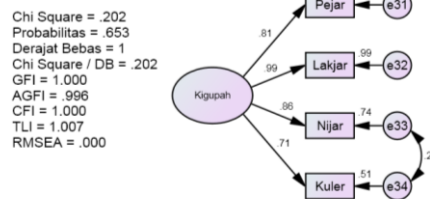


Figure 9: HRT-P

Pejar = learning plan; Cokjar = learning process; Nijar = learning assessment; Kulek = work quality

Based on the confirmatory factor analysis (CFA) results, 27 indicators from six variables have qualified CFA. The GFI value as a measure of the feasibility of the model reaches a > value of .90. So it is concluded that the indicator construct has acceptable unidimensionality, and

the loading value (lamda) is entirely worth above .50 (> .50) so that it also provides evidence that all indicators have a high level of validity to the construct.

Feasibility of The Model (Goodness of Fit Model)

The validity and causality between constructs of this model used AMOS 20.0 software. Based on the AMOS 20.0 computation for this SEM model, the model conformity indexes are produced (goodness of fit) presented in Table 3. Furthermore, The index values will be compared to each index's critical value (cut-off value). A good model is expected to have the goodness of fit indices greater than essential matters. The study evaluated the initial results on structural models sequentially into the first, second, and third evaluation models.

The full results of the third evaluation model (SEM 6) in Figure 10 follows.

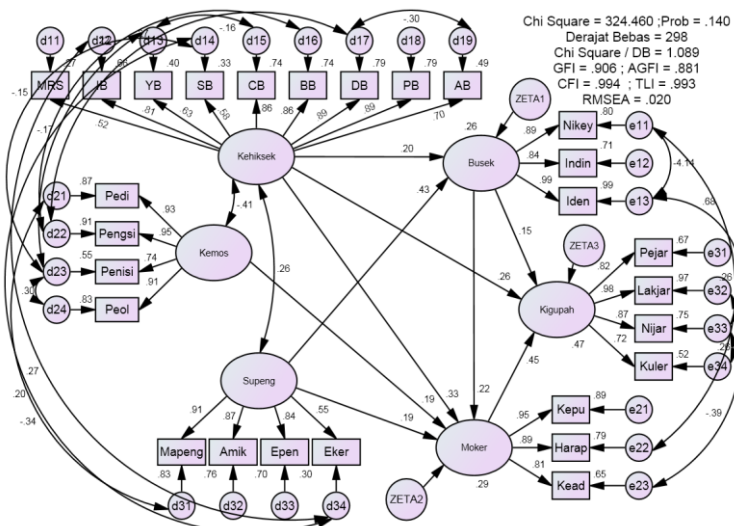


Figure 10: Full Results of The Third Evaluation Model

Description: Kehiksek: PHL, Kemos: EI, Juken, Supeng: Supervising The Vision of the Principal, Busek: SC, Moker: TWM, Sgupah: Performance of HRT.

Further evaluation of the criteria of the full conformity indexes of the third model is presented in Table 3 below.

Table 3. Criteria of The Third Evaluation Model Full Conformity Index.

Criterion	Result	Critical Value	Model Evaluation
<i>Absolute fit</i>			
Chi-square (c ²)	324.460	339.261	Good
Probabilitas	.140	.05	Good
Derajat Bebas	298	-	-
GFI	.906	.80	Good
RMSEA	.020	.08	Good

<i>Parsimony fit</i>			
CMIN/DF	1.089	2,00	Good
AGFI	.881	.80	Marginal
<i>Incremental fit</i>			
CFI	.994	.90	Good
TLI	.993	.90	Good

Structural Models

The causal relationship developed in the hypothesis on this model is sold to the null hypothesis, which says that the regression coefficient between the relationships of two constructs is no different from zero through tests as is present in regression analysis. The C.R. statistical value will be distributed to an accessible degree of 298. The following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing on structural models relates to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect		Standard Coefficient	CR	P value	Description
From	To				
PHL	SC	.197	3.354	<.001	Significant
SS	SC	.426	60636	<.001	Significant
PHL	TWM	.327	40462	<.001	Significant
TEI	TWM	.185	2.715	<.007	Significant
SS	TWM	.19	2.613	.009	Significant
SC	TWM	.224	3.238	.001	Significant
PHL	HRT-P	.264	4.392	<.001	Significant
TEI *)	HRT-P *)	-.022	0.409	.683	Insignificant
SS *)	HRT-P *)	-.088	1.392	.164	Insignificant
SC	HRT-P	.153	2.737	.006	Significant
TWM	HRT-P	.452	6.915	<.001	Significant

*) The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model can be seen in Table 5.

Table 5. Effective And Relative Contributions On The Final Model

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
I	0.26	PHL	SC	.197	.308	.061	.230
			SS	.426	.477	.203	.770
			Total			.264	1.000

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation	
II	0.29	PHL	TWM	.327	.371	.121	.418	
		TEI	TWM	.185	.033	.006	.021	
		SS	TWM	.190	.383	.073	.251	
		SC	TWM	.224	.401	.090	.310	
		Total					.290	.290
III	0.47	PHL	HRT-P	.264	.478	.126	.271	
		SC	HRT-P	.153	.415	.063	.136	
		TWM	HRT-P	.452	.611	.276	.593	
		Total					.466	1.000

Hypothesis Test

The hypothesis testing of this research is based on the structural model resulting from the identification of the last structural model as shown in Figure 10, it was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% level. Furthermore, the research findings can be compiled as a summary of the results of hypothesis testing as presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes

Hypothesis Statement	Received
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis includes four statistical values in each indicator, including; the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below), and loading factor to explain the relationship between the indicator and its latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 7.

Table 7 Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	0.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of	4.52	.4	99.6	.91

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Table 7.

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Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
others					
SS	Variable	4.45	1.4	98.6	
	Supervisory Manager	4.15	7.00	93	.90
	Academic Education Evaluation	4.40	.9	99.1	.88
	Work Ethics	3.83	31.0	69.1	.84
SC	Variable	4.20	10.2	89.8	
	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual Identity/physical environment	4.60	.4	99.6	.97
TWM	Variable	4.52	.4	99.6	
	Teacher job satisfaction	4.48	0	100	.87
	Teacher's expectations	4.47	.4	99.6	.95
	Justice in school	4.46	.4	99.6	.89
Performance of HRT	Variable	4.44	1.2	98.8	
	Lesson Planning	4.40	2.7	97.3	.81
	Learning Implementation	4.72	0	100	.81
	Learning assessment	4.72	0	100	.99
	Work quality	4.64	0	100	.88
Variable	4.58	1.3	98.7	.71	
Variable	4.67	.3	99.7		

Final Model

Based on the final model of the evaluation of the feasibility of the model, it can be recommended that the final model of the constellation of relationships between research variables shown in Figure 11 is as follows:

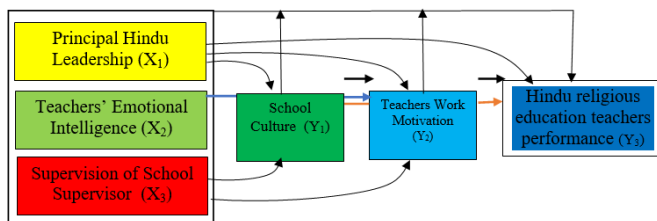


Figure 11: Final Model of The Constellation of Relationships Between Research Variables.

Description :

X1 = PHL

X2 = TEI

X3 = SS

Y1 = SC

Y2 = TWM

Y3 = Performance of HRT

→ = Regression direction

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The discussion includes four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), and the percentage of negative response (described with a value of 3 and below). Loading factor in explaining the relationship between the indicator and latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 8.

Table 8. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	.4	94.5	.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education	4.40	.9	99.1	.88
	Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
		Variable	4.20	10.2	89.8
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and	4.60	.4	99.6	.97

	Individual				
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Discussion

Evaluation Results of Structural Equation Model (SEM) Assumptions

Hair et al. (2006) argue that the minimum number of samples met in SEM is 100. The number of samples is determined by multiplying 5-10 of the indicators (Ferdinan in Paramartha, 2011). In this study, a structural model was developed with 27 indicators and 226 samples. The results of the normal distribution test are met if the results of the CR calculation are in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983 so that the assumption of a multinormal distribution is fulfilled (Ghozali, 2012). Checking for the presence of *univariate* outliers can be done by determining the threshold value that is categorized as *an outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (above 80 samples), univariate evaluation of outliers *occurs if the z-score is* outside the range -4 to 4 (Hair et al., 2006). Using the basis that observations with a *z-score* of 4.00 will be categorized as *outliers*, it is known that the data used in this study on respondent number 210 has a score (X31) of -4.142, so that the status is *the univariate outlier*. The *Mahalanobis distance* (*Mahalanobis distance*) is used, which can be found in the *analysis output* using AMOS 20. No sample is *the multivariate outlier* in the analysis because it has a p-value of < 0.01. In these two considerations, respondent number 210 *Mahalanobis d-square* = 46,452 with p 1 = .011 and p 2 = .475, is still included in the analysis. For this reason, all observations are not wasted for analysis. Checking the assumption that there is no multicollinearity is carried out on the calculation of the determinant value of the sample covariance matrix. The hypothetical model will experience multicollinearity problems if the value of the determinant is close to zero. The determinant value can be concluded that the model does not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about: sample size, data normality, data *outliers*, linearity, the direction of the regression relationship, and multicollinearity all met the requirements.

The results of the analysis of the seven elements of the feasibility of the model conclude that this structural model has unacceptable feasibility, so repression or evaluation of the model

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will be carried out. There are two approaches to model specification, namely, Trimming theory, which tries to answer which parameters will be removed to increase the suitability of the model. This second method is commonly known as modification (MI). One recommendation of the MI value is the correlation between error indicators. Evaluation is done by adding a correlation between error indicators. Evaluation is done by adding correlations between exogenous constructs. The results of the model feasibility test in the first evaluation model have not been accepted because there are still components among the absolute fit that have not been met. So a second and third evaluation will be carried out by considering eliminating two insignificant paths and increasing the error correlation between the third evaluation by adding indicators based on modification index (MI) calculation results. The path that is omitted is the EI of teachers and the SS on HRT performance. In the second full evaluation model, the chi-square value is 470.416 with probability = .000 ($P < .05$), which explains that the covariance matrix of the model is different from the covariance matrix from the second evaluation model data has not been accepted. The third evaluation will be carried out by adding an error correlation between indicators based on the calculation results of the modification index (MI).

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationship between variables as shown in Figures 11, two paths are not supported by the data, namely the direct relationship of TEI to the performance of HRT and the relationship between school supervisory supervision and the performance of education teachers. Hindu religion because it is not significant. The final model to explain the relationship between the six variables is shown in Figure 11.

Based on the explanation in Table 8 above, it is explained that all indicators of PHL, TEI, SS, SC, TWM, and HRT-P are at a very good level because all indicators have a loading factor above .40 ($e > .40$). It has shown a fairly strong validation of an indicator to measure the construct. The percentages and categories of the six research variables are as follows.

First, the Hindu leadership of school principals with an average indicator value ranging from 4.35-4.71 and an average score for the variable 4.53 is in the very good category. However, of the 226 teachers who were used as respondents in the study, it turned out that the average was 220 people or 97.7% have a positive response to all indicators of the Hindu leadership variable of the principal, the most significant loading factor (.89) of the variable of the PHL is the Panca Brata indicator.

Second, the TEI with an average indicator value ranging from 4.24 to 4.53 and an average score for the variable of 4.45 is in the very good category. However, of the 226 teachers who became respondents, it turned out that an average of 223 people or 98.6% had a positive response to all indicators of the TEI variable, the most significant loading factor (.95) of the TEI variable was the emotional regulation indicator. Research on the effect of EI on performance has been done before. EI affects teachers' performance (Wahyudi, 2018). The higher the EI variable, the higher the work performance produced (Wahyudi, 2018). The influence of personality competence and EI on teacher performance at a junior high school concluded that EI has a positive influence on teacher performance in junior high school (Anggraini, 2021).

Third, the SS, with an average value of indicators ranging from 3.83-4.40 and an average variable value of 4.20, is fairly good. However, from 226 respondents, it turns out that an average of 203 people, or 89.8 % have a positive response to the SS. The biggest *loading factor* (0.90) of the school supervisor's supervision variable is the managerial indicator of school supervisors. Several studies have been conducted to investigate the effect of supervision carried out by school supervisors on teacher performance. Three reached the same conclusion, namely that the supervision carried out by school supervisors influenced teacher performance, both at the early childhood education, Elementary, and Middle School levels (Suchyadi, 2018), Pujianto et al., 2020, and Tengko et al., 2021).

Fourth, SC, with the average value of the indicators ranging from 4.48 to 4.60 and the average value for the variable of 4.52 being in the very good category. However, of the 226 respondents in this study, an average of 225 people or 99.6% who had a positive response to this study an average of 225 people or 99.6% who had a positive response to SC, the most significant *loading factor* (0.97) of the SC variables are the indicators of intimacy and individual. The influence of SC, transformational leadership style, and work motivation on the performance of vocational school teachers is a direct positive influence of SC on the performance of vocational school teachers, meaning that it shows that an increase in positive values of SC that is carried out continuously will be able to improve the performance of vocational high school teachers (Zulkarnaen et al., 2020). The influence of SC and education and training on teacher performance, it is also concluded that SC has a significant influence on teacher performance at elementary school (Dahlan et al., 2020).

Fifth, the TWM average value of the indicators ranging from 4.40 to 4.47 and the average value for the variable of 4.44 in the very good category. However, from 226 responses and in this study, 223 people, or 98.8%, had a positive response to TWM, the most significant *loading factor* (0.95) of the TWM variable was the teacher job satisfaction indicator. The research results regarding work motivation and work discipline on teacher performance state that work motivation influences teacher performance (Alhusaini et al., 2020). Another research on the effect of communication, workload, and work motivation on employee performance states that motivation is partially insignificant. High performance is generally associated with high motivation (Fransiska & Tupti, 2020). Conversely, low motivation is associated with low performance. High performance is a function and interaction between motivation, competence, and opportunities for supporting resources. In the context of work, motivation is one of the essential factors in encouraging someone to produce performance (Fransiska & Tupti, 2020).

Sixth, the performance of HRT, with the average indicator value ranging from 4.58 to 4.72 and the average value for the variable 4.67, is in the very good category. It turned out that of the 226 respondents in this study, all (100%) had positive respondents to HRT performance. This descriptive finding is very positive because the teachers in the research location have had a very good performance. The most significant *loading factor* (0.99) of the performance variable of HRT is the indicator of the implementation of learning.

The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data

analysis show that the path coefficient in this relationship is negative, namely .022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Goleman, 2007; Robbins, 2007; Stein & Book, 2011), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.

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Conclusion

This study aimed to describe the relationship of principal's hindu leadership (PHL), emotional intelligence (EI) of teachers, supervision of school superintendents (SS), school culture (SC), and teacher work motivation (TWM) with performance of hindu religious teacher (HRT) at state junior high schools, either directly or indirectly. The result showed that there is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM. and HRT. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance. So it can be concluded that hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation simultaneously affect the performance of hindu religious education teachers. The variables also have a significant impact, either directly or indirectly on the performance of hindu religious education teachers.

Recommendation

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Based on the results of data analysis and conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input as a reference for planning and determining strategies for improving teacher performance in carrying out the learning process. Knowledge of the factors that affect teacher performance can support awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together between relevant agencies in fostering and empowering teachers so that their performance increases. The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that has not been revealed in this study in more depth with an adequate population so that more comprehensive research results are obtained.

Limitations

The author suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence the performance of HRT are not only limited to PHL, TEI, SS, SC, and TWM. There may be many other factors that affect the performance of HRT. It is hoped that further studies can investigate other factors more fully.

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Bussieres, E.-L., St-Germain, A., Dube, M., & Richard, M.-C. (2017). Efficacite et efficience des programmes de transition a la vie adulte: Une revue systematique [Effectiveness and efficiency of adult transition programs: A systematic review]. *Canadian Psychology/Psychologie canadienne*, 58(1), 354-365.
<https://doi.org/10.1037/cap0000104>

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The Relationship of Supporting Factors That Influence The Performance of Hindu Religious Teachers

Abstract:

Several supporting factors allegedly influence the performance of teachers. This study aims to describe the relationship of each research variable, either directly or indirectly. This research is done through surveys with quantitative approaches that include correlational research types. The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. The results of the study describe: (a) the average level of principal's Hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, and teacher work motivation, and performance of Hindu religious teachers are in the high category; (b) The conceptual model meets the standards of comprehensive Goodness-of-fit requirements with hypothesis testing results: there is a significant direct and indirect relationship between variables in the state junior high school.

Keywords: emotional intelligence of teachers, performance of Hindu Religious Teacher, principal hindu leadership, school culture, supervision of school superintendents, teacher work motivation.

Introduction

Hindu Religious Teachers (HRT) are responsible for implementing the Hindu education learning process at the level and unit of education following Hindu religious education. In the religious education curriculum in Indonesia, Permendiknas No. 35 of 2010 said that the performance of teachers related to their professional tasks is the ability to plan to learn, carry out learning, evaluate and assess learning outcomes, analyze assessment results and carry out follow-up assessment results. The learning process of Hindu education teachers should support the development of teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Trade consists of five parts, with the first Srada that believes in the existence of Brahman or the supreme ruler in the Hindu concept of divinity (Nata & Gunawijaya, 2021; Surada, 2016). In addition, Hindu religious education is expected to give birth to learners who have noble morals and noble ethics reflected in daily behavior (Pinatih & Rio, 2021).

Education is essential in directing generations of people to become responsible citizens to contribute to the country's economic, social, and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). It contains the teachings of Hindu leadership that are universal and not limited by space and time so that it is always relevant to the development of society (Suweta, 2020). In carrying out Hindu leadership at school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilize, and manage school management to achieve national education goals (Sukadi, 2020). One of the principal's leadership style basics that it can use to support teacher performance is Catur Naya Sandhi that defines four attitudes of a leader (Sedana et al., 2020).

Education issues have lately become an indication of the performance of HRT under the low category (Astawa, 2019). The ability of HRT to plan learning, carry out learning, and designing evaluation is still weak (Suarda et al., 2018; Tantra et al., 2013). HRT only transfer the subject to the students, but not transmitting religious and moral values of Suda learners (Astawa, 2019). Limitations in moral values impact the weak implementation of learning and adversely affect the output (Suarda et al., 2018). Several factors affect the teaching and learning process, achievement, and performance, such as principal leadership, teachers' emotional intelligence, supervision of school superintendents, school culture, and teacher work motivation (Börü, 2018; Siahaan et al., 2020).

The principal's function as a leader in the school and the role of the school superintendent. It can be optimized to influence the implementation of teacher performance (Sehgal et al., 2017). Supervision is an integral part of efforts to support supervise achievement to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit in the government capacity. Regulation of the Minister of National Education No. 2 of 2007 explains that the presence of school superintendents becomes part of the staffing duties of a school superintendent is required to have several dimensions of competence in the subject family. Regulation of the Minister of National Education No. 35 of 2010 presents technical instructions for implementing the Functional Position of teachers and their credit figures to support teacher performance. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, carrying out learning, evaluating and assessing learning outcomes, analyzing assessment results, and carrying out follow-up assessment results. The Performance-based on the quality of his work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), school culture (SC), and motivation. EI is a collection of non-cognitive skills, capabilities, and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to behavior, assumptions, and beliefs regarding an organization (Groysberg et al., 2018). Organizational culture is the prevailing norms, values, ideas, and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals, and beliefs in the middle, and assumptions within. School culture is the school's personality embodied through the values and beliefs of members of the organization (Karada & Öztekin, 2018). SC and teacher work motivation together positively influence the quality of education (Baier et al., 2019; Kalkan et al., 2020). Motivation is a process that begins with a physiological and positional deficiency that drives the behavior or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareen et al., 2015). Incentives end a cycle of motivation that will reduce a need and drive. The dimensions of the primary motivational process will be the starting point for the theory of the content and operation of work motivation.

Previous studies reveal the weaknesses of teacher performance, especially Hindu religious teachers (Astawa, 2019; Tantra et al., 2013). This will certainly have an impact on the quality of graduates. Various studies were conducted to determine the factors that influence the performance of teachers (Anggraini, 2021; Dahlan et al., 2020; Larasati et al., 2020; Pujianto et al., 2020; Sari et al., 2020; Tengko et al., 2021; Zulkarnaen et al., 2020). However, from the results obtained, only few studies have explained the factors that affect performance

simultaneously. Most of previous studies only explain the effect of one or two variables on the performance variable. Previous studies have confirmed that specific teacher interventions can increase their professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports students to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitations of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).

The research questions are:

1. How is the performance of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools?; and
2. How do PHL, TEI, SS, SC, TWM variables affect the performance of HRT in-state junior high schools?

Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or lead religious people, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society, or state he leads to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean as a benchmark in achieving peaceful (santih) and prosperous Hindu citizens or people (hita) (Subagiasta, 2019). Leadership in Hinduism aims to present a leader who realizes prosperity and can be a nonsuch for the next generation by providing a sense of security, responsibility, fairness, autonomy, and initiative (Pinatih & Rio, 2021). Several types of leadership in Hindu religious education are (a) asta brata (Aryawan, 2021; Setiyowati & Razak, 2018); (b) TriKayaParisudha (Ariawan & Divayana, 2020; Ariawan et al., 2020, 2021; Divayana, 2018; Divayana, Adiarta & Sudirtha, 2019; Suwindia & Wati, 2021); (c) Catur Paramita (Sukabawa, 2019); (d) Catur Pariksa (Sanjaya et al., 2020; Suweta, 2020); (e) panca yamabrata (Sulastra, 2021); (f) panca niyama brata (Subagiasta, 2018); (g) asta dasa paramiteng prabhu (Suweta, 2020); (h) sadwinayaka (Muliana, 2021); (i) catur widya (Muliana, 2021). All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, educational institutions, and during the lives of the broader community that provide obedient and obedient life for each other (Subagiasta, 2021). However, some facts show that many leaders are entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution to followers' suffering cannot have a good role (Yogatama & Giri, 2021).

Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand the power of emotional sensitivity more effectively. EI includes motivating oneself or others, self-control, understanding other people's feelings effectively, and managing emotions that can guide the mind to make the best decisions and become more productive (Anggraini, 2021). Mayer and Salovey introduced four-pronged hierarchical model in 1997 (MacCann et al., 2020; Olderbak

et al., 2019). The four branches are: (a) accurately understanding emotions, (b) using emotions to facilitate decision making, (c) understanding emotions, and (d) managing emotions to regulate positive emotions and reduce negative emotions (MacCann et al., 2020). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019). Religious leaders should have the good emotional intelligence to control themselves and help resolve conflicts between the congregation. However, there are still conflicts between church leaders expressed in the form of power struggles over differences in information or different beliefs, interests, desires, or values. Some religious leaders even sometimes show explosive emotions, pounding the table, slamming the Bible, physically violent, verbally vented emotions that are rude and cursing (Budi, 2019).

Supervision of School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of holding academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The teacher's quality of the learning process becomes the focus of academic supervision (Burhanudin et al., 2021) so that student learning outcomes are better as learning outputs. Educational supervision is the main task of a school supervisor to foster teachers to carry out learning management, including planning, implementation, and learning assessment (Tengko et al., 2021). Supervision includes evaluating teachers' professional skills and supervisors' effectiveness of school programs (Altun & Sarkaya, 2020).

School Culture

School culture (SC) is a set of values that underlie the behaviors, traditions, daily habits, and symbols practiced and developed by principals, teachers, administrative officers, students, and the community around the school that distinguish it from other schools (Abdullah, 2019; Febriantina et al., 2020). SC is used as a guideline for all school residents in acting towards their profession to support the ability to adapt to the work environment (Schipper et al., 2020). SC forms a system of values, habits, work ethic, and school image internalized in every joint of school activities (Kusumaningrum et al., 2020). SC has an essential role in improving members' performance (Liu et al., 2021; Febriantina et al., 2020). SC is a significant factor determining the school's perception and the behavior patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). SC establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020). Every school must have a vision and mission to create a school organizational culture. Unfortunately, improving the quality of schools or education so far has always relied on the management of improving the quality of the teaching and learning process and management in the aspect of leadership alone. Still, it did not touch the school's organizational culture (Rony, 2021).

Teacher's Work Motivation

Work motivation can be defined as the thing behind a person doing work. TWM is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teacher work and teacher quality will significantly affect the quality of education

(Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). Intrinsic factor, a satisfying factor and arises from itself. An intrinsic indicator is the desire to achieve and progress in personal life (Baljoon et al., 2019). Some of the extrinsic factors that influence teacher motivation are the level of perception and desire of learning of students, chief justice and communication skills of principals, attitudes, and behaviors of colleagues, etc (Börü, 2018). There is a link between motivation and the implementation of teacher tasks, which means there is also a link between motivation and teacher competence which ultimately fosters teacher performance (Hidayat, 2020). Several studies show the low performance of teachers in several schools (Harahap, 2018; Hartanti & Yuniarsih, 2018; Hidayat, 2020). Undoubtedly caused by many factors, one of which is teachers' work motivation.

Previous Studies

Several studies have discussed how the performance of Hindu Religion teachers and what factors influence it. In a study it was revealed that Hindu religious education teachers at Denpasar Junior High School had not shown optimal performance. Teachers have weaknesses in the learning process starting from the preparation of lesson plans, the methods used to evaluation. It can be said that pedagogic and professional competencies have not been optimized properly (Suarda et al., 2018). The study also revealed that one of the factors that influence teacher performance is the leadership of the principal. Principals have an important role in optimizing the performance of teachers who are certified educators. The principal is also obliged to create a good organizational climate by implementing a professional system. However, the facts on the ground show that the duties and functions of school supervisors are not running optimally. So far, supervisors have not carried out intensive supervision in schools. This causes frequent miscoordination between supervisors and the school committee.

Many studies show the influence of leadership style, emotional intelligence, supervisory supervision, and work environment culture on work motivation and performance. However, in general, these studies only show a separate relationship between one variable and another. Such as the relationship between emotional intelligence and performance (Anggraini, 2021; Sari et al., 2020); the relationship between supervisory supervision and performance (Larasati et al., 2020; Pujianto et al., 2020; Tengko et al., 2021); the relationship between work environment culture on performance (Dahlan et al., 2020; Zulkarnaen et al., 2020); and the relationship between work motivation and performance (Fransiska & Tupti, 2020). Although each variable has an influence on performance, further research is still needed regarding the effect of all variables simultaneously on performance.

Methodology

Research Design

This study is a descriptive study on the measurement of the performance of Hindu education teachers using a model of connectedness between variables that is the result of the development of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of instruments by making questionnaires of each variable based on views, operational definitions, and indicators. Three experts conducted the intrusion validity test based on structure, content or material, and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample.

Test data is analyzed to meet validity and reliability. These research steps are presented in Figure 1.

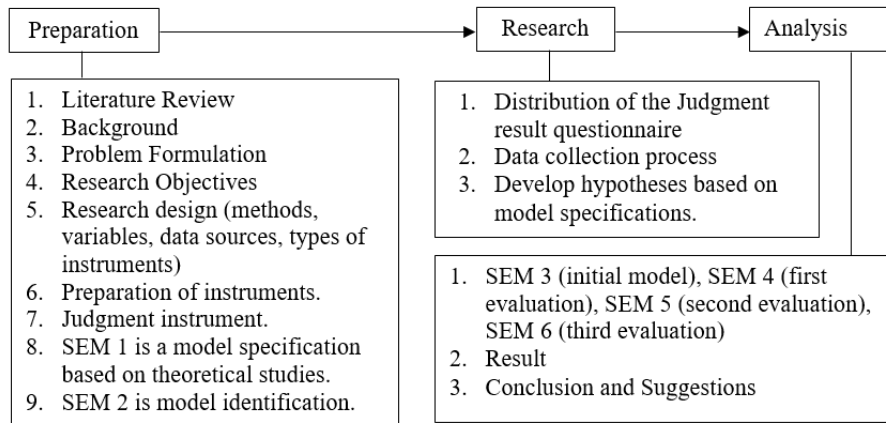


Figure 1: Research Steps

Development of Conceptual Models and Theories

The first step of SEM (SEM 1) analysis is to develop an analytical model based on existing theories. This model developed a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypothesis of direct and indirect relationships between variables. The conceptual model of the relationship between a free variable (exogenous) and a related variable (endogenous) is presented in Figure 2.

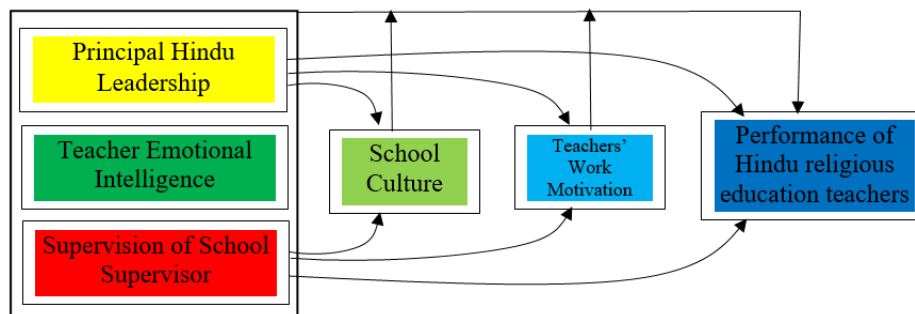


Figure 2: Constellation of Relationships Between Research Variables

The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.

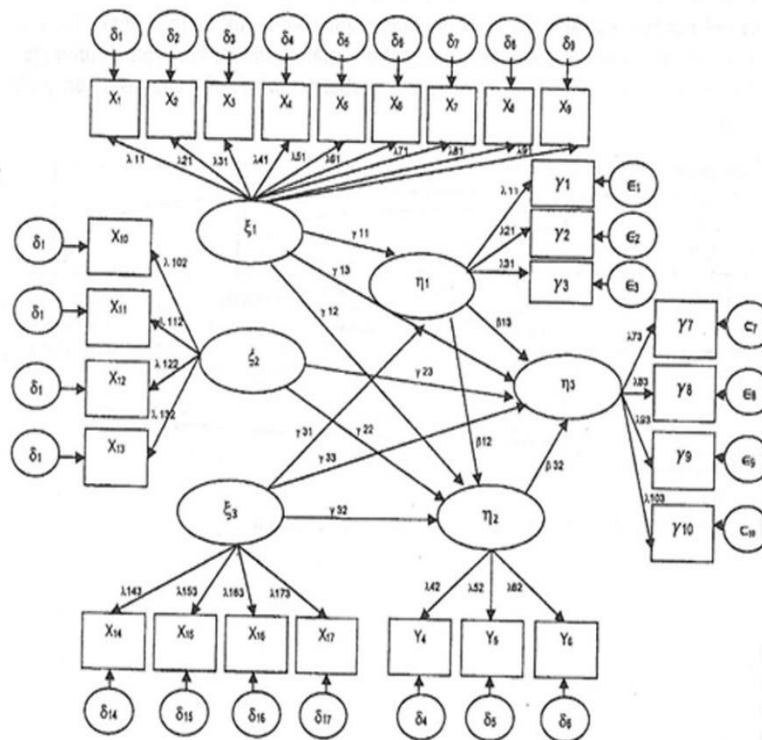


Figure 3: Modeling of Structural Equations (SEM) Relationships Between Variables

Information:

1. Rectangular image showing manifest variable (observed variable)
2. Oval image showing latent variable (construct variable)
3. ξ_1 = Ksi, exogenous latent variable for PHL
4. ξ_2 = Ksi, exogenous latent variable for EI
5. ξ_3 = Ksi, exogenous latent variable for supervisory supervision
6. η_1 = Eta, endogenous latent variable for SC
7. η_2 = Eta, endogenous latent variable for work motivation
8. η_3 = Eta, endogenous latent variable for the performance of Hindu education teachers.
9. λ = Lamda, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. δ = Gamma, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables.
12. δ = Delta, error for manifest variable (indicator) on exogenous variable.
13. ϵ = Epsilon, an error for the manifest variable (indicator) on the endogenous variable

Research Subjects

The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine regencies/cities of Bali Province. Using the formula, Krejcie & Morgan and Warwick Lininger obtained a sample number of 256 HRT. The sampling techniques in the study were "multistage proportional random sampling," and individual sampling became samples in each school with lottery techniques. The sample was chosen in this study based on several criteria: government

employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.

Data Collection Instruments

Data collection tool used in this study is the Likert Scale model questionnaire with five alternative answers: Strongly agree (SS)=5, Agree (S)=4, Disagree (KS)=3, Disagree (TS)=2, Strongly Disagree (STS)=1 positive answers and vice versa for negative answers (Divayana et al., 2019). The questionnaire meets the performance variables of HRT, Hindu leadership of principals, EI of teachers supervised by school superintendents, SC, TWM. The results of the instrument item validity test are presented in Table 1.

Table 1. Results of Validity of Research Instruments

Variable	Number of Items			Invalid Item Number	Alfa Cronbach
	Items	Valid	Invalid		
Performance of Hindu Education teachers	65	62	3	5,16,25	.956
PHL	62	56	6	1,12,28,33,35	.952
TEI	58	55	3	15,26,27	.960
SS	38	37	1	13	.956
SC	46	43	3	17,18,44	.951
TWM	47	45	2	18,19	.965

Table 1 shows the performance variables of HRT as many as 65 questionnaires. The performance variables of HRT produced 62 questionnaires that showed the distribution of the acquisition of correlation coefficient numbers between .330 to .717 and r-count greater than .30. Sixty-two points of the performance questionnaire of HRT were declared valid. The performance variables of HRT produced three questionnaires (5, 16, 25) that showed the distribution of correlation coefficient numbers between .25 to .287 and r-count smaller than .30. Three points of performance of Hindu Education teachers were declared invalid, so the questionnaire was not used in the measurement. The omitted instrument does not affect measuring the number of items that qualify as a measuring instrument of the variable. The validity results in Table 1 apply to all variables in the study. Based on the calculation results obtained, the reliability coefficient of the Alfa Cronbach instrument is greater than .80. The performance research instruments of Hindu Education teachers, the leadership of Hindu principals, TEI, supervision of school superintendents, SC and TWM reach very high-reliability criteria. All research instruments that have met the requirements for the validity of items and have high reliability are used to collect data.

Data Analysis Techniques

The data analysis technique used Structural Equation Modeling (SEM-AMOS) version 20.0. Data analysis steps: (a) Concept and Theory-Based Development; (b) Constructing the Phat Diagram; (c) Conversion of Phat diagrams to Structural Models; (d) Selecting an Input Matrix; (e) Assess identification problems; (f) Evaluation of Goodness-OF-Fit, and (g) Interpellation and Model Modification. The data results in reliability using the Cronbach Alpha formula. The

instrument is declared reliable if the reliability coefficient value is 0.80 and above (Anastasi & Maw,1982). The results of the reliability test showed reliability. Test the validity of items with the product-moment correlation formula from Pearson (Hatch & Farhady, 1982). The questionnaire items are declared valid if the correlation value is minimal or equal and greater than .30 ($> .30$). The test assumptions sought include (a) normality test, multivariate data distribution is analyzed to see if the normality assumption is further processed for SEM modeling. Tests were carried out using a normal QQ plot diagram; (b) test of outliers, examination of univariate outliers by converting the value of research data into z-score; (c) multicollinearity between independent variables using the linear regression module; (d) variance heteroscedasticity test, a way to observe whether or not heteroscedasticity occurs can be seen from the scatter plot where there is no specific pattern on the graph.

Some of the findings that need to be discussed in more detail in this study follow the existing problems. Based on the research method used to solve these problems, the results of this study present several things as follows.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

No	Variables	Number of Instrument Items	Total Theoretical		Total Actual		
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243,81
	TEI	55	55-275	165	163	270	234,01
3	SS	37	37-185	111	117	180	152,03
4	SC	43	43-215	129	149	210	184,35
5	TWM	45	45-225	135	161	225	192,42
6	HRT-P	62	62-310	186	232	310	273,14

Table 2 can be seen that all variables are classified as good: Results of Unidimensionality Evaluation:

1. The Hindu leadership variable of the principal is classified as good, descriptive statistics are explained in the actual data that has a value range of 168-280 and an average of 243.01 which is greater than the score. The theoretical median, 168,
2. The TEI variable is classified as good, has an actual value range of 163-270 and an average of 234.01, which is greater than the theoretical median value of 165,
3. The school supervisor supervision variable is classified as good, has the actual value is 117-180, and the average is 152.03 which is greater than the theoretical median value of 111,
4. The SC variable is classified as good, has an actual value range of 149-210 and an average of 184.35 which is greater than the median value theoretical 129,
5. The variable of TWM is classified as good; has an actual value range of 161-225, and an average value of 192.42 which is greater than the theoretical median value of 135,
6. The Hindu religious education teacher performance variable is classified as good, has an actual value range of 232-310, and an average of 273.14 which is greater than the theoretical median value of 186.

Unidimensionality Evaluation Results

The evaluation results of construct unidimensionality already meet the requirements of the model feasibility test because all variable constructs are following the provisions of the "goodness of fit criteria." Based on this, the confirmatory factor analysis (CFA) results are presented in the unidimensionality analysis that exists in six research variables.

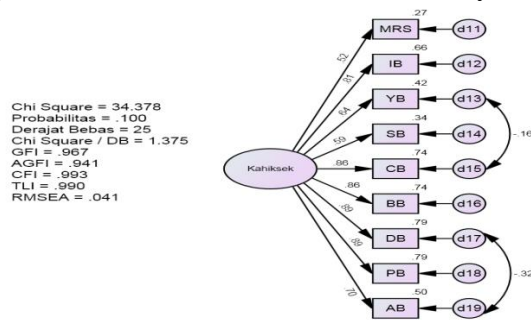


Figure 4: PHL

Kehiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB= yama brata; SB= surya brata; CB=casi brata; BB=bayu brata; DB=dhanaba brata; PB=panca brata; AB=agni brata

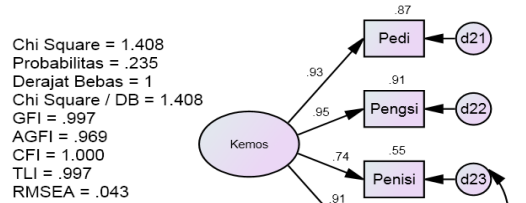


Figure 5: The TEI

Pedi= understanding emotions; pengsi= emotional settings; Pensi= emotional utilization; Peol= emotional understanding of others

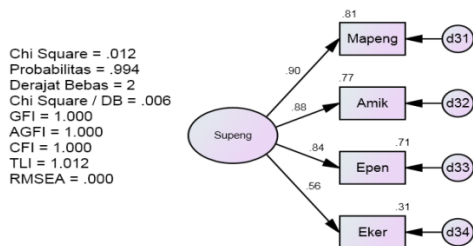


Figure 6: SS

Mapeng= supervisor managerial; Adik= academic; Epen= education evaluation; Eker= work ethic

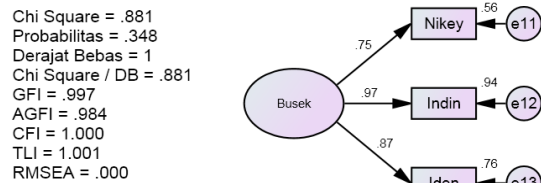


Figure 7: SC

Nikey= values and beliefs, Indin= intimation and individuals in school, Iden= identity/ physical environment in school.

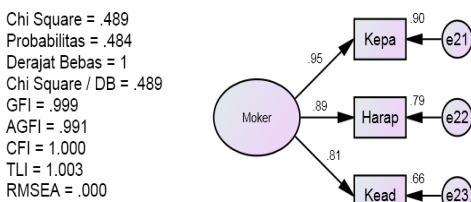


Figure 8: TWM

Kepa=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

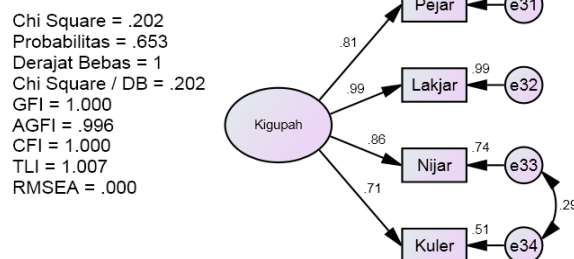


Figure 9: HRT-P

Pejar = learning plan; Cokjar = learning process; Nijjar = learning assessment; Kuler = work quality

Based on the confirmatory factor analysis (CFA) results, 27 indicators from six variables have qualified CFA. The GFI value as a measure of the feasibility of the model reaches a > value of .90. So it is concluded that the indicator construct has acceptable unidimensionality, and the loading value (lamda) is entirely worth above .50 (> .50) so that it also provides evidence that all indicators have a high level of validity to the construct.

Feasibility of The Model (Goodness of Fit Model)

The validity and causality between constructs of this model used AMOS 20.0 software. Based on the AMOS 20.0 computation for this SEM model, the model conformity indexes are produced (goodness of fit) presented in Table 3. Furthermore, The index values will be compared to each index's critical value (cut-off value). A good model is expected to have the goodness of fit indices greater than essential matters. The study evaluated the initial results on structural models sequentially into the first, second, and third evaluation models.

The full results of the third evaluation model (SEM 6) in Figure 10 follows.

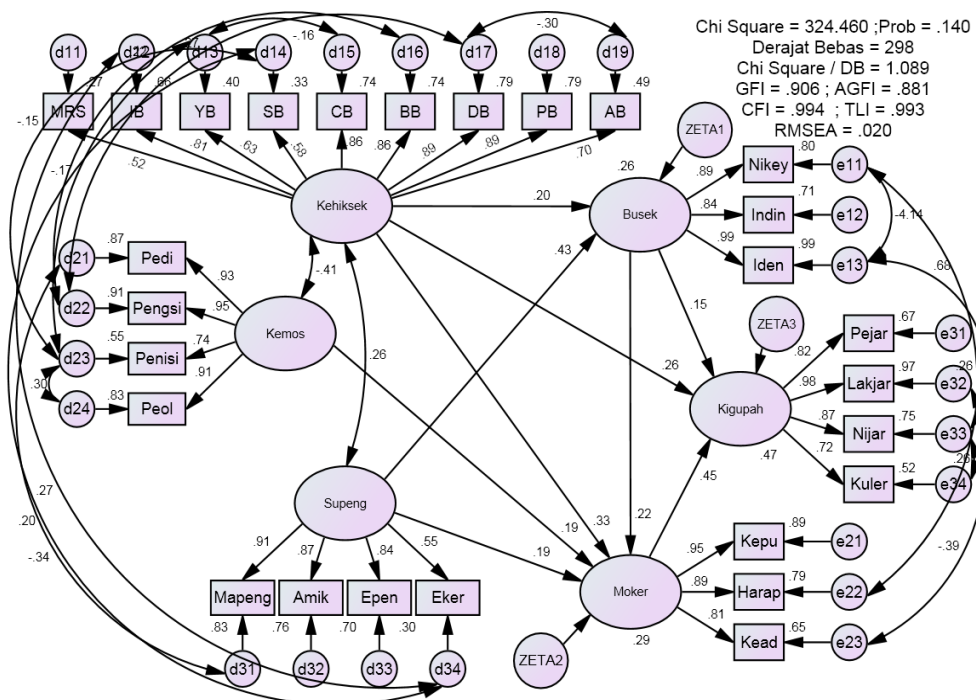


Figure 10: Full Results of The Third Evaluation Model

Description: Kehikseh: PHL, Kemos: EI, Juken, Supeng: Supervising The Vision of the Principal, Buseh: SC, Mokek: TWM, Sgupah: Performance of HRT.

Further evaluation of the criteria of the full conformity indexes of the third model is presented in Table 3 below.

Table 3. Criteria of The Third Evaluation Model Full Conformity Index.

Criterion	Result	Critical Value	Model Evaluation
<i>Absolute fit</i>			
Chi-square (c^2)	324.460	339.261	Good
Probabilitas	.140	.05	Good
Derajat Bebas	298	-	-
GFI	.906	.80	Good
RMSEA	.020	.08	Good
<i>Parsimony fit</i>			
CMIN/DF	1.089	2,00	Good

AGFI	.881	.80	Marginal
<i>Incremental fit</i>			
CFI	.994	.90	Good
TLI	.993	.90	Good

Structural Models

The causal relationship developed in the hypothesis on this model is sold to the null hypothesis, which says that the regression coefficient between the relationships of two constructs is no different from zero through tests as is present in regression analysis. The C.R. statistical value will be distributed to an accessible degree of 298. The following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing on structural models relates to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect		Standard Coefficient	CR	P value	Description
From	To				
PHL	SC	.197	3.354	<.001	Significant
SS	SC	.426	60636	<.001	Significant
PHL	TWM	.327	40462	<.001	Significant
TEI	TWM	.185	2.715	<.007	Significant
SS	TWM	.19	2.613	.009	Significant
SC	TWM	.224	3.238	.001	Significant
PHL	HRT-P	.264	4.392	<.001	Significant
TEI *)	HRT-P *)	-.022	0.409	.683	Insignificant
SS *)	HRT-P *)	-.088	1.392	.164	Insignificant
SC	HRT-P	.153	2.737	.006	Significant
TWM	HRT-P	.452	6.915	<.001	Significant

*) The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model can be seen in Table 5.

Table 5. Effective And Relative Contributions On The Final Model

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
I	0.26	PHL	SC	.197	.308	.061	.230
		SS	SC	.426	.477	.203	.770
			Total			.264	1.000
II	0.29	PHL	TWM	.327	.371	.121	.418
		TEI	TWM	.185	.033	.006	.021
		SS	TWM	.190	.383	.073	.251

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
		SC	TWM	.224	.401	.090	.310
			Total			.290	.290
III	0.47	PHL	HRT-P	.264	.478	.126	.271
		SC	HRT-P	.153	.415	.063	.136
		TWM	HRT-P	.452	.611	.276	.593
			Total			.466	1.000

Hypothesis Test

The hypothesis testing of this research is based on the structural model resulting from the identification of the last structural model as shown in Figure 10, it was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% level. Furthermore, the research findings can be compiled as a summary of the results of hypothesis testing as presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes

Hypothesis Statement	Received
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis includes four statistical values in each indicator, including; the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below), and loading factor to explain the relationship between the indicator and its latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 7.

Table 7 Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	0.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable		4.53	2.3	97.7
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable		4.45	1.4	98.6
SS	Supervisory Manager	4.15	7.00	93	.90

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
	Academic	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Final Model

Based on the final model of the evaluation of the feasibility of the model, it can be recommended that the final model of the constellation of relationships between research variables shown in Figure 11 is as follows:

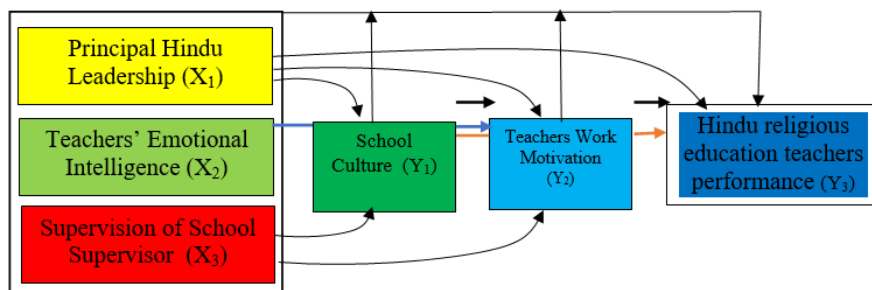


Figure 11: Final Model of The Constellation of Relationships Between Research Variables.

Description :

X1 = PHL

X2 = TEI

X3 = SS

Y1 = SC

Y2 = TWM

Y3 = Performance of HRT

→ = Regression direction

The discussion includes four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), and the percentage of negative response (described with a value of 3 and below). Loading factor in explaining the relationship between the indicator and latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 8.

Table 8. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat- Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	.4	94.5	.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
		Variable	4.45	1.4	98.6
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education Evaluation	4.40	.9	99.1	.88
	3.83	31.0	69.1	.84	
	Work Ethics	4.40	1.8	98.2	.56
		Variable	4.20	10.2	89.8
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
		Variable	4.52	.4	99.6

TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Discussion

Evaluation Results of Structural Equation Model (SEM) Assumptions

Hair et al. (2006) argue that the minimum number of samples met in SEM is 100. The number of samples is determined by multiplying 5-10 of the indicators. In this study, a structural model was developed with 27 indicators and 226 samples. The results of the normal distribution test are met if the results of the CR calculation are in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983 so that the assumption of a multinormal distribution is fulfilled (Ghozali, 2012). Checking for the presence of *univariate* outliers can be done by determining the threshold value that is categorized as *an outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (above 80 samples), univariate evaluation of outliers *occurs if the z-score is outside the range -4 to 4* (Hair et al., 2006). Using the basis that observations with a *z-score* of 4.00 will be categorized as *outliers*, it is known that the data used in this study on respondent number 210 has a score (X31) of -4.142, so that the status is *the univariate outlier*. The *Mahalanobis distance* (*Mahalanobis distance*) is used, which can be found in the *analysis output* using AMOS 20. No sample is *the multivariate outlier* in the analysis because it has a p-value of < 0.01. In these two considerations, respondent number 210 *Mahalanobis d-square* = 46,452 with p 1 = .011 and p 2 = .475, is still included in the analysis. For this reason, all observations are not wasted for analysis. Checking the assumption that there is no multicollinearity is carried out on the calculation of the determinant value of the sample covariance matrix. The hypothetical model will experience multicollinearity problems if the value of the determinant is close to zero. The determinant value can be concluded that the model does not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about: sample size, data normality, data *outliers*, linearity, the direction of the regression relationship, and multicollinearity all met the requirements.

The results of the analysis of the seven elements of the feasibility of the model conclude that this structural model has unacceptable feasibility, so repression or evaluation of the model will be carried out. There are two approaches to model specification, namely, Trimming theory, which tries to answer which parameters will be removed to increase the suitability of the model. This second method is commonly known as modification (MI). One recommendation of the MI value is the correlation between error indicators. Evaluation is done by adding a correlation between error indicators. Evaluation is done by adding correlations between exogenous

constructs. The results of the model feasibility test in the first evaluation model have not been accepted because there are still components among the absolute fit that have not been met. So a second and third evaluation will be carried out by considering eliminating two insignificant paths and increasing the error correlation between the third evaluation by adding indicators based on modification index (MI) calculation results. The path that is omitted is the EI of teachers and the SS on HRT performance. In the second full evaluation model, the chi-square value is 470.416 with probability = .000 ($P < .05$), which explains that the covariance matrix of the model is different from the covariance matrix from the second evaluation model data has not been accepted. The third evaluation will be carried out by adding an error correlation between indicators based on the calculation results of the modification index (MI).

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationship between variables as shown in Figures 11, two paths are not supported by the data, namely the direct relationship of TEI to the performance of HRT and the relationship between school supervisory supervision and the performance of education teachers. Hindu religion because it is not significant. The final model to explain the relationship between the six variables is shown in Figure 11.

It has shown a fairly strong validation of an indicator to measure the construct. The percentages and categories of the six research variables are as follows.

First, the principal's Hindu leadership is in the very good category with the largest loading factor (0.89) of the principal's Hindu leadership variable being the *Panca Brata* indicator.

Second, the TEI is in the very good category with the largest loading factor (0.95) of the teacher's emotional intelligence variable being the emotional regulation indicator. Previous studies suggests a similar thing, that emotional intelligence has a positive effect on teacher performance (Anggraini, 2021; Wahyudi, 2018). The higher the EI variable, the higher the work performance produced (Wahyudi, 2018).

Third, the SS also have a positive response to the SS. The biggest *loading factor* (0.90) of the school supervisor's supervision variable is the managerial indicator of school supervisors. Three studies before reached the same conclusion, namely that the supervision carried out by school supervisors influenced teacher performance, both at the early childhood education, Elementary, and Middle School levels (Suchyadi, 2018), Pujianto et al., 2020, and Tengko et al., 2021).

Fourth, SC being in the very good category with the most significant *loading factor* (0.97) of the SC variables are the indicators of intimacy and individual. An increase in positive values of SC that is carried out continuously will be able to improve the performance of elementary and high school teachers (Dahlan, 2020; Zulkarnaen et al., 2020).

Fifth, the TWM is in the very good category with the most significant *loading factor* (0.95) of the TWM variable was the teacher job satisfaction indicator. some studies before shows that that work motivation influences teacher performance (Alhusaini et al., 2020; Fransiska & Tupti, 2020). High performance is generally associated with high motivation, while low motivation is associated with low performance (Fransiska & Tupti, 2020).

Sixth, the performance of HRT is in the very good category with all (100%) had positive respondents to HRT performance. This descriptive finding is very positive because the teachers in the research location have had a very good performance. The most significant *loading factor* (0.99) of the performance variable of HRT is the indicator of the implementation of learning.

The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data analysis show that the path coefficient in this relationship is negative, namely .022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Goleman, 2007; Robbins, 2007; Stein & Book, 2011), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.

Conclusion

This study aimed to describe the relationship of principal's hindu leadership (PHL), emotional intelligence (EI) of teachers, supervision of school superintendents (SS), school culture (SC), and teacher work motivation (TWM) with performance of hindu religious teacher (HRT) at state junior high schools, either directly or indirectly. The result showed that there is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM. and HRT. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance. So it can be concluded that hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation simultaneously affect the performance of hindu religious education teachers. The variables also have a significant impact, either directly or indirectly on the performance of hindu religious education teachers.

Recommendation

Based on the results of data analysis and conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input as a reference for planning and determining strategies for improving teacher performance in carrying out the learning process. Knowledge of the factors that affect teacher performance can support awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together between relevant agencies in fostering and empowering teachers so that their performance increases. The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that has not been revealed in this study in more depth with an adequate population so that more comprehensive research results are obtained.

Limitations

The author suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence the performance of HRT are not only limited to PHL, TEI, SS, SC, and TWM. There may be many other factors that affect the performance of HRT. It is hoped that further studies can investigate other factors more fully.

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Dear Dr. Paramartha,

Please see the attached file as the 4th round of corrections.

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The Relationship of Supporting Factors That Influence ~~The~~ Performance of Hindu Religious Teachers

Abstract:

Several supporting factors allegedly influence the performance of teachers. This study aims to describe the relationship of each research variable, either directly or indirectly. This research is done through surveys with quantitative approaches that include correlational research types. The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. The results of the study describe: (a) the average level of principal's Hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, and teacher work motivation, and performance of Hindu religious teachers are in the high category; (b) The conceptual model meets the standards of comprehensive Goodness-of-fit requirements with hypothesis testing results: there is a significant direct and indirect relationship between variables in the state junior high school.

Keywords: ~~emotional intelligence of teachers, performance of~~ Hindu Religious Teacher, principal hindu leadership, school culture, supervision of school superintendents, teacher work motivation.

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Introduction

Hindu Religious Teachers (HRT) are responsible for implementing the Hindu education learning process at the level and unit of education following Hindu religious education. In the religious education curriculum in Indonesia, Permendiknas No. 35 of 2010 said that the performance of teachers related to their professional tasks is the ability to plan to learn, carry out learning, evaluate and assess learning outcomes, analyze assessment results and carry out follow-up assessment results. The learning process of Hindu education teachers should support the development of teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Trade consists of five parts, with the first Srada that believes in the existence of Brahman or the supreme ruler in the Hindu concept of divinity (Nata & Gunawijaya, 2021; Surada, 2016). In addition, Hindu religious education is expected to give birth to learners who have noble morals and noble ethics reflected in daily behavior (Pinatih & Rio, 2021).

Education is essential in directing generations of people to become responsible citizens to contribute to the country's economic, social, and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). It contains the teachings of Hindu leadership that are universal and not limited by space and time so that it is always relevant to the development of society (Suweta, 2020). In carrying out Hindu leadership at school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilize, and manage school management to achieve national education goals (Sukadi, 2020). One of the principal's leadership style basics that it can use to support teacher performance is Catur Naya Sandhi that defines four attitudes of a leader (Sedana et al., 2020).

Education issues have lately become an indication of the performance of HRT under the low category (Astawa, 2019). The ability of HRT to plan learning, carry out learning, and designing evaluation is still weak (Suarda et al., 2018; Tantra et al., 2013). HRT only transfer the subject to the students, but not transmitting religious and moral values of Suda learners (Astawa, 2019). Limitations in moral values impact the weak implementation of learning and adversely affect the output (Suarda et al., 2018). Several factors affect the teaching and learning process, achievement, and performance, such as principal leadership, teachers' emotional intelligence, supervision of school superintendents, school culture, and teacher work motivation (Börü, 2018; Siahaan et al., 2020).

The principal's function as a leader in the school and the role of the school superintendent. It can be optimized to influence the implementation of teacher performance (Sehgal et al., 2017). Supervision is an integral part of efforts to support supervise achievement to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit in the government capacity. Regulation of the Minister of National Education No. 2 of 2007 explains that the presence of school superintendents becomes part of the staffing duties of a school superintendent is required to have several dimensions of competence in the subject family. Regulation of the Minister of National Education No. 35 of 2010 presents technical instructions for implementing the Functional Position of teachers and their credit figures to support teacher performance. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, carrying out learning, evaluating and assessing learning outcomes, analyzing assessment results, and carrying out follow-up assessment results. The Performance-based on the quality of his work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), school culture (SC), and motivation. EI is a collection of non-cognitive skills, capabilities, and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to behavior, assumptions, and beliefs regarding an organization (Groysberg et al., 2018). Organizational culture is the prevailing norms, values, ideas, and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals, and beliefs in the middle, and assumptions within. School culture is the school's personality embodied through the values and beliefs of members of the organization (Karada & Öztekin, 2018). SC and teacher work motivation together positively influence the quality of education (Baier et al., 2019; Kalkan et al., 2020). Motivation is a process that begins with a physiological and positional deficiency that drives the behavior or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareen et al., 2015). Incentives end a cycle of motivation that will reduce a need and drive. The dimensions of the primary motivational process will be the starting point for the theory of the content and operation of work motivation.

Previous studies reveal the weaknesses of teacher performance, especially Hindu religious teachers (Astawa, 2019; Tantra et al., 2013). This will certainly have an impact on the quality of graduates. Various studies were conducted to determine the factors that influence the performance of teachers (Anggraini, 2021; Dahlan et al., 2020; Larasati et al., 2020; Pujianto et al., 2020; Sari et al., 2020; Tengko et al., 2021; Zulkarnaen et al., 2020). However, from the results obtained, only few studies have explained the factors that affect performance

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simultaneously. Most of previous studies only explain the effect of one or two variables on the performance variable. Previous studies has confirmed that specific teacher interventions can increase their professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports students to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitations of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).

The research questions are:

1. How is the performance of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools?; and
2. How do PHL, TEI, SS, SC, TWM variables affect the performance of HRT in-state junior high schools?

Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or lead religious people, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society, or state he leads to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean as a benchmark in achieving peaceful (santih) and prosperous Hindu citizens or people (hita) (Subagiasta, 2019). Leadership in Hinduism aims to present a leader who realizes prosperity and can be a nonsuch for the next generation by providing a sense of security, responsibility, fairness, autonomy, and initiative (Pinatih & Rio, 2021). Several types of leadership in Hindu religious education are (a) asta brata (Aryawan, 2021; Setiyowati & Razak, 2018); (b) TriKayaParisudha (Ariawan & Divayana, 2020; Ariawan et al., 2020, 2021; Divayana, 2018; Divayana, Adiarta & Sudirtha, 2019; Suwindia & Wati, 2021); (c) Catur Paramita (Sukabawa, 2019); (d) Catur Pariksa (Sanjaya et al., 2020; Suweta, 2020); (e) panca yamabrata (Sulastra, 2021); (f) panca niyama brata (Subagiasta, 2018); (g) asta dasa paramiteng prabhu (Suweta, 2020); (h) sadwinayaka (Muliana, 2021); (i) catur widya (Muliana, 2021). All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, educational institutions, and during the lives of the broader community that provide obedient and obedient life for each other (Subagiasta, 2021). However, some facts show that many leaders are entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution to followers' suffering cannot have a good role (Yogatama & Giri, 2021).

Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand the power of emotional sensitivity more effectively. EI includes motivating oneself or others, self-control, understanding other people's feelings effectively, and managing emotions that can guide the mind to make the best decisions and become more productive (Anggraini, 2021). Mayer and Salovey introduced four-tiered hierarchical model in 1997 (MacCann et al., 2020; Olderbak

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et al., 2019). The four branches are: (a) accurately understanding emotions, (b) using emotions to facilitate decision making, (c) understanding emotions, and (d) managing emotions to regulate positive emotions and reduce negative emotions (MacCann et al., 2020). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019). Religious leaders should have the good emotional intelligence to control themselves and help resolve conflicts between the congregation. However, there are still conflicts between church leaders expressed in the form of power struggles over differences in information or different beliefs, interests, desires, or values. Some religious leaders even sometimes show explosive emotions, pounding the table, slamming the Bible, physically violent, verbally vented emotions that are rude and cursing (Budi, 2019).

Supervision of School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of holding academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The teacher's quality of the learning process becomes the focus of academic supervision (Burhanudin et al., 2021) so that student learning outcomes are better as learning outputs. Educational supervision is the main task of a school supervisor to foster teachers to carry out learning management, including planning, implementation, and learning assessment (Tengko et al., 2021). Supervision includes evaluating teachers' professional skills and supervisors' effectiveness of school programs (Altun & Sarkaya, 2020).

School Culture

School culture (SC) is a set of values that underlie the behaviors, traditions, daily habits, and symbols practiced and developed by principals, teachers, administrative officers, students, and the community around the school that distinguish it from other schools (Abdullah, 2019; Febriantina et al., 2020). SC is used as a guideline for all school residents in acting towards their profession to support the ability to adapt to the work environment (Schipper et al., 2020). SC forms a system of values, habits, work ethic, and school image internalized in every joint of school activities (Kusumaningrum et al., 2020). SC has an essential role in improving members' performance (Liu et al., 2021; Febriantina et al., 2020). SC is a significant factor determining the school's perception and the behavior patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). SC establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020). Every school must have a vision and mission to create a school organizational culture. Unfortunately, improving the quality of schools or education so far has always relied on the management of improving the quality of the teaching and learning process and management in the aspect of leadership alone. Still, it did not touch the school's organizational culture (Rony, 2021).

Teacher's Work Motivation

Work motivation can be defined as the thing behind a person doing work. TWM is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teacher work and teacher quality will significantly affect the quality of education

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(Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). Intrinsic factor, a satisfying factor and arises from itself. An intrinsic indicator is the desire to achieve and progress in personal life (Baljoon et al., 2019). Some of the extrinsic factors that influence teacher motivation are the level of perception and desire of learning of students, chief justice and communication skills of principals, attitudes, and behaviors of colleagues, etc (Börü, 2018). There is a link between motivation and the implementation of teacher tasks, which means there is also a link between motivation and teacher competence which ultimately fosters teacher performance (Hidayat, 2020). Several studies show the low performance of teachers in several schools (Harahap, 2018; Hartanti & Yuniarsih, 2018; Hidayat, 2020). Undoubtedly caused by many factors, one of which is teachers' work motivation.

Previous Studies

Several studies have discussed how the performance of Hindu Religion teachers and what factors influence it. In a study it was revealed that Hindu religious education teachers at Denpasar Junior High School had not shown optimal performance. Teachers have weaknesses in the learning process starting from the preparation of lesson plans, the methods used to evaluation. It can be said that pedagogic and professional competencies have not been optimized properly (Suarda et al., 2018). The study also revealed that one of the factors that influence teacher performance is the leadership of the principal. Principals have an important role in optimizing the performance of teachers who are certified educators. The principal is also obliged to create a good organizational climate by implementing a professional system. However, the facts on the ground show that the duties and functions of school supervisors are not running optimally. So far, supervisors have not carried out intensive supervision in schools. This causes frequent miscoordination between supervisors and the school committee.

Many studies show the influence of leadership style, emotional intelligence, supervisory supervision, and work environment culture on work motivation and performance. However, in general, these studies only show a separate relationship between one variable and another. Such as the relationship between emotional intelligence and performance (Anggraini, 2021; Sari et al., 2020); the relationship between supervisory supervision and performance (Larasati et al., 2020; Pujianto et al., 2020; Tengko et al., 2021); the relationship between work environment culture on performance (Dahlan et al., 2020; Zulkarnaen et al., 2020); and the relationship between work motivation and performance (Fransiska & Tupti, 2020). Although each variable has an influence on performance, further research is still needed regarding the effect of all variables simultaneously on performance.

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Methodology

Research Design

This study is a descriptive study on the measurement of the performance of Hindu education teachers using a model of connectedness between variables that is the result of the development of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of instruments by making questionnaires of each variable based on views, operational definitions, and indicators. Three experts conducted the intrusion validity test based on structure, content or material, and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample.

Test data is analyzed to meet validity and reliability. These research steps are presented in Figure 1.

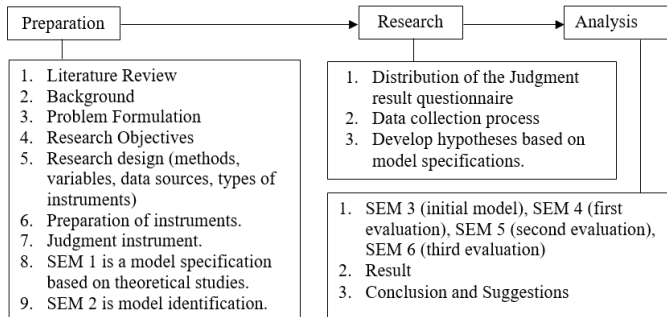


Figure 1: Research Steps

Development of Conceptual Models and Theories

The first step of SEM (SEM 1) analysis is to develop an analytical model based on existing theories. This model developed a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypothesis of direct and indirect relationships between variables. The conceptual model of the relationship between a free variable (exogenous) and a related variable (endogenous) is presented in Figure 2.

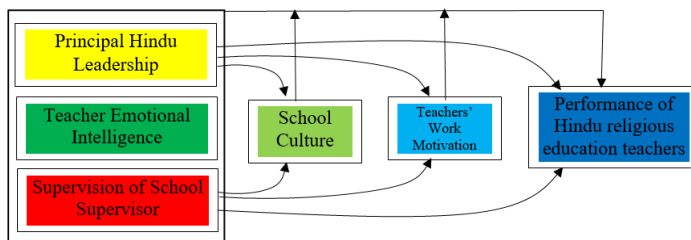


Figure 2: Constellation of Relationships Between Research Variables

The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.

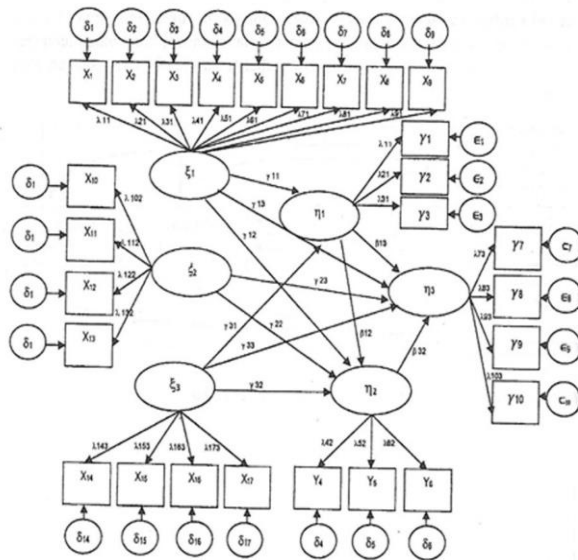


Figure 3: Modeling of Structural Equations (SEM) Relationships Between Variables

Information:

1. Rectangular image showing manifest variable (observed variable)
2. Oval image showing latent variable (construct variable)
3. ξ_1 = Ksi, exogenous latent variable for PHL
4. ξ_2 = Ksi, exogenous latent variable for EI
5. ξ_3 = Ksi, exogenous latent variable for supervisory supervision
6. η_1 = Eta, endogenous latent variable for SC
7. η_2 = Eta, endogenous latent variable for work motivation
8. η_3 = Eta, endogenous latent variable for the performance of Hindu education teachers.
9. λ = Lamda, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. δ = Gamma, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables.
12. δ = Delta, error for manifest variable (indicator) on exogenous variable.
13. ϵ = Epsilon, an error for the manifest variable (indicator) on the endogenous variable

Research Subjects

The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine regencies/cities of Bali Province. Using the formula, Krejcie & Morgan and Warwick Lininger obtained a sample number of 256 HRT. The sampling techniques in the study were "multistage proportional random sampling," and individual sampling became samples in each school with lottery techniques. The sample was chosen in this study based on several criteria: government

employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.

Data Collection Instruments

Data collection tool used in this study is the Likert Scale model questionnaire with five alternative answers: Strongly agree (SS)=5, Agree (S)=4, Disagree (KS)=3, Disagree (TS)=2, Strongly Disagree (STS)=1 positive answers and vice versa for negative answers (Divayana et al., 2019). The questionnaire meets the performance variables of HRT, Hindu leadership of principals, EI of teachers supervised by school superintendents, SC, TWM. The results of the instrument item validity test are presented in Table 1.

Table 1. Results of Validity of Research Instruments

Variable	Number of Items			Invalid Item Number	Alfa Cronbach
	Items	Valid	Invalid		
Performance of Hindu Education teachers	65	62	3	5,16,25	.956
PHL	62	56	6	1,12,28,33,35	.952
TEI	58	55	3	15,26,27	.960
SS	38	37	1	13	.956
SC	46	43	3	17,18,44	.951
TWM	47	45	2	18,19	.965

Table 1 shows the performance variables of HRT as many as 65 questionnaires. The performance variables of HRT produced 62 questionnaires that showed the distribution of the acquisition of correlation coefficient numbers between .330 to .717 and r-count greater than .30. Sixty-two points of the performance questionnaire of HRT were declared valid. The performance variables of HRT produced three questionnaires (5, 16, 25) that showed the distribution of correlation coefficient numbers between .25 to .287 and r-count smaller than .30. Three points of performance of Hindu Education teachers were declared invalid, so the questionnaire was not used in the measurement. The omitted instrument does not affect measuring the number of items that qualify as a measuring instrument of the variable. The validity results in Table 1 apply to all variables in the study. Based on the calculation results obtained, the reliability coefficient of the Alfa Cronbach instrument is greater than .80. The performance research instruments of Hindu Education teachers, the leadership of Hindu principals, TEI, supervision of school superintendents, SC and TWM reach very high-reliability criteria. All research instruments that have met the requirements for the validity of items and have high reliability are used to collect data.

Data Analysis Techniques

The data analysis technique used Structural Equation Modeling (SEM-AMOS) version 20.0. Data analysis steps: (a) Concept and Theory-Based Development; (b) Constructing the Phat Diagram; (c) Conversion of Phat diagrams to Structural Models; (d) Selecting an Input Matrix; (e) Assess identification problems; (f) Evaluation of Goodness-OF-Fit, and (g) Interpellation and Model Modification. The data results in reliability using the Cronbach Alpha formula. The

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instrument is declared reliable if the reliability coefficient value is 0.80 and above (Anastasi & Maw, 1982). The results of the reliability test showed reliability. Test the validity of items with the product-moment correlation formula from Pearson (Hatch & Farhady, 1982). The questionnaire items are declared valid if the correlation value is minimal or equal and greater than .30 ($> .30$). The test assumptions sought include (a) normality test, multivariate data distribution is analyzed to see if the normality assumption is further processed for SEM modeling. Tests were carried out using a normal QQ plot diagram; (b) test of outliers, examination of univariate outliers by converting the value of research data into z-score; (c) multicollinearity between independent variables using the linear regression module; (d) variance heteroscedasticity test, a way to observe whether or not heteroscedasticity occurs can be seen from the scatter plot where there is no specific pattern on the graph.

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Some of the findings that need to be discussed in more detail in this study follow the existing problems. Based on the research method used to solve these problems, the results of this study present several things as follows.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

No	Variables	Number of Instrument Items	Total Theoretical		Total Actual		
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243,81
	TEI	55	55-275	165	163	270	234,01
3	SS	37	37-185	111	117	180	152,03
4	SC	43	43-215	129	149	210	184,35
5	TWM	45	45-225	135	161	225	192,42
6	HRT-P	62	62-310	186	232	310	273,14

Table 2 can be seen that all variables are classified as good: Results of Unidimensionality Evaluation:

1. The Hindu leadership variable of the principal is classified as good, descriptive statistics are explained in the actual data that has a value range of 168-280 and an average of 243.01 which is greater than the score. The theoretical median, 168,
2. The TEI variable is classified as good, has an actual value range of 163-270 and an average of 234.01, which is greater than the theoretical median value of 165,
3. The school supervisor supervision variable is classified as good, has the actual value is 117-180, and the average is 152.03 which is greater than the theoretical median value of 111,
4. The SC variable is classified as good, has an actual value range of 149-210 and an average of 184.35 which is greater than the median value theoretical 129,
5. The variable of TWM is classified as good; has an actual value range of 161-225, and an average value of 192.42 which is greater than the theoretical median value of 135,
6. The Hindu religious education teacher performance variable is classified as good, has an actual value range of 232-310, and an average of 273.14 which is greater than the theoretical median value of 186.

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Unidimensionality Evaluation Results

The evaluation results of construct unidimensionality already meet the requirements of the model feasibility test because all variable constructs are following the provisions of the "goodness of fit criteria." Based on this, the confirmatory factor analysis (CFA) results are presented in the unidimensionality analysis that exists in six research variables.

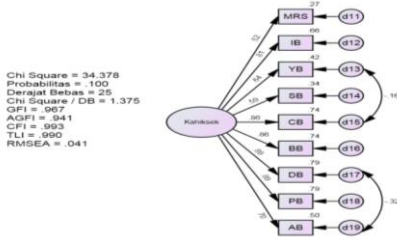


Figure 4: PHL

Kehiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB= yama brata; SB= surya brata; CB=casi brata; BB=bayu brata; DB=dhanaba brata; PB=panca brata; AB=agni brata

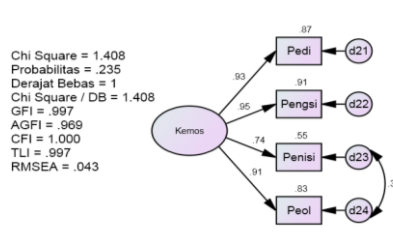


Figure 5: The TEI

Pedi= understanding emotions; pengsi= emotional settings; Pensi= emotional utilization; Peol= emotional understanding of others

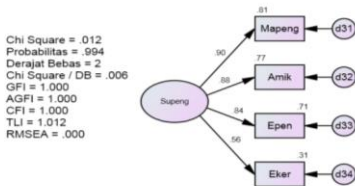


Figure 6: SS

Mapeng= supervisor managerial; Adik= academic; Epen= education evaluation; Eker= work ethic

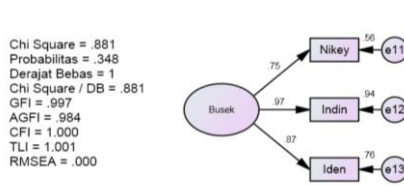


Figure 7: SC

Nikey= values and beliefs, Indin= intimation and individuals in school, Iden= identity/ physical environment in school.

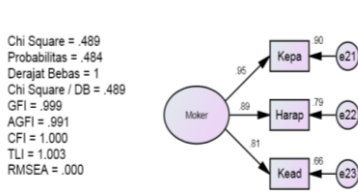


Figure 8: TWM

Kepa=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

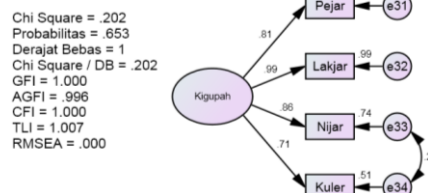


Figure 9: HRT-P

Pejar = learning plan; Cokjar = learning process; Nijar = learning assessment; Kulek = work quality

Based on the confirmatory factor analysis (CFA) results, 27 indicators from six variables have qualified CFA. The GFI value as a measure of the feasibility of the model reaches a > value of .90. So it is concluded that the indicator construct has acceptable unidimensionality, and the loading value (lamda) is entirely worth above .50 (> .50) so that it also provides evidence that all indicators have a high level of validity to the construct.

AGFI	.881	.80	Marginal
<i>Incremental fit</i>			
CFI	.994	.90	Good
TLI	.993	.90	Good

Structural Models

The causal relationship developed in the hypothesis on this model is sold to the null hypothesis, which says that the regression coefficient between the relationships of two constructs is no different from zero through tests as is present in regression analysis. The C.R. statistical value will be distributed to an accessible degree of 298. The following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing on structural models relates to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect		Standard Coefficient	CR	P value	Description
From	To				
PHL	SC	.197	3.354	<.001	Significant
SS	SC	.426	60636	<.001	Significant
PHL	TWM	.327	40462	<.001	Significant
TEI	TWM	.185	2.715	<.007	Significant
SS	TWM	.19	2.613	.009	Significant
SC	TWM	.224	3.238	.001	Significant
PHL	HRT-P	.264	4.392	<.001	Significant
TEI *)	HRT-P *)	-.022	0.409	.683	Insignificant
SS *)	HRT-P *)	-.088	1.392	.164	Insignificant
SC	HRT-P	.153	2.737	.006	Significant
TWM	HRT-P	.452	6.915	<.001	Significant

*) The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model can be seen in Table 5.

Table 5. Effective And Relative Contributions On The Final Model

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
I	0.26	PHL	SC	.197	.308	.061	.230
		SS	SC	.426	.477	.203	.770
		Total				.264	1.000
II	0.29	PHL	TWM	.327	.371	.121	.418
		TEI	TWM	.185	.033	.006	.021
		SS	TWM	.190	.383	.073	.251

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
		SC	TWM	.224	.401	.090	.310
			Total			.290	.290
III	0.47	PHL	HRT-P	.264	.478	.126	.271
		SC	HRT-P	.153	.415	.063	.136
		TWM	HRT-P	.452	.611	.276	.593
			Total			.466	1.000

Hypothesis Test

The hypothesis testing of this research is based on the structural model resulting from the identification of the last structural model as shown in Figure 10, it was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% level. Furthermore, the research findings can be compiled as a summary of the results of hypothesis testing as presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes

Hypothesis Statement	Received
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis includes four statistical values in each indicator, including; the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below), and loading factor to explain the relationship between the indicator and its latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 7.

Table 7 Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	0.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
	Academic	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Final Model

Based on the final model of the evaluation of the feasibility of the model, it can be recommended that the final model of the constellation of relationships between research variables shown in Figure 11 is as follows:

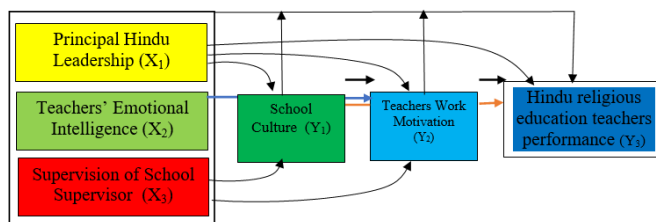


Figure 11: Final Model of The Constellation of Relationships Between Research Variables.

Description :

X1 = PHL

X2 = TEI

X3 = SS

Y1 = SC

Y2 = TWM

Y3 = Performance of HRT

→ = Regression direction

The discussion includes four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), and the percentage of negative response (described with a value of 3 and below). Loading factor in explaining the relationship between the indicator and latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 8.

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Variable	Indicator	Mark Flat- Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
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	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	

TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Discussion

Evaluation Results of Structural Equation Model (SEM) Assumptions

Hair et al. (2006) argue that the minimum number of samples met in SEM is 100. The number of samples is determined by multiplying 5-10 of the indicators. In this study, a structural model was developed with 27 indicators and 226 samples. The results of the normal distribution test are met if the results of the CR calculation are in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983 so that the assumption of a multinormal distribution is fulfilled (Ghozali, 2012). Checking for the presence of *univariate* outliers can be done by determining the threshold value that is categorized as *an outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (above 80 samples), univariate evaluation of outliers occurs if the *z-score* is outside the range -4 to 4 (Hair et al., 2006). Using the basis that observations with a *z-score* of 4.00 will be categorized as *outliers*, it is known that the data used in this study on respondent number 210 has a score (X31) of -4.142, so that the status is *the univariate outlier*. The *Mahalanobis* distance (*Mahalanobis distance*) is used, which can be found in the *analysis output* using AMOS 20. No sample is *the multivariate outlier* in the analysis because it has a p-value of < 0.01. In these two considerations, respondent number 210 *Mahalanobis d-square* = 46,452 with $p_1 = .011$ and $p_2 = .475$, is still included in the analysis. For this reason, all observations are not wasted for analysis. Checking the assumption that there is no multicollinearity is carried out on the calculation of the determinant value of the sample covariance matrix. The hypothetical model will experience multicollinearity problems if the value of the determinant is close to zero. The determinant value can be concluded that the model does not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about: sample size, data normality, data *outliers*, linearity, the direction of the regression relationship, and multicollinearity all met the requirements.

The results of the analysis of the seven elements of the feasibility of the model conclude that this structural model has unacceptable feasibility, so repression or evaluation of the model will be carried out. There are two approaches to model specification, namely, Trimming theory, which tries to answer which parameters will be removed to increase the suitability of the model. This second method is commonly known as modification (MI). One recommendation of the MI value is the correlation between error indicators. Evaluation is done by adding a correlation between error indicators. Evaluation is done by adding correlations between exogenous

constructs. The results of the model feasibility test in the first evaluation model have not been accepted because there are still components among the absolute fit that have not been met. So a second and third evaluation will be carried out by considering eliminating two insignificant paths and increasing the error correlation between the third evaluation by adding indicators based on modification index (MI) calculation results. The path that is omitted is the EI of teachers and the SS on HRT performance. In the second full evaluation model, the chi-square value is 470.416 with probability = .000 ($P < .05$), which explains that the covariance matrix of the model is different from the covariance matrix from the second evaluation model data has not been accepted. The third evaluation will be carried out by adding an error correlation between indicators based on the calculation results of the modification index (MI).

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationship between variables as shown in Figures 11, two paths are not supported by the data, namely the direct relationship of TEI to the performance of HRT and the relationship between school supervisory supervision and the performance of education teachers. Hindu religion because it is not significant. The final model to explain the relationship between the six variables is shown in Figure 11.

It has shown a fairly strong validation of an indicator to measure the construct. The percentages and categories of the six research variables are as follows.

First, the principal's Hindu leadership is in the very good category with the largest loading factor (0.89) of the principal's Hindu leadership variable being the *Panca Brata* indicator.

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Second, the TEI is in the very good category with the largest loading factor (0.95) of the teacher's emotional intelligence variable being the emotional regulation indicator. Previous studies suggests a similar thing, that emotional intelligence has a positive effect on teacher performance (Anggraini, 2021; Wahyudi, 2018). The higher the EI variable, the higher the work performance produced (Wahyudi, 2018).

Third, the SS also have a positive response to the SS. The biggest *loading factor* (0.90) of the school supervisor's supervision variable is the managerial indicator of school supervisors. Three studies before reached the same conclusion, namely that the supervision carried out by school supervisors influenced teacher performance, both at the early childhood education, Elementary, and Middle School levels (Suchyadi, 2018), Pujianto et al., 2020, and Tengko et al., 2021).

Fourth, SC being in the very good category with the most significant *loading factor* (0.97) of the SC variables are the indicators of intimacy and individual. An increase in positive values of SC that is carried out continuously will be able to improve the performance of elementary and high school teachers (Dahlan, 2020; Zulkarnaen et al., 2020).

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Fifth, the TWM is in the very good category with the most significant *loading factor* (0.95) of the TWM variable was the teacher job satisfaction indicator. some studies before shows that that work motivation influences teacher performance (Alhusaini et al., 2020; Fransiska & Tupti, 2020). High performance is generally associated with high motivation, while low motivation is associated with low performance (Fransiska & Tupti, 2020).

Sixth, the performance of HRT is in the very good category with all (100%) had positive respondents to HRT performance. This descriptive finding is very positive because the teachers in the research location have had a very good performance. The most significant *loading factor* (0.99) of the performance variable of HRT is the indicator of the implementation of learning.

The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data analysis show that the path coefficient in this relationship is negative, namely .022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Goleman, 2007; Robbins, 2007; Stein & Book, 2011), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.

Conclusion

This study aimed to describe the relationship of principal's hindu leadership (PHL), emotional intelligence (EI) of teachers, supervision of school superintendents (SS), school culture (SC), and teacher work motivation (TWM) with performance of hindu religious teacher (HRT) at state junior high schools, either directly or indirectly. The result showed that there is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM. and HRT. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance. So it can be concluded that hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation simultaneously affect the performance of hindu religious education teachers. The variables also have a significant impact, either directly or indirectly on the performance of hindu religious education teachers.

Recommendation

Based on the results of data analysis and conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input as a reference for planning and determining strategies for improving teacher performance in carrying out the learning process. Knowledge of the factors that affect teacher performance can support awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together between relevant agencies in fostering and empowering teachers so that their performance increases. The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that has not been revealed in this study in more depth with an adequate population so that more comprehensive research results are obtained.

Limitations

The author suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence the performance of HRT are not only limited to PHL, TEI, SS, SC, and TWM. There may be many other factors that affect the performance of HRT. It is hoped that further studies can investigate other factors more fully.

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Wed, Oct 19, 2022 at 3:40 PM

The Relationship of Supporting Factors That Influence the Performance of Hindu Religious Teachers

Abstract:

Several supporting factors allegedly influence the performance of teachers. This study aims to describe the relationship of each research variable, either directly or indirectly. This research is done through surveys with quantitative approaches that include correlational research types. The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. The results of the study describe: (a) the average level of principal's Hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, and teacher work motivation, and performance of Hindu religious teachers are in the high category; (b) The conceptual model meets the standards of comprehensive Goodness-of-fit requirements with hypothesis testing results: there is a significant direct and indirect relationship between variables in the state junior high school.

Keywords: Hindu Religious Teacher, principal hindu leadership, school culture, supervision of school superintendents, teacher work motivation.

Introduction

Hindu Religious Teachers (HRT) are responsible for implementing the Hindu education learning process at the level and unit of education following Hindu religious education. In the religious education curriculum in Indonesia, Permendiknas No. 35 of 2010 said that the performance of teachers related to their professional tasks is the ability to plan to learn, carry out learning, evaluate and assess learning outcomes, analyze assessment results and carry out follow-up assessment results. The learning process of Hindu education teachers should support the development of teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Trade consists of five parts, with the first Srada that believes in the existence of Brahman or the supreme ruler in the Hindu concept of divinity (Nata & Gunawijaya, 2021; Surada, 2016). In addition, Hindu religious education is expected to give birth to learners who have noble morals and noble ethics reflected in daily behavior (Puja, et al, 2021).

Education is essential in directing generations of people to become responsible citizens to contribute to the country's economic, social, and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). It contains the teachings of Hindu leadership that are universal and not limited by space and time so that it is always relevant to the development of society (Suweta, 2020). In carrying out Hindu leadership at school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilize, and manage school management to achieve national education goals (Sukadi, 2020). One of the principal's leadership style basics that it can use to support teacher performance is Catur Naya Sandhi that defines four attitudes of a leader (Sedana et al., 2020).

Education issues have lately become an indication of the performance of HRT under the low category (Astawa, 2019). The ability of HRT to plan learning, carry out learning, and designing

evaluation is still weak (Suarda et al., 2018; Tantra et al., 2013). HRT only transfer the subject to the students, but not transmitting religious and moral values of Suda learners (Astawa, 2019). Limitations in moral values impact the weak implementation of learning and adversely affect the output (Suarda et al., 2018). Several factors affect the teaching and learning process, achievement, and performance, such as principal leadership, teachers' emotional intelligence, supervision of school superintendents, school culture, and teacher work motivation (Börü, 2018; Siahaan et al., 2020).

The principal's function as a leader in the school and the role of the school superintendent. It can be optimized to influence the implementation of teacher performance (Sehgal et al., 2017). Supervision is an integral part of efforts to support supervise achievement to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit in the government capacity. Regulation of the Minister of National Education No. 2 of 2007 explains that the presence of school superintendents becomes part of the staffing duties of a school superintendent is required to have several dimensions of competence in the subject family. Regulation of the Minister of National Education No. 35 of 2010 presents technical instructions for implementing the Functional Position of teachers and their credit figures to support teacher performance. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, carrying out learning, evaluating and assessing learning outcomes, analyzing assessment results, and carrying out follow-up assessment results. The Performance-based on the quality of his work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), school culture (SC), and motivation. EI is a collection of non-cognitive skills, capabilities, and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to behavior, assumptions, and beliefs regarding an organization (Groysberg et al., 2018). Organizational culture is the prevailing norms, values, ideas, and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals, and beliefs in the middle, and assumptions within. School culture is the school's personality embodied through the values and beliefs of members of the organization (Karada & Öztekin, 2018). SC and teacher work motivation together positively influence the quality of education (Baier et al., 2019; Kalkan et al., 2020). Motivation is a process that begins with a physiological and positional deficiency that drives the behavior or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareen et al., 2015). Incentives end a cycle of motivation that will reduce a need and drive. The dimensions of the primary motivational process will be the starting point for the theory of the content and operation of work motivation.

Previous studies reveal the weaknesses of teacher performance, especially Hindu religious teachers (Astawa, 2019; Tantra et al., 2013). This will certainly have an impact on the quality of graduates. Various studies were conducted to determine the factors that influence the performance of teachers (Angraini, 2021; Dahlan et al., 2020; Larasati et al., 2020; Pujianto et al., 2020; Sari, 2020; Tengko et al., 2021; Zulkarnaen et al., 2020). However, from the results obtained, only few studies have explained the factors that affect performance simultaneously. Most of previous studies only explain the effect of one or two variables on the performance variable. Previous studies has confirmed that specific teacher interventions can increase their

professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports students to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitations of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).

The research questions are:

1. How is the performance of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools?; and
2. How do PHL, TEI, SS, SC, TWM variables affect the performance of HRT in-state junior high schools?

Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or lead religious people, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society, or state he leads to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean as a benchmark in achieving peaceful (santih) and prosperous Hindu citizens or people (hita) (Subagiasta, 2019). Leadership in Hinduism aims to present a leader who realizes prosperity and can be a nonsuch for the next generation by providing a sense of security, responsibility, fairness, autonomy, and initiative (Puja, et al, 2021). Several types of leadership in Hindu religious education are (a) asta brata (Aryawan, 2021; Setiyowati & Razak, 2018); (b) TriKayaParisudha (Ariawan & Divayana, 2020; Ariawan et al., 2020, 2021; Divayana, 2018; Divayana, Adiarta & Sudirtha, 2019; Suwindia & Wati, 2021); (c) Catur Paramita (Sukabawa, 2019); (d) Catur Pariksa (Sanjaya et al., 2020; Suweta, 2020); (e) panca yamabrata (Sulastra, 2021); (f) panca niyama brata (Subagiasta, 2018); (g) asta dasa paramiteng prabhu (Suweta, 2020); (h) sadwinayaka (Muliana, 2021); (i) catur widya (Muliana, 2021). All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, educational institutions, and during the lives of the broader community that provide obedient and obedient life for each other (Subagiasta, 2021). However, some facts show that many leaders are entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution to followers' suffering cannot have a good role (Yogatama & Giri, 2021).

Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand the power of emotional sensitivity more effectively. EI includes motivating oneself or others, self-control, understanding other people's feelings effectively, and managing emotions that can guide the mind to make the best decisions and become more productive (Anggraini, 2021). Mayer and Salovey introduced four-pronged hierarchical model in 1997 (MacCann et al., 2020; Olderbak et al., 2019). The four branches are: (a) accurately understanding emotions, (b) using emotions to facilitate decision making, (c) understanding emotions, and (d) managing emotions to

regulate positive emotions and reduce negative emotions (MacCann et al., 2020). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019). Religious leaders should have the good emotional intelligence to control themselves and help resolve conflicts between the congregation. However, there are still conflicts between church leaders expressed in the form of power struggles over differences in information or different beliefs, interests, desires, or values. Some religious leaders even sometimes show explosive emotions, pounding the table, slamming the Bible, physically violent, verbally vented emotions that are rude and cursing (Budi, 2019).

Supervision of School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of holding academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The teacher's quality of the learning process becomes the focus of academic supervision (Burhanudin et al., 2021) so that student learning outcomes are better as learning outputs. Educational supervision is the main task of a school supervisor to foster teachers to carry out learning management, including planning, implementation, and learning assessment (Tengko et al., 2021). Supervision includes evaluating teachers' professional skills and supervisors' effectiveness of school programs (Altun & Sarkaya, 2020).

School Culture

School culture (SC) is a set of values that underlie the behaviors, traditions, daily habits, and symbols practiced and developed by principals, teachers, administrative officers, students, and the community around the school that distinguish it from other schools (Abdullah, 2019; Febriantina et al., 2020). SC is used as a guideline for all school residents in acting towards their profession to support the ability to adapt to the work environment (Schipper et al., 2020). SC forms a system of values, habits, work ethic, and school image internalized in every joint of school activities (Kusumaningrum et al., 2020). SC has an essential role in improving members' performance (Febriantina et al., 2020; Liu et al., 2021). SC is a significant factor determining the school's perception and the behavior patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). SC establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020). Every school must have a vision and mission to create a school organizational culture. Unfortunately, improving the quality of schools or education so far has always relied on the management of improving the quality of the teaching and learning process and management in the aspect of leadership alone. Still, it did not touch the school's organizational culture (Rony, 2021).

Teacher's Work Motivation

Work motivation can be defined as the thing behind a person doing work. TWM is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teacher work and teacher quality will significantly affect the quality of education (Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). Intrinsic factor, a satisfying factor and arises from itself. An intrinsic indicator is the desire to

achieve and progress in personal life (Baljoon et al., 2019). Some of the extrinsic factors that influence teacher motivation are the level of perception and desire of learning of students, chief justice and communication skills of principals, attitudes, and behaviors of colleagues, etc (Börü, 2018). There is a link between motivation and the implementation of teacher tasks, which means there is also a link between motivation and teacher competence which ultimately fosters teacher performance (Hidayat, 2020). Several studies show the low performance of teachers in several schools (Harahap, 2018; Hartanti & Yuniarsih, 2018; Hidayat, 2020). Undoubtedly caused by many factors, one of which is teachers' work motivation.

Previous Studies

Several studies have discussed how the performance of Hindu Religion teachers and what factors influence it. In a study it was revealed that Hindu religious education teachers at Denpasar Junior High School had not shown optimal performance. Teachers have weaknesses in the learning process starting from the preparation of lesson plans, the methods used to evaluation. It can be said that pedagogic and professional competencies have not been optimized properly (Suarda et al., 2018). The study also revealed that one of the factors that influence teacher performance is the leadership of the principal. Principals have an important role in optimizing the performance of teachers who are certified educators. The principal is also obliged to create a good organizational climate by implementing a professional system. However, the facts on the ground show that the duties and functions of school supervisors are not running optimally. So far, supervisors have not carried out intensive supervision in schools. This causes frequent miscoordination between supervisors and the school committee.

Many studies show the influence of leadership style, emotional intelligence, supervisory supervision, and work environment culture on work motivation and performance. However, in general, these studies only show a separate relationship between one variable and another. Such as the relationship between emotional intelligence and performance (Anggraini, 2021; Sari, 2020); the relationship between supervisory supervision and performance (Larasati et al., 2020; Pujianto et al., 2020; Tengko et al., 2021); the relationship between work environment culture on performance (Dahlan et al., 2020; Zulkarnaen et al., 2020); and the relationship between work motivation and performance (Fransiska & Tupti, 2020). Although each variable has an influence on performance, further research is still needed regarding the effect of all variables simultaneously on performance.

Methodology

Research Design

This study is a descriptive study on the measurement of the performance of Hindu education teachers using a model of connectedness between variables that is the result of the development of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of instruments by making questionnaires of each variable based on views, operational definitions, and indicators. Three experts conducted the intrusion validity test based on structure, content or material, and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample. Test data is analyzed to meet validity and reliability. These research steps are presented in Figure 1.

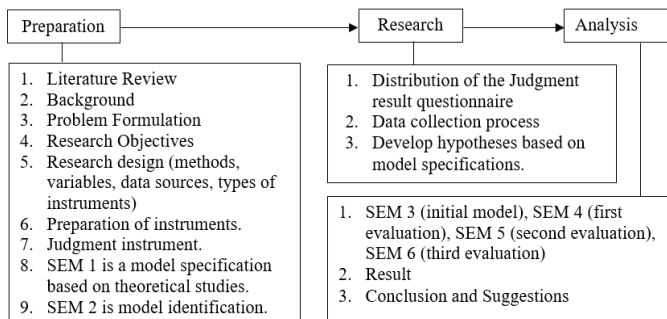


Figure 1: Research Steps

Development of Conceptual Models and Theories

The first step of SEM (SEM 1) analysis is to develop an analytical model based on existing theories. This model developed a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypothesis of direct and indirect relationships between variables. The conceptual model of the relationship between a free variable (exogenous) and a related variable (endogenous) is presented in Figure 2.

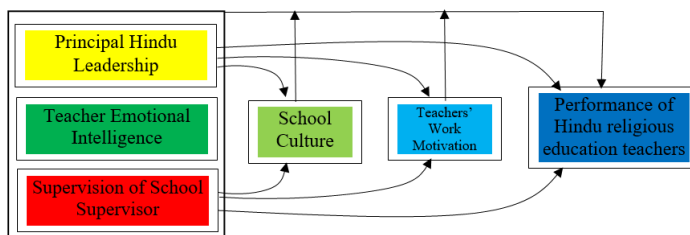


Figure 2: Constellation of Relationships Between Research Variables

The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.

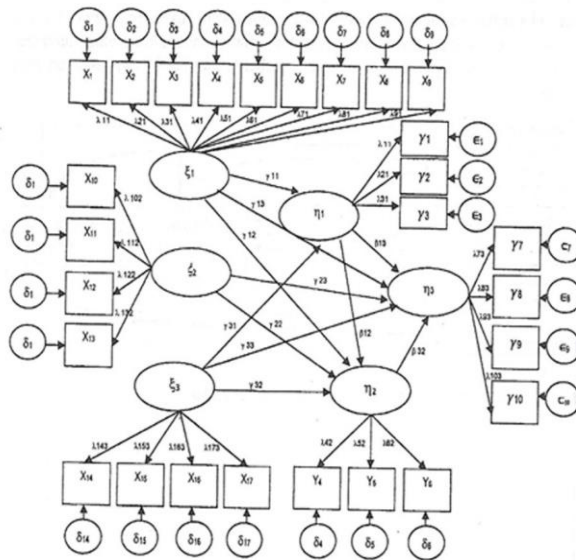


Figure 3: Modeling of Structural Equations (SEM) Relationships Between Variables

Information:

1. Rectangular image showing manifest variable (observed variable)
2. Oval image showing latent variable (construct variable)
3. ξ_1 = Ksi, exogenous latent variable for PHL
4. ξ_2 = Ksi, exogenous latent variable for EI
5. ξ_3 = Ksi, exogenous latent variable for supervisory supervision
6. η_1 = Eta, endogenous latent variable for SC
7. η_2 = Eta, endogenous latent variable for work motivation
8. η_3 = Eta, endogenous latent variable for the performance of Hindu education teachers.
9. λ = Lamda, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. δ = Gamma, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables.
12. δ = Delta, error for manifest variable (indicator) on exogenous variable.
13. ϵ = Epsilon, an error for the manifest variable (indicator) on the endogenous variable

Research Subjects

The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine regencies/cities of Bali Province. Using the formula, Krejcie & Morgan and Warwick Lininger obtained a sample number of 256 HRT. The sampling techniques in the study were "multistage proportional random sampling," and individual sampling became samples in each school with lottery techniques. The sample was chosen in this study based on several criteria: government

employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.

Data Collection Instruments

Data collection tool used in this study is the Likert Scale model questionnaire with five alternative answers: Strongly agree (SS)=5, Agree (S)=4, Disagree (KS)=3, Disagree (TS)=2, Strongly Disagree (STS)=1 positive answers and vice versa for negative answers (Divayana Adiarta & Sudirtha, 2019). The questionnaire meets the performance variables of HRT, Hindu leadership of principals, EI of teachers supervised by school superintendents, SC, TWM. The results of the instrument item validity test are presented in Table 1.

Table 1. Results of Validity of Research Instruments

Variable	Number of Items			Invalid Item Number	Cronbach's Alpha
	Items	Valid	Invalid		
Performance of Hindu Education teachers	65	62	3	5,16,25	.956
PHL	62	56	6	1,12,28,33,35	.952
TEI	58	55	3	15,26,27	.960
SS	38	37	1	13	.956
SC	46	43	3	17,18,44	.951
TWM	47	45	2	18,19	.965

Table 1 shows the performance variables of HRT as many as 65 questionnaires. The performance variables of HRT produced 62 questionnaires that showed the distribution of the acquisition of correlation coefficient numbers between .330 to .717 and r-count greater than .30. Sixty-two points of the performance questionnaire of HRT were declared valid. The performance variables of HRT produced three questionnaires (5, 16, 25) that showed the distribution of correlation coefficient numbers between .25 to .287 and r-count smaller than .30. Three points of performance of Hindu Education teachers were declared invalid, so the questionnaire was not used in the measurement. The omitted instrument does not affect measuring the number of items that qualify as a measuring instrument of the variable. The validity results in Table 1 apply to all variables in the study. Based on the calculation results obtained, the reliability coefficient of the Alfa Cronbach's Alpha instrument is greater than .80. The performance research instruments of Hindu Education teachers, the leadership of Hindu principals, TEI, supervision of school superintendents, SC and TWM reach very high-reliability criteria. All research instruments that have met the requirements for the validity of items and have high reliability are used to collect data.

Data Analysis Techniques

The data analysis technique used structural equation modeling (SEM). Data analysis steps: (a) Concept and Theory-Based Development; (b) Constructing the Phat Diagram; (c) Conversion of Phat diagrams to Structural Models; (d) Selecting an Input Matrix; (e) Assess identification problems; (f) Evaluation of Goodness-OF-Fit, and (g) Interpellation and Model Modification. The data results in reliability using the Cronbach's Alpha formula. The instrument is declared reliable if the reliability coefficient value is 0.80 and above (Anastasi & Maw, 1982). The

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results of the reliability test showed reliability. Test the validity of items with the product-moment correlation formula from Pearson (Hatch & Farhady, 1982). The questionnaire items are declared valid if the correlation value is minimal or equal and greater than .30 ($> .30$). The test assumptions sought include (a) normality test, multivariate data distribution is analyzed to see if the normality assumption is further processed for SEM modeling. Tests were carried out using a normal QQ plot diagram; (b) test of outliers, examination of univariate outliers by converting the value of research data into z-score; (c) multicollinearity between independent variables using the linear regression module; (d) variance heteroscedasticity test, a way to observe whether or not heteroscedasticity occurs can be seen from the scatter plot where there is no specific pattern on the graph.

Some of the findings that need to be discussed in more detail in this study follow the existing problems. Based on the research method used to solve these problems, the results of this study present several things as follows.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

No	Variables	Number of Instrument Items	Total Theoretical			Total Actual	
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243,81
	TEI	55	55-275	165	163	270	234,01
3	SS	37	37-185	111	117	180	152,03
4	SC	43	43-215	129	149	210	184,35
5	TWM	45	45-225	135	161	225	192,42
6	HRT-P	62	62-310	186	232	310	273,14

Table 2 can be seen that all variables are classified as good: Results of Unidimensionality Evaluation:

1. The Hindu leadership variable of the principal is classified as good, descriptive statistics are explained in the actual data that has a value range of 168-280 and an average of 243.01 which is greater than the score. The theoretical median, 168,
2. The TEI variable is classified as good, has an actual value range of 163-270 and an average of 234.01, which is greater than the theoretical median value of 165,
3. The school supervisor supervision variable is classified as good, has the actual value is 117-180, and the average is 152.03 which is greater than the theoretical median value of 111,
4. The SC variable is classified as good, has an actual value range of 149-210 and an average of 184.35 which is greater than the median value theoretical 129,
5. The variable of TWM is classified as good; has an actual value range of 161-225, and an average value of 192.42 which is greater than the theoretical median value of 135,
6. The Hindu religious education teacher performance variable is classified as good, has an actual value range of 232-310, and an average of 273.14 which is greater than the theoretical median value of 186.

Unidimensionality Evaluation Results

The evaluation results of constructal unidimensionality already meet the requirements of the model feasibility test because all variable constructs are following the provisions of the "goodness of fit criteria." Based on this, the confirmatory factor analysis (CFA) results are

presented in the unidimensionality analysis that exists in six research variables.

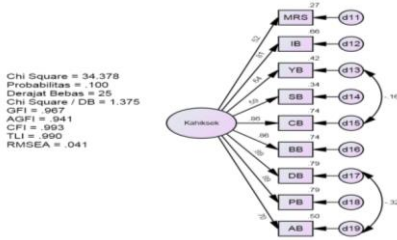


Figure 4: PHL

Kefiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB= yama brata; SB= surya brata; CB=casi brata; BB=bayu brata; DB=dhanaba brata; PB=panca brata; AB=agni brata

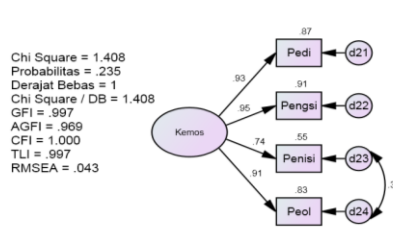


Figure 5: The TEI

Pedi= understanding emotions; pengsi= emotional settings; Pensi= emotional utilization; Peol= emotional understanding of others

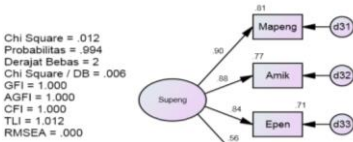


Figure 6: SS

Mapeng= supervisor managerial; Adik= academic; Epen= education evaluation; Eker= work ethic

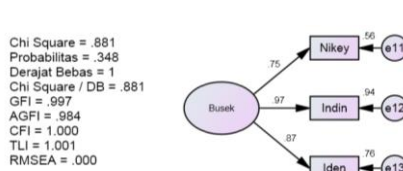


Figure 7: SC

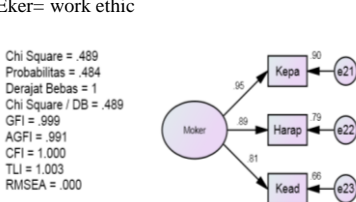


Figure 8: TWM

Kapa=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

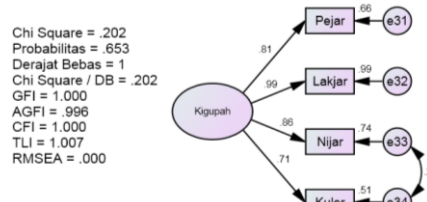


Figure 9: HRT-P

Pejjar = learning plan; Cokjar = learning process; Nijar = learning assessment; Kuler = work quality

Based on the confirmatory factor analysis (CFA) results, 27 indicators from six variables have qualified CFA. The GFI value as a measure of the feasibility of the model reaches a > value of .90. So it is concluded that the indicator construct has acceptable unidimensionality, and the loading value (lamda) is entirely worth above .50 (> .50) so that it also provides evidence that all indicators have a high level of validity to the construct.

Feasibility of The Model (Goodness of Fit Model)

The validity and causality between constructs of this model used AMOS 20.0 software. Based on the AMOS 20.0 computation for this SEM model, the model conformity indexes are produced (goodness of fit) presented in Table 3. Furthermore, The index values will be

compared to each index's critical value (cut-off value). A good model is expected to have the goodness of fit indices greater than essential matters. The study evaluated the initial results on structural models sequentially into the first, second, and third evaluation models.

The full results of the third evaluation model (SEM 6) in Figure 10 follows.

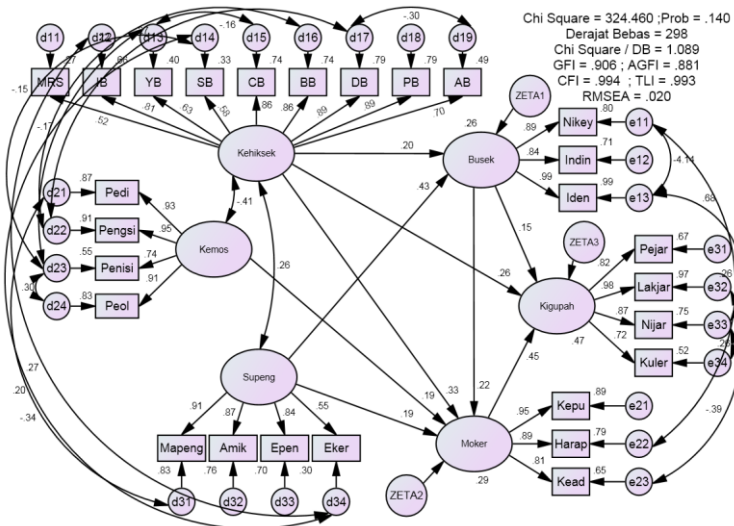


Figure 10: Full Results of The Third Evaluation Model

Descriptions: Kehiksek: PHL, Kemos: EI, Juken, Supeng: Supervising The Vision of the Principal, Busek: SC, Moker: TWM, Sgupah: Performance of HRT.

Further evaluation of the criteria of the full conformity indexes of the third model is presented in Table 3 below.

Table 3. Criteria of The Third Evaluation Model Full Conformity Index.

Criterion	Result	Critical Value	Model Evaluation
<i>Absolute fit</i>			
Chi-square (c^2)	324.460	339.261	Good
Probabilitas	.140	.05	Good
Derajat Bebas	298	-	-
GFI	.906	.80	Good
RMSEA	.020	.08	Good
<i>Parsimony fit</i>			
CMIN/DF	1.089	2,00	Good
AGFI	.881	.80	Marginal
<i>Incremental fit</i>			
CFI	.994	.90	Good
TLI	.993	.90	Good

Structural Models

The causal relationship developed in the hypothesis on this model is sold to the null hypothesis, which says that the regression coefficient between the relationships of two constructs is no different from zero through tests as is present in regression analysis. The C.R. statistical value will be distributed to an accessible degree of 298. The following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing on structural models relates to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect		Standard Coefficient	CR	P value	Description
From	To				
PHL	SC	.197	3.354	<.001	Significant
SS	SC	.426	60636	<.001	Significant
PHL	TWM	.327	40462	<.001	Significant
TEI	TWM	.185	2.715	<.007	Significant
SS	TWM	.19	2.613	.009	Significant
SC	TWM	.224	3.238	.001	Significant
PHL	HRT-P	.264	4.392	<.001	Significant
TEI *)	HRT-P *)	-.022	0.409	.683	Insignificant
SS *)	HRT-P *)	-.088	1.392	.164	Insignificant
SC	HRT-P	.153	2.737	.006	Significant
TWM	HRT-P	.452	6.915	<.001	Significant

*) The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model can be seen in Table 5.

Table 5. Effective And Relative Contributions On The Final Model

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
I	0.26	PHL	SC	.197	.308	.061	.230
			SS	SC	.426	.477	.203
			Total				.264
II	0.29	PHL	TWM	.327	.371	.121	.418
			TEI	TWM	.185	.033	.006
		SS	TWM	.190	.383	.073	.251
			SC	TWM	.224	.401	.090
			Total			.290	.290
III	0.47	PHL	HRT-P	.264	.478	.126	.271
			SC	HRT-P	.153	.415	.063
		TWM	HRT-P	.452	.611	.276	.593
			Total			.466	1.000

Hypothesis Test

The hypothesis testing of this research is based on the structural model resulting from the identification of the last structural model as shown in Figure 10, it was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% level. Furthermore, the research findings can be compiled as a summary of the results of hypothesis testing as presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes

Hypothesis Statement	Received
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis includes four statistical values in each indicator, including; the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below), and loading factor to explain the relationship between the indicator and its latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 7.

Table 7 Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	0.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education Evaluation	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Final Model

Based on the final model of the evaluation of the feasibility of the model, it can be recommended that the final model of the constellation of relationships between research variables shown in Figure 11 is as follows:

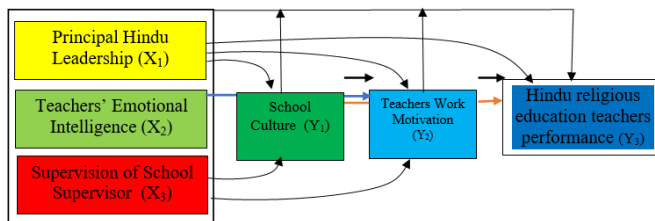


Figure 11: Final Model of The Constellation of Relationships Between Research Variables.

Description :

X1 = PHL

X2 = TEI

X3 = SS

Y1 = SC

Y2 = TWM

Y3 = Performance of HRT

→ = Regression direction

The discussion includes four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), and the percentage of negative response (described with a value of 3 and below). Loading factor in

explaining the relationship between the indicator and latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 8.

Table 8. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	.4	94.5	.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education Evaluation	4.40	.9	99.1	.88
	Work Ethics	3.83	31.0	69.1	.84
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance	Lesson Planning	4.72	0	100	.81

of HRT	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Discussion

Evaluation Results of Structural Equation Model (SEM) Assumptions

Hair et al. (2006) argue that the minimum number of samples met in SEM is 100. The number of samples is determined by multiplying 5-10 of the indicators. In this study, a structural model was developed with 27 indicators and 226 samples. The results of the normal distribution test are met if the results of the CR calculation are in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983 so that the assumption of a multinormal distribution is fulfilled (Ghozali, 2012). Checking for the presence of *univariate* outliers can be done by determining the threshold value that is categorized as *an outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (above 80 samples), univariate evaluation of outliers *occurs if* the *z-score* is outside the range -4 to 4 (Hair et al., 2006). Using the basis that observations with a *z-score* of 4.00 will be categorized as *outliers*, it is known that the data used in this study on respondent number 210 has a score (X31) of -4.142, so that the status is *the univariate outlier*. The *Mahalanobis distance* (*Mahalanobis distance*) is used, which can be found in the *analysis output* using AMOS 20. No sample is *the multivariate outlier* in the analysis because it has a p-value of < 0.01. In these two considerations, respondent number 210 *Mahalanobis d-square* = 46,452 with $p_1 = .011$ and $p_2 = .475$, is still included in the analysis. For this reason, all observations are not wasted for analysis. Checking the assumption that there is no multicollinearity is carried out on the calculation of the determinant value of the sample covariance matrix. The hypothetical model will experience multicollinearity problems if the value of the determinant is close to zero. The determinant value can be concluded that the model does not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about: sample size, data normality, data *outliers*, linearity, the direction of the regression relationship, and multicollinearity all met the requirements.

The results of the analysis of the seven elements of the feasibility of the model conclude that this structural model has unacceptable feasibility, so repression or evaluation of the model will be carried out. There are two approaches to model specification, namely, Trimming theory, which tries to answer which parameters will be removed to increase the suitability of the model. This second method is commonly known as modification (MI). One recommendation of the MI value is the correlation between error indicators. Evaluation is done by adding a correlation between error indicators. Evaluation is done by adding correlations between exogenous constructs. The results of the model feasibility test in the first evaluation model have not been accepted because there are still components among the absolute fit that have not been met. So a second and third evaluation will be carried out by considering eliminating two insignificant paths and increasing the error correlation between the third evaluation by adding indicators based on modification index (MI) calculation results. The path that is omitted is the EI of teachers and the SS on HRT performance. In the second full evaluation model, the chi-square value is 470.416 with probability = .000 ($P < .05$), which explains that the covariance matrix of the model is different from the covariance matrix from the second evaluation model data has

not been accepted. The third evaluation will be carried out by adding an error correlation between indicators based on the calculation results of the modification index (MI).

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationship between variables as shown in Figures 11, two paths are not supported by the data, namely the direct relationship of TEI to the performance of HRT and the relationship between school supervisory supervision and the performance of education teachers. Hindu religion because it is not significant. The final model to explain the relationship between the six variables is shown in Figure 11.

It has shown a fairly strong validation of an indicator to measure the construct. The percentages and categories of the six research variables. *First*, the principal's Hindu leadership is in the very good category with the largest loading factor (0.89) of the principal's Hindu leadership variable being the *Panca Brata* indicator. *Second*, the TEI is in the very good category with the largest loading factor (0.95) of the teacher's emotional intelligence variable being the emotional regulation indicator. Previous studies suggests a similar thing, that emotional intelligence has a positive effect on teacher performance (Angraini, 2021; Wahyudi, 2018). The higher the EI variable, the higher the work performance produced (Wahyudi, 2018). *Third*, the SS also have a positive response to the SS. The biggest *loading factor* (0.90) of the school supervisor's supervision variable is the managerial indicator of school supervisors. Three studies before reached the same conclusion, namely that the supervision carried out by school supervisors influenced teacher performance, both at the early childhood education, Elementary, and Middle School levels (Suchyadi, 2018), Pujianto et al., 2020, and Tengko et al., 2021). *Fourth*, SC being in the very good category with the most significant *loading factor* (0.97) of the SC variables are the indicators of intimacy and individual. An increase in positive values of SC that is carried out continuously will be able to improve the performance of elementary and high school teachers (Dahlan et al., 2020; Zulkarnaen et al., 2020). *Fifth*, the TWM is in the very good category with the most significant *loading factor* (0.95) of the TWM variable was the teacher job satisfaction indicator. some studies before shows that that work motivation influences teacher performance (Alhusaini et al., 2020; Fransiska & Tupti, 2020). High performance is generally associated with high motivation, while low motivation is associated with low performance (Fransiska & Tupti, 2020). *Sixth*, the performance of HRT is in the very good category with all (100%) had positive respondents to HRT performance. This descriptive finding is very positive because the teachers in the research location have had a very good performance. The most significant *loading factor* (0.99) of the performance variable of HRT is the indicator of the implementation of learning.

The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data analysis show that the path coefficient in this relationship is negative, namely .022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Goleman, 2007; Robbins, 2007; Stein & Book, 2011), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a

significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.

Conclusion

This study aimed to describe the relationship of principal's hindu leadership (PHL), emotional intelligence (EI) of teachers, supervision of school superintendents (SS), school culture (SC), and teacher work motivation (TWM) with performance of hindu religious teacher (HRT) at state junior high schools, either directly or indirectly. The result showed that there is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM. and HRT. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance. So it can be concluded that hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation simultaneously affect the performance of hindu religious education teachers. The variables also have a significant impact, either directly or indirectly on the performance of hindu religious education teachers.

Recommendation

Based on the results of data analysis and conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input as a reference for planning and determining strategies for improving teacher performance in carrying out the learning process. Knowledge of the factors that affect teacher performance can support awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together between relevant agencies in fostering and empowering teachers so that their performance increases. The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that has not been revealed in this study in more depth with an adequate population so that more comprehensive research results are obtained.

Limitations

The author suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence the performance of HRT are not only

limited to PHL, TEI, SS, SC, and TWM. There may be many other factors that affect the performance of HRT. It is hoped that further studies can investigate other factors more fully.

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The Relationship of Supporting Factors That Influence the Performance of Hindu Religious Teachers

Abstract:

Several supporting factors allegedly influence the performance of teachers. This study aims to describe the relationship of each research variable, either directly or indirectly. This research is done through surveys with quantitative approaches that include correlational research types. The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. The results of the study describe: (a) the average level of principal's Hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, and teacher work motivation, and performance of Hindu religious teachers are in the high category; (b) The conceptual model meets the standards of comprehensive Goodness-of-fit requirements with hypothesis testing results: there is a significant direct and indirect relationship between variables in the state junior high school.

Keywords: Hindu Religious Teacher, principal hindu leadership, school culture, supervision of school superintendents, teacher work motivation.

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Introduction

Hindu Religious Teachers (HRT) are responsible for implementing the Hindu education learning process at the level and unit of education following Hindu religious education. In the religious education curriculum in Indonesia, Permendiknas No. 35 of 2010 said that the performance of teachers related to their professional tasks is the ability to plan to learn, carry out learning, evaluate and assess learning outcomes, analyze assessment results and carry out follow-up assessment results. The learning process of Hindu education teachers should support the development of teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Trade consists of five parts, with the first Srada that believes in the existence of Brahman or the supreme ruler in the Hindu concept of divinity (Nata & Gunawijaya, 2021; Surada, 2016). In addition, Hindu religious education is expected to give birth to learners who have noble morals and noble ethics reflected in daily behavior (Puja, et al, 2021).

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Education is essential in directing generations of people to become responsible citizens to contribute to the country's economic, social, and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). It contains the teachings of Hindu leadership that are universal and not limited by space and time so that it is always relevant to the development of society (Suweta, 2020). In carrying out Hindu leadership at school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilize, and manage school management to achieve national education goals (Sukadi, 2020). One of the principal's leadership style basics that it can use to support teacher performance is Catur Naya Sandhi that defines four attitudes of a leader (Sedana et al., 2020).

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Education issues have lately become an indication of the performance of HRT under the low category (Astawa, 2019). The ability of HRT to plan learning, carry out learning, and designing

evaluation is still weak (Suarda et al., 2018; Tantra et al., 2013). HRT only transfer the subject to the students, but not transmitting religious and moral values of Suda learners (Astawa, 2019). Limitations in moral values impact the weak implementation of learning and adversely affect the output (Suarda et al., 2018). Several factors affect the teaching and learning process, achievement, and performance, such as principal leadership, teachers' emotional intelligence, supervision of school superintendents, school culture, and teacher work motivation (Börü, 2018; Siahaan et al., 2020).

The principal's function as a leader in the school and the role of the school superintendent. It can be optimized to influence the implementation of teacher performance (Sehgal et al., 2017). Supervision is an integral part of efforts to support supervise achievement to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit in the government capacity. Regulation of the Minister of National Education No. 2 of 2007 explains that the presence of school superintendents becomes part of the staffing duties of a school superintendent is required to have several dimensions of competence in the subject family. Regulation of the Minister of National Education No. 35 of 2010 presents technical instructions for implementing the Functional Position of teachers and their credit figures to support teacher performance. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, carrying out learning, evaluating and assessing learning outcomes, analyzing assessment results, and carrying out follow-up assessment results. The Performance-based on the quality of his work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), school culture (SC), and motivation. EI is a collection of non-cognitive skills, capabilities, and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to behavior, assumptions, and beliefs regarding an organization (Groysberg et al., 2018). Organizational culture is the prevailing norms, values, ideas, and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals, and beliefs in the middle, and assumptions within. School culture is the school's personality embodied through the values and beliefs of members of the organization (Karada & Öztekin, 2018). SC and teacher work motivation together positively influence the quality of education (Baier et al., 2019; Kalkan et al., 2020). Motivation is a process that begins with a physiological and positional deficiency that drives the behavior or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareen et al., 2015). Incentives end a cycle of motivation that will reduce a need and drive. The dimensions of the primary motivational process will be the starting point for the theory of the content and operation of work motivation.

Previous studies reveal the weaknesses of teacher performance, especially Hindu religious teachers (Astawa, 2019; Tantra et al., 2013). This will certainly have an impact on the quality of graduates. Various studies were conducted to determine the factors that influence the performance of teachers (Angraini, 2021; Dahlan et al., 2020; Larasati et al., 2020; Pujianto et al., 2020; Sari, 2020; Tengko et al., 2021; Zulkarnaen et al., 2020). However, from the results obtained, only few studies have explained the factors that affect performance simultaneously. Most of previous studies only explain the effect of one or two variables on the performance variable. Previous studies has confirmed that specific teacher interventions can increase their

professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports students to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitations of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).

The research questions are:

1. How is the performance of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools?; and
2. How do PHL, TEI, SS, SC, TWM variables affect the performance of HRT in-state junior high schools?

Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or lead religious people, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society, or state he leads to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean as a benchmark in achieving peaceful (santih) and prosperous Hindu citizens or people (hita) (Subagiasta, 2019). Leadership in Hinduism aims to present a leader who realizes prosperity and can be a nonsuch for the next generation by providing a sense of security, responsibility, fairness, autonomy, and initiative (Puja, et al, 2021). Several types of leadership in Hindu religious education are (a) asta brata (Aryawan, 2021; Setiyowati & Razak, 2018); (b) TriKayaParisudha (Ariawan & Divayana, 2020; Ariawan et al., 2020, 2021; Divayana, 2018; Divayana, Adiarta & Sudirtha, 2019; Suwindia & Wati, 2021); (c) Catur Paramita (Sukabawa, 2019); (d) Catur Pariksa (Sanjaya et al., 2020; Suweta, 2020); (e) panca yamabrata (Sulastra, 2021); (f) panca niyama brata (Subagiasta, 2018); (g) asta dasa paramiteng prabhu (Suweta, 2020); (h) sadwinayaka (Muliana, 2021); (i) catur widya (Muliana, 2021). All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, educational institutions, and during the lives of the broader community that provide obedient and obedient life for each other (Subagiasta, 2021). However, some facts show that many leaders are entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution to followers' suffering cannot have a good role (Yogatama & Giri, 2021).

Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand the power of emotional sensitivity more effectively. EI includes motivating oneself or others, self-control, understanding other people's feelings effectively, and managing emotions that can guide the mind to make the best decisions and become more productive (Anggraini, 2021). Mayer and Salovey introduced four-pronged hierarchical model in 1997 (MacCann et al., 2020; Olderbak et al., 2019). The four branches are: (a) accurately understanding emotions, (b) using emotions to facilitate decision making, (c) understanding emotions, and (d) managing emotions to

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regulate positive emotions and reduce negative emotions (MacCann et al., 2020). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019). Religious leaders should have the good emotional intelligence to control themselves and help resolve conflicts between the congregation. However, there are still conflicts between church leaders expressed in the form of power struggles over differences in information or different beliefs, interests, desires, or values. Some religious leaders even sometimes show explosive emotions, pounding the table, slamming the Bible, physically violent, verbally vented emotions that are rude and cursing (Budi, 2019).

Supervision of School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of holding academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The teacher's quality of the learning process becomes the focus of academic supervision (Burhanudin et al., 2021) so that student learning outcomes are better as learning outputs. Educational supervision is the main task of a school supervisor to foster teachers to carry out learning management, including planning, implementation, and learning assessment (Tengko et al., 2021). Supervision includes evaluating teachers' professional skills and supervisors' effectiveness of school programs (Altun & Sarkaya, 2020).

School Culture

School culture (SC) is a set of values that underlie the behaviors, traditions, daily habits, and symbols practiced and developed by principals, teachers, administrative officers, students, and the community around the school that distinguish it from other schools (Abdullah, 2019; Febriantina et al., 2020). SC is used as a guideline for all school residents in acting towards their profession to support the ability to adapt to the work environment (Schipper et al., 2020). SC forms a system of values, habits, work ethic, and school image internalized in every joint of school activities (Kusumaningrum et al., 2020). SC has an essential role in improving members' performance (Febriantina et al., 2020; Liu et al., 2021). SC is a significant factor determining the school's perception and the behavior patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). SC establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020). Every school must have a vision and mission to create a school organizational culture. Unfortunately, improving the quality of schools or education so far has always relied on the management of improving the quality of the teaching and learning process and management in the aspect of leadership alone. Still, it did not touch the school's organizational culture (Rony, 2021).

Teacher's Work Motivation

Work motivation can be defined as the thing behind a person doing work. TWM is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teacher work and teacher quality will significantly affect the quality of education (Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). Intrinsic factor, a satisfying factor and arises from itself. An intrinsic indicator is the desire to

achieve and progress in personal life (Baljoon et al., 2019). Some of the extrinsic factors that influence teacher motivation are the level of perception and desire of learning of students, chief justice and communication skills of principals, attitudes, and behaviors of colleagues, etc (Börü, 2018). There is a link between motivation and the implementation of teacher tasks, which means there is also a link between motivation and teacher competence which ultimately fosters teacher performance (Hidayat, 2020). Several studies show the low performance of teachers in several schools (Harahap, 2018; Hartanti & Yuniarsih, 2018; Hidayat, 2020). Undoubtedly caused by many factors, one of which is teachers' work motivation.

Previous Studies

Several studies have discussed how the performance of Hindu Religion teachers and what factors influence it. In a study it was revealed that Hindu religious education teachers at Denpasar Junior High School had not shown optimal performance. Teachers have weaknesses in the learning process starting from the preparation of lesson plans, the methods used to evaluation. It can be said that pedagogic and professional competencies have not been optimized properly (Suarda et al., 2018). The study also revealed that one of the factors that influence teacher performance is the leadership of the principal. Principals have an important role in optimizing the performance of teachers who are certified educators. The principal is also obliged to create a good organizational climate by implementing a professional system. However, the facts on the ground show that the duties and functions of school supervisors are not running optimally. So far, supervisors have not carried out intensive supervision in schools. This causes frequent miscoordination between supervisors and the school committee.

Many studies show the influence of leadership style, emotional intelligence, supervisory supervision, and work environment culture on work motivation and performance. However, in general, these studies only show a separate relationship between one variable and another. Such as the relationship between emotional intelligence and performance (Anggraini, 2021; Sari, 2020); the relationship between supervisory supervision and performance (Larasati et al., 2020; Pujianto et al., 2020; Tengko et al., 2021); the relationship between work environment culture on performance (Dahlan et al., 2020; Zulkarnaen et al., 2020); and the relationship between work motivation and performance (Fransiska & Tupti, 2020). Although each variable has an influence on performance, further research is still needed regarding the effect of all variables simultaneously on performance.

Methodology

Research Design

This study is a descriptive study on the measurement of the performance of Hindu education teachers using a model of connectedness between variables that is the result of the development of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of instruments by making questionnaires of each variable based on views, operational definitions, and indicators. Three experts conducted the intrusion validity test based on structure, content or material, and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample. Test data is analyzed to meet validity and reliability. These research steps are presented in Figure 1.

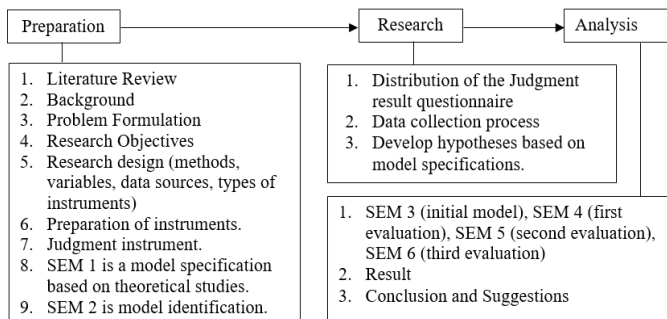


Figure 1: Research Steps

Development of Conceptual Models and Theories

The first step of SEM (SEM 1) analysis is to develop an analytical model based on existing theories. This model developed a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypothesis of direct and indirect relationships between variables. The conceptual model of the relationship between a free variable (exogenous) and a related variable (endogenous) is presented in Figure 2.

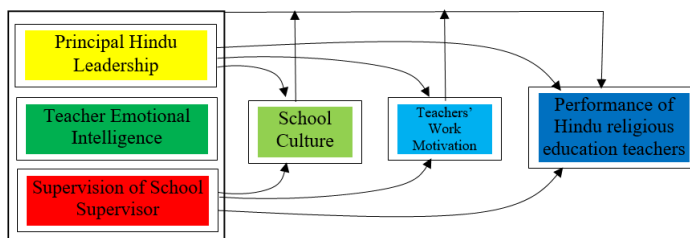
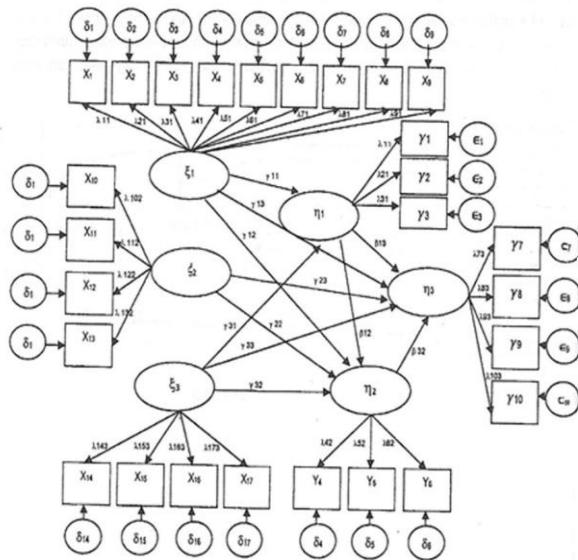


Figure 2: Constellation of Relationships Between Research Variables

The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.



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Figure 3: Modeling of Structural Equations (SEM) Relationships Between Variables

Information:

1. Rectangular image showing manifest variable (observed variable)
2. Oval image showing latent variable (construct variable)
3. ξ_1 = Ksi, exogenous latent variable for PHL
4. ξ_2 = Ksi, exogenous latent variable for EI
5. ξ_3 = Ksi, exogenous latent variable for supervisory supervision
6. η_1 = Eta, endogenous latent variable for SC
7. η_2 = Eta, endogenous latent variable for work motivation
8. η_3 = Eta, endogenous latent variable for the performance of Hindu education teachers.
9. λ = Lamda, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. δ = Gamma, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables.
12. δ = Delta, error for manifest variable (indicator) on exogenous variable.
13. ϵ = Epsilon, an error for the manifest variable (indicator) on the endogenous variable

Research Subjects

The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine regencies/cities of Bali Province. Using the formula, Krejcie & Morgan and Warwick Lininger obtained a sample number of 256 HRT. The sampling techniques in the study were "multistage proportional random sampling," and individual sampling became samples in each school with lottery techniques. The sample was chosen in this study based on several criteria: government

employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.

Data Collection Instruments

Data collection tool used in this study is the Likert Scale model questionnaire with five alternative answers: Strongly agree (SS)=5, Agree (S)=4, Disagree (KS)=3, Disagree (TS)=2, Strongly Disagree (STS)=1 positive answers and vice versa for negative answers (Divayana Adiarta & Sudirtha, 2019). The questionnaire meets the performance variables of HRT, Hindu leadership of principals, EI of teachers supervised by school superintendents, SC, TWM. The results of the instrument item validity test are presented in Table 1.

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Table 1. Results of Validity of Research Instruments

Variable	Number of Items			Invalid Item Number	Cronbach's Alpha
	Items	Valid	Invalid		
Performance of Hindu Education teachers	65	62	3	5,16,25	.956
PHL	62	56	6	1,12,28,33,35	.952
TEI	58	55	3	15,26,27	.960
SS	38	37	1	13	.956
SC	46	43	3	17,18,44	.951
TWM	47	45	2	18,19	.965

Table 1 shows the performance variables of HRT as many as 65 questionnaires. The performance variables of HRT produced 62 questionnaires that showed the distribution of the acquisition of correlation coefficient numbers between .330 to .717 and r-count greater than .30. Sixty-two points of the performance questionnaire of HRT were declared valid. The performance variables of HRT produced three questionnaires (5, 16, 25) that showed the distribution of correlation coefficient numbers between .25 to .287 and r-count smaller than .30. Three points of performance of Hindu Education teachers were declared invalid, so the questionnaire was not used in the measurement. The omitted instrument does not affect measuring the number of items that qualify as a measuring instrument of the variable. The validity results in Table 1 apply to all variables in the study. Based on the calculation results obtained, the reliability coefficient of the Cronbach's Alpha instrument is greater than .80. The performance research instruments of Hindu Education teachers, the leadership of Hindu principals, TEI, supervision of school superintendents, SC and TWM reach very high-reliability criteria. All research instruments that have met the requirements for the validity of items and have high reliability are used to collect data.

Data Analysis Techniques

The data analysis technique used structural equation modeling (SEM). Data analysis steps: (a) Concept and Theory-Based Development; (b) Constructing the Phat Diagram; (c) Conversion of Phat diagrams to Structural Models; (d) Selecting an Input Matrix; (e) Assess identification problems; (f) Evaluation of Goodness-OF-Fit, and (g) Interpellation and Model Modification. The data results in reliability using the Cronbach's Alpha formula. The instrument is declared reliable if the reliability coefficient value is 0.80 and above (Anastasi & Maw, 1982). The

results of the reliability test showed reliability. Test the validity of items with the product-moment correlation formula from Pearson (Hatch & Farhady, 1982). The questionnaire items are declared valid if the correlation value is minimal or equal and greater than .30 ($> .30$). The test assumptions sought include (a) normality test, multivariate data distribution is analyzed to see if the normality assumption is further processed for SEM modeling. Tests were carried out using a normal QQ plot diagram; (b) test of outliers, examination of univariate outliers by converting the value of research data into z-score; (c) multicollinearity between independent variables using the linear regression module; (d) variance heteroscedasticity test, a way to observe whether or not heteroscedasticity occurs can be seen from the scatter plot where there is no specific pattern on the graph.

Some of the findings that need to be discussed in more detail in this study follow the existing problems. Based on the research method used to solve these problems, the results of this study present several things as follows.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

No	Variables	Number of Instrument Items	Total Theoretical		Total Actual		
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243,81
	TEI	55	55-275	165	163	270	234,01
3	SS	37	37-185	111	117	180	152,03
4	SC	43	43-215	129	149	210	184,35
5	TWM	45	45-225	135	161	225	192,42
6	HRT-P	62	62-310	186	232	310	273,14

Table 2 can be seen that all variables are classified as good: Results of Unidimensionality Evaluation:

1. The Hindu leadership variable of the principal is classified as good, descriptive statistics are explained in the actual data that has a value range of 168-280 and an average of 243.01 which is greater than the score. The theoretical median, 168,
2. The TEI variable is classified as good, has an actual value range of 163-270 and an average of 234.01, which is greater than the theoretical median value of 165,
3. The school supervisor supervision variable is classified as good, has the actual value is 117-180, and the average is 152.03 which is greater than the theoretical median value of 111,
4. The SC variable is classified as good, has an actual value range of 149-210 and an average of 184.35 which is greater than the median value theoretical 129,
5. The variable of TWM is classified as good; has an actual value range of 161-225, and an average value of 192.42 which is greater than the theoretical median value of 135,
6. The Hindu religious education teacher performance variable is classified as good, has an actual value range of 232-310, and an average of 273.14 which is greater than the theoretical median value of 186.

Unidimensionality Evaluation Results

The evaluation results of constructal unidimensionality already meet the requirements of the model feasibility test because all variable constructs are following the provisions of the "goodness of fit criteria." Based on this, the confirmatory factor analysis (CFA) results are

presented in the unidimensionality analysis that exists in six research variables.

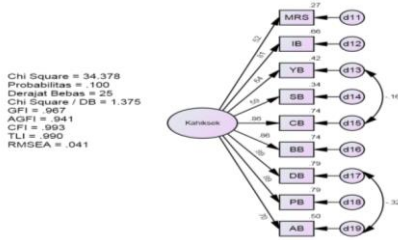


Figure 4: PHL

Kehiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB= yama brata; SB= surya brata; CB=casi brata; BB=bayu brata; DB=dhanaba brata; PB=panca brata; AB=agni brata

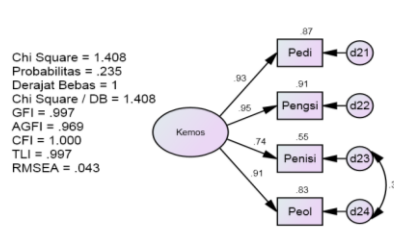


Figure 5: The TEI

Pedi= understanding emotions; pengsi= emotional settings; Pensi= emotional utilization; Peol= emotional understanding of others

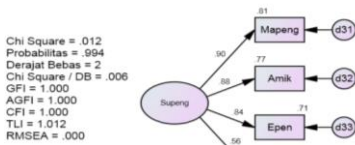


Figure 6: SS

Mapeng= supervisor managerial; Adik= academic; Epen= education evaluation; Eker= work ethic

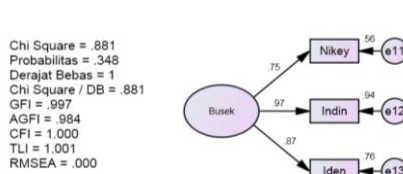


Figure 7: SC

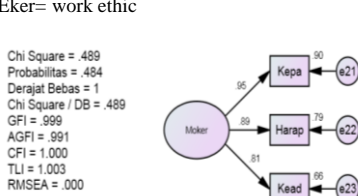


Figure 8: TWM

Kapa=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

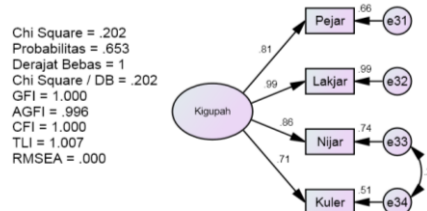


Figure 9: HRT-P

Pejjar = learning plan; Cokjar = learning process; Nijar = learning assessment; Kuler = work quality

Based on the confirmatory factor analysis (CFA) results, 27 indicators from six variables have qualified CFA. The GFI value as a measure of the feasibility of the model reaches a > value of .90. So it is concluded that the indicator construct has acceptable unidimensionality, and the loading value (lamda) is entirely worth above .50 (> .50) so that it also provides evidence that all indicators have a high level of validity to the construct.

Feasibility of The Model (Goodness of Fit Model)

The validity and causality between constructs of this model used AMOS 20.0 software. Based on the AMOS 20.0 computation for this SEM model, the model conformity indexes are produced (goodness of fit) presented in Table 3. Furthermore, The index values will be

compared to each index's critical value (cut-off value). A good model is expected to have the goodness of fit indices greater than essential matters. The study evaluated the initial results on structural models sequentially into the first, second, and third evaluation models.

The full results of the third evaluation model (SEM 6) in Figure 10 follows.

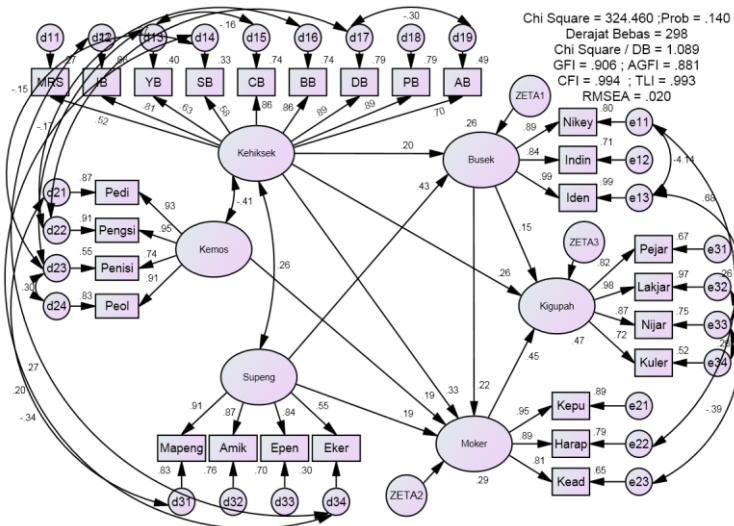


Figure 10: Full Results of The Third Evaluation Model

Descriptions: Kehiksek: PHL, Kemos: EI, Juken, Supeng: Supervising The Vision of the Principal, Busek: SC, Moker: TWM, Sgupah: Performance of HRT.

Further evaluation of the criteria of the full conformity indexes of the third model is presented in Table 3 below.

Table 3. Criteria of The Third Evaluation Model Full Conformity Index.

Criterion	Result	Critical Value	Model Evaluation
<i>Absolute fit</i>			
Chi-square (c^2)	324.460	339.261	Good
Probabilitas	.140	.05	Good
Derajat Bebas	298	-	-
GFI	.906	.80	Good
RMSEA	.020	.08	Good
<i>Parsimony fit</i>			
CMIN/DF	1.089	2,00	Good
AGFI	.881	.80	Marginal
<i>Incremental fit</i>			
CFI	.994	.90	Good
TLI	.993	.90	Good

Structural Models

The causal relationship developed in the hypothesis on this model is sold to the null hypothesis, which says that the regression coefficient between the relationships of two constructs is no different from zero through tests as is present in regression analysis. The C.R. statistical value will be distributed to an accessible degree of 298. The following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing on structural models relates to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect		Standard Coefficient	CR	P value	Description
From	To				
PHL	SC	.197	3.354	<.001	Significant
SS	SC	.426	60636	<.001	Significant
PHL	TWM	.327	40462	<.001	Significant
TEI	TWM	.185	2.715	<.007	Significant
SS	TWM	.19	2.613	.009	Significant
SC	TWM	.224	3.238	.001	Significant
PHL	HRT-P	.264	4.392	<.001	Significant
TEI *)	HRT-P *)	-.022	0.409	.683	Insignificant
SS *)	HRT-P *)	-.088	1.392	.164	Insignificant
SC	HRT-P	.153	2.737	.006	Significant
TWM	HRT-P	.452	6.915	<.001	Significant

*) The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model can be seen in Table 5.

Table 5. Effective And Relative Contributions On The Final Model

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
I	0.26	PHL	SC	.197	.308	.061	.230
		SS	SC	.426	.477	.203	.770
			Total			.264	1.000
II	0.29	PHL	TWM	.327	.371	.121	.418
		TEI	TWM	.185	.033	.006	.021
		SS	TWM	.190	.383	.073	.251
		SC	TWM	.224	.401	.090	.310
			Total			.290	.290
III	0.47	PHL	HRT-P	.264	.478	.126	.271
		SC	HRT-P	.153	.415	.063	.136
		TWM	HRT-P	.452	.611	.276	.593
			Total			.466	1.000

Hypothesis Test

The hypothesis testing of this research is based on the structural model resulting from the identification of the last structural model as shown in Figure 10, it was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% level. Furthermore, the research findings can be compiled as a summary of the results of hypothesis testing as presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes

Hypothesis Statement	Received
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis includes four statistical values in each indicator, including; the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below), and loading factor to explain the relationship between the indicator and its latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 7.

Table 7 Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	0.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
		Variable	4.45	1.4	98.6
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education Evaluation	4.40	.9	99.1	.88
		3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
		Variable	4.20	10.2	89.8
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97

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Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Final Model

Based on the final model of the evaluation of the feasibility of the model, it can be recommended that the final model of the constellation of relationships between research variables shown in Figure 11 is as follows:

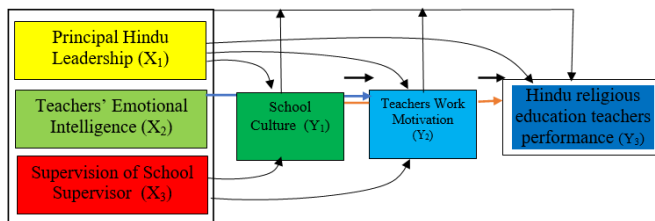


Figure 11: Final Model of The Constellation of Relationships Between Research Variables.

Description :

X1 = PHL

X2 = TEI

X3 = SS

Y1 = SC

Y2 = TWM

Y3 = Performance of HRT

→ = Regression direction

The discussion includes four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), and the percentage of negative response (described with a value of 3 and below). Loading factor in

explaining the relationship between the indicator and latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 8.

Table 8. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
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	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education Evaluation	4.40	.9	99.1	.88
	Work Ethics	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance	Lesson Planning	4.72	0	100	.81

of HRT	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Discussion

Evaluation Results of Structural Equation Model (SEM) Assumptions

Hair et al. (2006) argue that the minimum number of samples met in SEM is 100. The number of samples is determined by multiplying 5-10 of the indicators. In this study, a structural model was developed with 27 indicators and 226 samples. The results of the normal distribution test are met if the results of the CR calculation are in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983 so that the assumption of a multinormal distribution is fulfilled (Ghozali, 2012). Checking for the presence of *univariate* outliers can be done by determining the threshold value that is categorized as *an outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (above 80 samples), univariate evaluation of outliers *occurs if* the *z-score* is outside the range -4 to 4 (Hair et al., 2006). Using the basis that observations with a *z-score* of 4.00 will be categorized as *outliers*, it is known that the data used in this study on respondent number 210 has a score (X31) of -4.142, so that the status is *the univariate outlier*. The *Mahalanobis distance* (*Mahalanobis distance*) is used, which can be found in the *analysis output* using AMOS 20. No sample is *the multivariate outlier* in the analysis because it has a p-value of < 0.01. In these two considerations, respondent number 210 *Mahalanobis d-square* = 46,452 with $p_1 = .011$ and $p_2 = .475$, is still included in the analysis. For this reason, all observations are not wasted for analysis. Checking the assumption that there is no multicollinearity is carried out on the calculation of the determinant value of the sample covariance matrix. The hypothetical model will experience multicollinearity problems if the value of the determinant is close to zero. The determinant value can be concluded that the model does not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about: sample size, data normality, data *outliers*, linearity, the direction of the regression relationship, and multicollinearity all met the requirements.

The results of the analysis of the seven elements of the feasibility of the model conclude that this structural model has unacceptable feasibility, so repression or evaluation of the model will be carried out. There are two approaches to model specification, namely, Trimming theory, which tries to answer which parameters will be removed to increase the suitability of the model. This second method is commonly known as modification (MI). One recommendation of the MI value is the correlation between error indicators. Evaluation is done by adding a correlation between error indicators. Evaluation is done by adding correlations between exogenous constructs. The results of the model feasibility test in the first evaluation model have not been accepted because there are still components among the absolute fit that have not been met. So a second and third evaluation will be carried out by considering eliminating two insignificant paths and increasing the error correlation between the third evaluation by adding indicators based on modification index (MI) calculation results. The path that is omitted is the EI of teachers and the SS on HRT performance. In the second full evaluation model, the chi-square value is 470.416 with probability = .000 ($P < .05$), which explains that the covariance matrix of the model is different from the covariance matrix from the second evaluation model data has

not been accepted. The third evaluation will be carried out by adding an error correlation between indicators based on the calculation results of the modification index (MI).

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationship between variables as shown in Figures 11, two paths are not supported by the data, namely the direct relationship of TEI to the performance of HRT and the relationship between school supervisory supervision and the performance of education teachers. Hindu religion because it is not significant. The final model to explain the relationship between the six variables is shown in Figure 11.

It has shown a fairly strong validation of an indicator to measure the construct. The percentages and categories of the six research variables. *First*, the principal's Hindu leadership is in the very good category with the largest loading factor (0.89) of the principal's Hindu leadership variable being the *Panca Brata* indicator. *Second*, the TEI is in the very good category with the largest loading factor (0.95) of the teacher's emotional intelligence variable being the emotional regulation indicator. Previous studies suggests a similar thing, that emotional intelligence has a positive effect on teacher performance (Angraini, 2021; Wahyudi, 2018). The higher the EI variable, the higher the work performance produced (Wahyudi, 2018). *Third*, the SS also have a positive response to the SS. The biggest *loading factor* (0.90) of the school supervisor's supervision variable is the managerial indicator of school supervisors. Three studies before reached the same conclusion, namely that the supervision carried out by school supervisors influenced teacher performance, both at the early childhood education, Elementary, and Middle School levels (Suchyadi, 2018), Pujianto et al., 2020, and Tengko et al., 2021). *Fourth*, SC being in the very good category with the most significant *loading factor* (0.97) of the SC variables are the indicators of intimacy and individual. An increase in positive values of SC that is carried out continuously will be able to improve the performance of elementary and high school teachers (Dahlan et al., 2020; Zulkarnaen et al., 2020). *Fifth*, the TWM is in the very good category with the most significant *loading factor* (0.95) of the TWM variable was the teacher job satisfaction indicator. some studies before shows that that work motivation influences teacher performance (Alhusaini et al., 2020; Fransiska & Tupti, 2020). High performance is generally associated with high motivation, while low motivation is associated with low performance (Fransiska & Tupti, 2020). *Sixth*, the performance of HRT is in the very good category with all (100%) had positive respondents to HRT performance. This descriptive finding is very positive because the teachers in the research location have had a very good performance. The most significant *loading factor* (0.99) of the performance variable of HRT is the indicator of the implementation of learning.

The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data analysis show that the path coefficient in this relationship is negative, namely .022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Goleman, 2007; Robbins, 2007; Stein & Book, 2011), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a

significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.

Conclusion

This study aimed to describe the relationship of principal's hindu leadership (PHL), emotional intelligence (EI) of teachers, supervision of school superintendents (SS), school culture (SC), and teacher work motivation (TWM) with performance of hindu religious teacher (HRT) at state junior high schools, either directly or indirectly. The result showed that there is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM. and HRT. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance. So it can be concluded that hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation simultaneously affect the performance of hindu religious education teachers. The variables also have a significant impact, either directly or indirectly on the performance of hindu religious education teachers.

Recommendation

Based on the results of data analysis and conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input as a reference for planning and determining strategies for improving teacher performance in carrying out the learning process. Knowledge of the factors that affect teacher performance can support awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together between relevant agencies in fostering and empowering teachers so that their performance increases. The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that has not been revealed in this study in more depth with an adequate population so that more comprehensive research results are obtained.

Limitations

The author suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence the performance of HRT are not only

limited to PHL, TEI, SS, SC, and TWM. There may be many other factors that affect the performance of HRT. It is hoped that further studies can investigate other factors more fully.

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The Relationship of Supporting Factors That Influence the Performance of Hindu Religious Teachers

Abstract:

Several supporting factors allegedly influence the performance of teachers. This study aims to describe the relationship of each research variable, either directly or indirectly. This research is done through surveys with quantitative approaches that include correlational research types. The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick & Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. The results of the study describe: (a) the average level of principal's Hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, and teacher work motivation, and performance of Hindu religious teachers are in the high category; (b) The conceptual model meets the standards of comprehensive Goodness-of-fit requirements with hypothesis testing results: there is a significant direct and indirect relationship between variables in the state junior high school.

Keywords: Hindu religious teacher, principal hindu leadership, school culture, supervision of school superintendents, teacher work motivation.

Introduction

Hindu religious teachers (HRT) are responsible for implementing the Hindu education learning process at the level and unit of education following Hindu religious education. In the religious education curriculum in Indonesia, Permendiknas No. 35 of 2010 said that the performance of teachers related to their professional tasks is the ability to plan to learn, carry out learning, evaluate and assess learning outcomes, analyze assessment results and carry out follow-up assessment results. The learning process of Hindu education teachers should support the development of teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Trade consists of five parts, with the first Srada that believes in the existence of Brahman or the supreme ruler in the Hindu concept of divinity (Nata & Gunawijaya, 2021; Surada, 2016). In addition, Hindu religious education is expected to give birth to learners who have noble morals and noble ethics reflected in daily behavior (Puja & Mahayasa, 2021).

Education is essential in directing generations of people to become responsible citizens to contribute to the country's economic, social, and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). It contains the teachings of Hindu leadership that are universal and not limited by space and time so that it is always relevant to the development of society (Suweta, 2020). In carrying out Hindu leadership at school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilize, and manage school management to achieve national education goals (Sukadi, 2020). One of the principal's leadership style basics that it can use to support teacher performance is Catur Naya Sandhi that defines four attitudes of a leader (Sedana et al., 2020).

Education issues have lately become an indication of the performance of HRT under the low category (Astawa, 2019). The ability of HRT to plan learning, carry out learning, and designing

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evaluation is still weak (Suarda et al., 2018; Tantra et al., 2013). HRT only transfer the subject to the students, but not transmitting religious and moral values of Suda learners (Astawa, 2019). Limitations in moral values impact the weak implementation of learning and adversely affect the output (Suarda et al., 2018). Several factors affect the teaching and learning process, achievement, and performance, such as principal leadership, teachers' emotional intelligence, supervision of school superintendents, school culture, and teacher work motivation (Börü, 2018; Siahaan et al., 2020).

The principal's function as a leader in the school and the role of the school superintendent. It can be optimized to influence the implementation of teacher performance (Sehgal et al., 2017). Supervision is an integral part of efforts to support supervise achievement to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit in the government capacity. Regulation of the Minister of National Education No. 2 of 2007 explains that the presence of school superintendents becomes part of the staffing duties of a school superintendent is required to have several dimensions of competence in the subject family. Regulation of the Minister of National Education No. 35 of 2010 presents technical instructions for implementing the Functional Position of teachers and their credit figures to support teacher performance. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, carrying out learning, evaluating and assessing learning outcomes, analyzing assessment results, and carrying out follow-up assessment results. The Performance-based on the quality of his work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), school culture (SC), and motivation. EI is a collection of non-cognitive skills, capabilities, and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to behavior, assumptions, and beliefs regarding an organization (Groysberg et al., 2018). Organizational culture is the prevailing norms, values, ideas, and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals, and beliefs in the middle, and assumptions within. School culture is the school's personality embodied through the values and beliefs of members of the organization (Karada & Öztekin, 2018). SC and teacher work motivation together positively influence the quality of education (Baier et al., 2019; Kalkan et al., 2020). Motivation is a process that begins with a physiological and positional deficiency that drives the behavior or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareen et al., 2015). Incentives end a cycle of motivation that will reduce a need and drive. The dimensions of the primary motivational process will be the starting point for the theory of the content and operation of work motivation.

Previous studies reveal the weaknesses of teacher performance, especially Hindu religious teachers (Astawa, 2019; Tantra et al., 2013). This will certainly have an impact on the quality of graduates. Various studies were conducted to determine the factors that influence the performance of teachers (Angraini, 2021; Dahlan et al., 2020; Larasati et al., 2020; Pujianto et al., 2020; Sari, 2020; Tengko et al., 2021; Zulkarnaen et al., 2020). However, from the results obtained, only few studies have explained the factors that affect performance simultaneously. Most of previous studies only explain the effect of one or two variables on the performance variable. Previous studies has confirmed that specific teacher interventions can increase their

professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports students to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitations of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).

The research questions are:

1. How is the performance of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools?; and
2. How do PHL, TEI, SS, SC, TWM variables affect the performance of HRT in-state junior high schools?

Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or lead religious people, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society, or state he leads to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean as a benchmark in achieving peaceful (santih) and prosperous Hindu citizens or people (hita) (Subagiasta, 2019). Leadership in Hinduism aims to present a leader who realizes prosperity and can be a nonsuch for the next generation by providing a sense of security, responsibility, fairness, autonomy, and initiative (Puja & Mahayasa, 2021). Several types of leadership in Hindu religious education are (a) asta brata (Aryawan, 2021; Setiyowati & Razak, 2018); (b) TriKayaParisudha (Ariawan & Divayana, 2020; Ariawan et al., 2020, 2021; Divayana, 2018; Divayana, Adiarta & Sudirtha, 2019; Suwindia & Wati, 2021); (c) Catur Paramita (Sukabawa, 2019); (d) Catur Pariksa (Sanjaya et al., 2020; Suweta, 2020); (e) panca yamabrata (Sulastra, 2021); (f) panca niyama brata (Subagiasta, 2018); (g) asta dasa paramiteng prabhu (Suweta, 2020); (h) sadwinayaka (Subagiasta, 2019); (i) catur widya (Subagiasta, 2019). All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, educational institutions, and during the lives of the broader community that provide obedient and obedient life for each other (Subagiasta, 2021). However, some facts show that many leaders are entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution to followers' suffering cannot have a good role (Yogatama & Giri, 2021).

Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand the power of emotional sensitivity more effectively. EI includes motivating oneself or others, self-control, understanding other people's feelings effectively, and managing emotions that can guide the mind to make the best decisions and become more productive (Anggraini, 2021). Mayer and Salovey introduced four-pronged hierarchical model in 1997 (MacCann et al., 2020; Olderbak et al., 2019). The four branches are: (a) accurately understanding emotions, (b) using emotions to facilitate decision making, (c) understanding emotions, and (d) managing emotions to

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regulate positive emotions and reduce negative emotions (MacCann et al., 2020). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019). Religious leaders should have the good emotional intelligence to control themselves and help resolve conflicts between the congregation. However, there are still conflicts between church leaders expressed in the form of power struggles over differences in information or different beliefs, interests, desires, or values. Some religious leaders even sometimes show explosive emotions, pounding the table, slamming the Bible, physically violent, verbally vented emotions that are rude and cursing (Budi, 2019).

Supervision of School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of holding academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The teacher's quality of the learning process becomes the focus of academic supervision (Burhanudin et al., 2021) so that student learning outcomes are better as learning outputs. Educational supervision is the main task of a school supervisor to foster teachers to carry out learning management, including planning, implementation, and learning assessment (Tengko et al., 2021). Supervision includes evaluating teachers' professional skills and supervisors' effectiveness of school programs (Altun & Sarkaya, 2020).

School Culture

School culture (SC) is a set of values that underlie the behaviors, traditions, daily habits, and symbols practiced and developed by principals, teachers, administrative officers, students, and the community around the school that distinguish it from other schools (Abdullah, 2019; Febriantina et al., 2020). SC is used as a guideline for all school residents in acting towards their profession to support the ability to adapt to the work environment (Schipper et al., 2020). SC forms a system of values, habits, work ethic, and school image internalized in every joint of school activities (Kusumaningrum et al., 2020). SC has an essential role in improving members' performance (Febriantina et al., 2020; Liu et al., 2021). SC is a significant factor determining the school's perception and the behavior patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). SC establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020). Every school must have a vision and mission to create a school organizational culture. Unfortunately, improving the quality of schools or education so far has always relied on the management of improving the quality of the teaching and learning process and management in the aspect of leadership alone. Still, it did not touch the school's organizational culture (Rony, 2021).

Teacher's Work Motivation

Work motivation can be defined as the thing behind a person doing work. TWM is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teacher work and teacher quality will significantly affect the quality of education (Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). Intrinsic factor, a satisfying factor and arises from itself. An intrinsic indicator is the desire to

achieve and progress in personal life (Baljoon et al., 2019). Some of the extrinsic factors that influence teacher motivation are the level of perception and desire of learning of students, chief justice and communication skills of principals, attitudes, and behaviors of colleagues, etc (Börü, 2018). There is a link between motivation and the implementation of teacher tasks, which means there is also a link between motivation and teacher competence which ultimately fosters teacher performance (Hidayat, 2020). Several studies show the low performance of teachers in several schools (Harahap, 2018; Hartanti & Yuniarsih, 2018; Hidayat, 2020). Undoubtedly caused by many factors, one of which is teachers' work motivation.

Previous Studies

Several studies have discussed how the performance of Hindu Religion teachers and what factors influence it. In a study it was revealed that Hindu religious education teachers at Denpasar Junior High School had not shown optimal performance. Teachers have weaknesses in the learning process starting from the preparation of lesson plans, the methods used to evaluation. It can be said that pedagogic and professional competencies have not been optimized properly (Suarda et al., 2018). The study also revealed that one of the factors that influence teacher performance is the leadership of the principal. Principals have an important role in optimizing the performance of teachers who are certified educators. The principal is also obliged to create a good organizational climate by implementing a professional system. However, the facts on the ground show that the duties and functions of school supervisors are not running optimally. So far, supervisors have not carried out intensive supervision in schools. This causes frequent miscoordination between supervisors and the school committee.

Many studies show the influence of leadership style, emotional intelligence, supervisory supervision, and work environment culture on work motivation and performance. However, in general, these studies only show a separate relationship between one variable and another. Such as the relationship between emotional intelligence and performance (Anggraini, 2021; Sari, 2020); the relationship between supervisory supervision and performance (Larasati et al., 2020; Pujianto et al., 2020; Tengko et al., 2021); the relationship between work environment culture on performance (Dahlan et al., 2020; Zulkarnaen et al., 2020); and the relationship between work motivation and performance (Fransiska & Tupti, 2020). Although each variable has an influence on performance, further research is still needed regarding the effect of all variables simultaneously on performance.

Methodology

Research Design

This study is a descriptive study on the measurement of the performance of Hindu education teachers using a model of connectedness between variables that is the result of the development of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of instruments by making questionnaires of each variable based on views, operational definitions, and indicators. Three experts conducted the intrusion validity test based on structure, content or material, and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample. Test data is analyzed to meet validity and reliability. These research steps are presented in Figure 1.

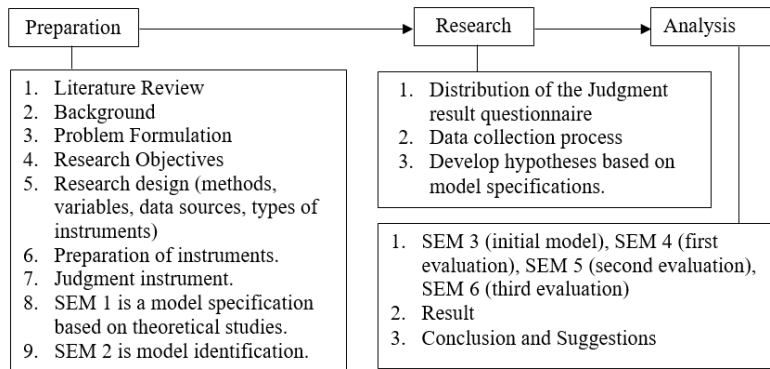


Figure 1. Research Steps

Development of Conceptual Models and Theories

The first step of SEM (SEM 1) analysis is to develop an analytical model based on existing theories. This model developed a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypothesis of direct and indirect relationships between variables. The conceptual model of the relationship between a free variable (exogenous) and a related variable (endogenous) is presented in Figure 2.

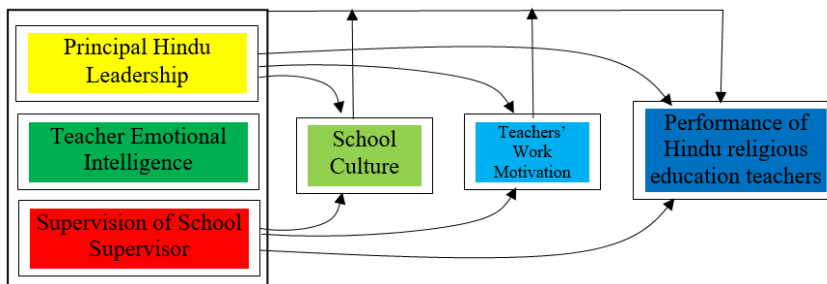


Figure 2. Constellation of Relationships Between Research Variables

The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.

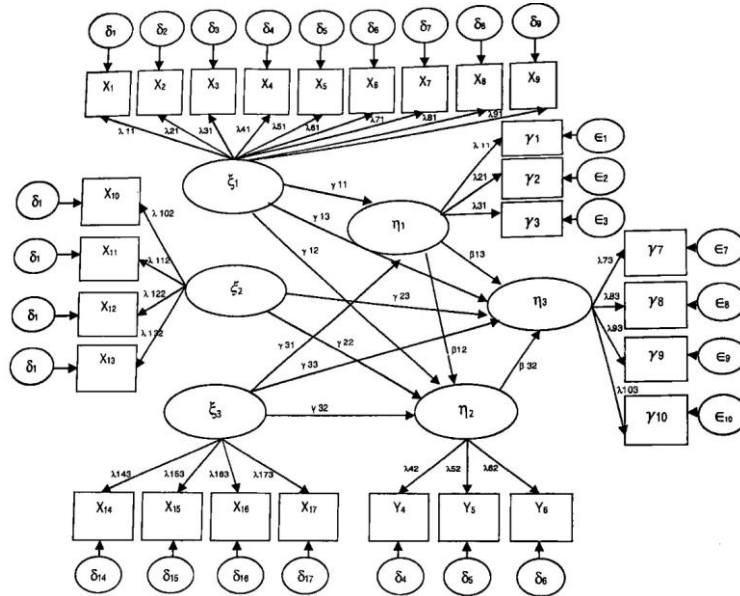


Figure 3. Modeling of Structural Equations (SEM) Relationships Between Variables

Information:

1. Rectangular image showing manifest variable (observed variable)
2. Oval image showing latent variable (construct variable)
3. ξ_1 = Ksi, exogenous latent variable for PHL
4. ξ_2 = Ksi, exogenous latent variable for EI
5. ξ_3 = Ksi, exogenous latent variable for supervisory supervision
6. η_1 = Eta, endogenous latent variable for SC
7. η_2 = Eta, endogenous latent variable for work motivation
8. η_3 = Eta, endogenous latent variable for the performance of Hindu education teachers.
9. λ = Lamda, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. δ = Gamma, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables.
12. δ = Delta, error for manifest variable (indicator) on exogenous variable.
13. ϵ = Epsilon, an error for the manifest variable (indicator) on the endogenous variable

Research Subjects

The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine regencies/cities of Bali Province. Using the formula, Krejcie & Morgan and Warwick Lininger obtained a sample number of 256 HRT. The sampling techniques in the study were "multistage proportional random sampling," and individual sampling became samples in each school with lottery techniques. The sample was chosen in this study based on several criteria: government

employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.

Data Collection Instruments

Data collection tool used in this study is the Likert Scale model questionnaire with five alternative answers: Strongly agree (SS)=5, Agree (S)=4, Disagree (KS)=3, Disagree (TS)=2, Strongly Disagree (STS)=1 positive answers and vice versa for negative answers (Divayana, Adiarta & Sudirtha, 2019). The questionnaire meets the performance variables of HRT, Hindu leadership of principals, EI of teachers supervised by school superintendents, SC, TWM. The results of the instrument item validity test are presented in Table 1.

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Table 1. Results of Validity of Research Instruments

Variable	Number of Items			Invalid Item Number	Cronbach's Alpha
	Items	Valid	Invalid		
Performance of Hindu Education teachers	65	62	3	5,16,25	.956
PHL	62	56	6	1,12,28,33,35	.952
TEI	58	55	3	15,26,27	.960
SS	38	37	1	13	.956
SC	46	43	3	17,18,44	.951
TWM	47	45	2	18,19	.965

Table 1 shows the performance variables of HRT as many as 65 questionnaires. The performance variables of HRT produced 62 questionnaires that showed the distribution of the acquisition of correlation coefficient numbers between .330 to .717 and r-count greater than .30. Sixty-two points of the performance questionnaire of HRT were declared valid. The performance variables of HRT produced three questionnaires (5, 16, 25) that showed the distribution of correlation coefficient numbers between .25 to .287 and r-count smaller than .30. Three points of performance of Hindu Education teachers were declared invalid, so the questionnaire was not used in the measurement. The omitted instrument does not affect measuring the number of items that qualify as a measuring instrument of the variable. The validity results in Table 1 apply to all variables in the study. Based on the calculation results obtained, the reliability coefficient of the Cronbach's Alpha instrument is greater than .80. The performance research instruments of Hindu Education teachers, the leadership of Hindu principals, TEI, supervision of school superintendents, SC and TWM reach very high-reliability criteria. All research instruments that have met the requirements for the validity of items and have high reliability are used to collect data.

Data Analysis Techniques

The data analysis technique used structural equation modeling (SEM) . Data analysis steps: (a) Concept and Theory-Based Development; (b) Constructing the Phat Diagram; (c) Conversion of Phat diagrams to Structural Models; (d) Selecting an Input Matrix; (e) Assess identification problems; (f) Evaluation of Goodness-OF-Fit, and (g) Interpellation and Model Modification. The data results in reliability using the Cronbach's Alpha formula. The instrument is declared reliable if the reliability coefficient value is 0.80 and above (Anastasi & Maw, 1982). The

results of the reliability test showed reliability. Test the validity of items with the product-moment correlation formula from Pearson (Hatch & Farhady, 1982). The questionnaire items are declared valid if the correlation value is minimal or equal and greater than .30 (> .30). The test assumptions sought include (a) normality test, multivariate data distribution is analyzed to see if the normality assumption is further processed for SEM modeling. Tests were carried out using a normal QQ plot diagram; (b) test of outliers, examination of univariate outliers by converting the value of research data into z-score; (c) multicollinearity between independent variables using the linear regression module; (d) variance heteroscedasticity test, a way to observe whether or not heteroscedasticity occurs can be seen from the scatter plot where there is no specific pattern on the graph.

Some of the findings that need to be discussed in more detail in this study follow the existing problems. Based on the research method used to solve these problems, the results of this study present several things as follows.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

No	Variables	Number of Instrument Items	Total Theoretical			Total Actual	
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243,81
	TEI	55	55-275	165	163	270	234,01
3	SS	37	37-185	111	117	180	152,03
4	SC	43	43-215	129	149	210	184,35
5	TWM	45	45-225	135	161	225	192,42
6	HRT-P	62	62-310	186	232	310	273,14

Table 2 can be seen that all variables are classified as good: Results of Unidimensionality Evaluation:

1. The Hindu leadership variable of the principal is classified as good, descriptive statistics are explained in the actual data that has a value range of 168-280 and an average of 243.01 which is greater than the score. The theoretical median, 168,
2. The TEI variable is classified as good, has an actual value range of 163-270 and an average of 234.01, which is greater than the theoretical median value of 165,
3. The school supervisor supervision variable is classified as good, has the actual value is 117-180, and the average is 152.03 which is greater than the theoretical median value of 111,
4. The SC variable is classified as good, has an actual value range of 149-210 and an average of 184.35 which is greater than the median value theoretical 129,
5. The variable of TWM is classified as good; has an actual value range of 161-225, and an average value of 192.42 which is greater than the theoretical median value of 135,
6. The Hindu religious education teacher performance variable is classified as good, has an actual value range of 232-310, and an average of 273.14 which is greater than the theoretical median value of 186.

Unidimensionality Evaluation Results

The evaluation results of constructal unidimensionality already meet the requirements of the model feasibility test because all variable constructs are following the provisions of the "goodness of fit criteria." Based on this, the confirmatory factor analysis (CFA) results are

presented in the unidimensionality analysis that exists in six research variables.

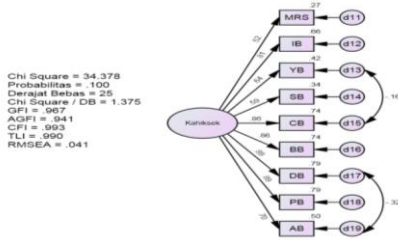


Figure 4: PHL

Kehiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB= yama brata; SB= surya brata; CB=casi brata; BB=bayu brata; DB=dhanaba brata; PB=panca brata; AB=agni brata

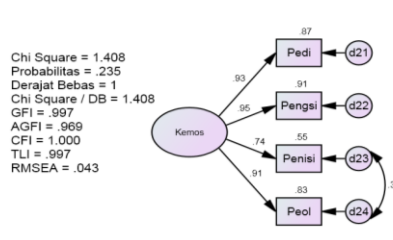


Figure 5: The TEI

Pedi= understanding emotions; pengsi= emotional settings; Pensi= emotional utilization; Peol= emotional understanding of others

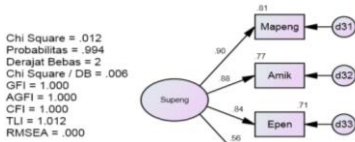


Figure 6: SS

Mapeng= supervisor managerial; Adik= academic; Epen= education evaluation; Eker= work ethic

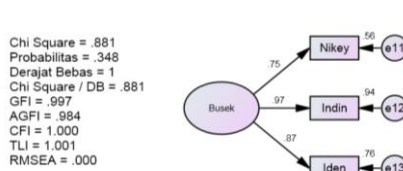


Figure 7: SC

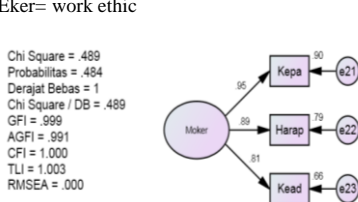


Figure 8: TWM

Kapa=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

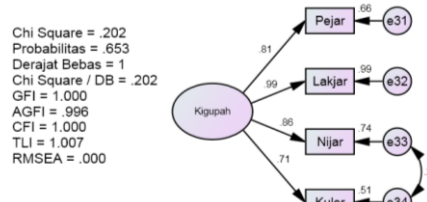


Figure 9: HRT-P

Pejar = learning plan; Cokjar = learning process; Nijar = learning assessment; Kulek = work quality

Based on the confirmatory factor analysis (CFA) results, 27 indicators from six variables have qualified CFA. The GFI value as a measure of the feasibility of the model reaches a > value of .90. So it is concluded that the indicator construct has acceptable unidimensionality, and the loading value (lamda) is entirely worth above .50 (> .50) so that it also provides evidence that all indicators have a high level of validity to the construct.

Feasibility of The Model (Goodness of Fit Model)

The validity and causality between constructs of this model used AMOS 20.0 software. Based on the AMOS 20.0 computation for this SEM model, the model conformity indexes are produced (goodness of fit) presented in Table 3. Furthermore, The index values will be

compared to each index's critical value (cut-off value). A good model is expected to have the goodness of fit indices greater than essential matters. The study evaluated the initial results on structural models sequentially into the first, second, and third evaluation models.

The full results of the third evaluation model (SEM 6) in Figure 10 follows.

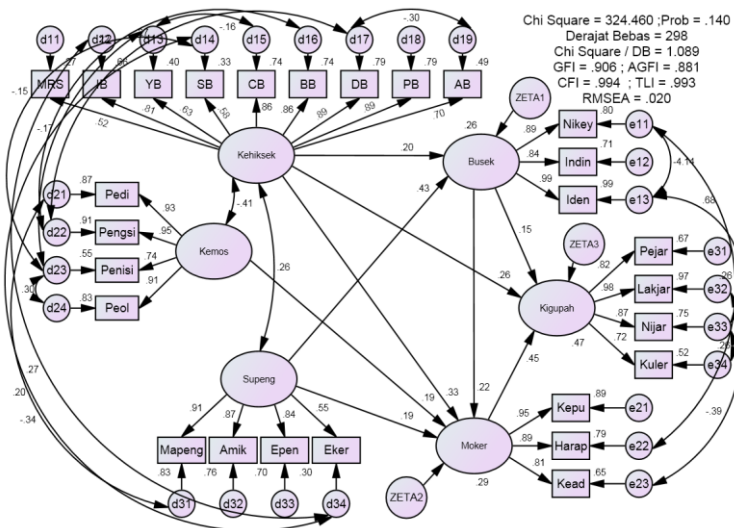


Figure 10: Full Results of The Third Evaluation Model

Descriptions: Kehiksek: PHL, Kemos: EI, Juken, Supeng: Supervising The Vision of the Principal, Busek: SC, Moker: TWM, Sgupah: Performance of HRT.

Further evaluation of the criteria of the full conformity indexes of the third model is presented in Table 3 below.

Table 3. Criteria of The Third Evaluation Model Full Conformity Index.

Criterion	Result	Critical Value	Model Evaluation
<i>Absolute fit</i>			
Chi-square (c^2)	324.460	339.261	Good
Probabilitas	.140	.05	Good
Derajat Bebas	298	-	-
GFI	.906	.80	Good
RMSEA	.020	.08	Good
<i>Parsimony fit</i>			
CMIN/DF	1.089	2,00	Good
AGFI	.881	.80	Marginal
<i>Incremental fit</i>			
CFI	.994	.90	Good
TLI	.993	.90	Good

Structural Models

The causal relationship developed in the hypothesis on this model is sold to the null hypothesis, which says that the regression coefficient between the relationships of two constructs is no different from zero through tests as is present in regression analysis. The C.R. statistical value will be distributed to an accessible degree of 298. The following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing on structural models relates to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect		Standard Coefficient	CR	P value	Description
From	To				
PHL	SC	.197	3.354	<.001	Significant
SS	SC	.426	60636	<.001	Significant
PHL	TWM	.327	40462	<.001	Significant
TEI	TWM	.185	2.715	<.007	Significant
SS	TWM	.19	2.613	.009	Significant
SC	TWM	.224	3.238	.001	Significant
PHL	HRT-P	.264	4.392	<.001	Significant
TEI *)	HRT-P *)	-.022	0.409	.683	Insignificant
SS *)	HRT-P *)	-.088	1.392	.164	Insignificant
SC	HRT-P	.153	2.737	.006	Significant
TWM	HRT-P	.452	6.915	<.001	Significant

*) The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model can be seen in Table 5.

Table 5. Effective And Relative Contributions On The Final Model

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation	
I	0.26	PHL	SC	.197	.308	.061	.230	
			SS	SC	.426	.477	.203	.770
				Total			.264	1.000
		<hr/>						
II	0.29	PHL	TWM	.327	.371	.121	.418	
			TEI	TWM	.185	.033	.006	.021
		SS	TWM	.190	.383	.073	.251	
			SC	TWM	.224	.401	.090	.310
				Total			.290	.290
<hr/>								
III	0.47	PHL	HRT-P	.264	.478	.126	.271	
			SC	HRT-P	.153	.415	.063	.136
		TWM	HRT-P	.452	.611	.276	.593	
					Total			.466

Hypothesis Test

The hypothesis testing of this research is based on the structural model resulting from the identification of the last structural model as shown in Figure 10, it was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% level. Furthermore, the research findings can be compiled as a summary of the results of hypothesis testing as presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes

Hypothesis Statement	Received
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis includes four statistical values in each indicator, including; the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below), and loading factor to explain the relationship between the indicator and its latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 7.

Table 7. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	0.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
		Variable	4.45	1.4	98.6
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education Evaluation	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
		Variable	4.20	10.2	89.8
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Final Model

Based on the final model of the evaluation of the feasibility of the model, it can be recommended that the final model of the constellation of relationships between research variables shown in Figure 11 is as follows:

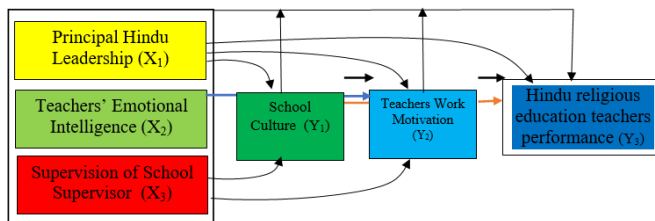


Figure 11: Final Model of The Constellation of Relationships Between Research Variables.

Description :

X1 = PHL

X2 = TEI

X3 = SS

Y1 = SC

Y2 = TWM

Y3 = Performance of HRT

→ = Regression direction

The discussion includes four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), and the percentage of negative response (described with a value of 3 and below). Loading factor in

explaining the relationship between the indicator and latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 8.

Table 8. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	.4	94.5	.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education Evaluation	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance	Lesson Planning	4.72	0	100	.81

of HRT	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Discussion

Evaluation Results of Structural Equation Model (SEM) Assumptions

Hair et al. (2006) argue that the minimum number of samples met in SEM is 100. The number of samples is determined by multiplying 5-10 of the indicators. In this study, a structural model was developed with 27 indicators and 226 samples. The results of the normal distribution test are met if the results of the CR calculation are in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983 so that the assumption of a multinormal distribution is fulfilled (Ghozali, 2012). Checking for the presence of *univariate* outliers can be done by determining the threshold value that is categorized as *an outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (above 80 samples), univariate evaluation of outliers *occurs if* the *z-score* is outside the range -4 to 4 (Hair et al., 2006). Using the basis that observations with a *z-score* of 4.00 will be categorized as *outliers*, it is known that the data used in this study on respondent number 210 has a score (X31) of -4.142, so that the status is *the univariate outlier*. The *Mahalanobis distance* (*Mahalanobis distance*) is used, which can be found in the *analysis output* using AMOS 20. No sample is *the multivariate outlier* in the analysis because it has a p-value of < 0.01. In these two considerations, respondent number 210 *Mahalanobis d-square* = 46,452 with $p_1 = .011$ and $p_2 = .475$, is still included in the analysis. For this reason, all observations are not wasted for analysis. Checking the assumption that there is no multicollinearity is carried out on the calculation of the determinant value of the sample covariance matrix. The hypothetical model will experience multicollinearity problems if the value of the determinant is close to zero. The determinant value can be concluded that the model does not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about: sample size, data normality, data *outliers*, linearity, the direction of the regression relationship, and multicollinearity all met the requirements.

The results of the analysis of the seven elements of the feasibility of the model conclude that this structural model has unacceptable feasibility, so repression or evaluation of the model will be carried out. There are two approaches to model specification, namely, Trimming theory, which tries to answer which parameters will be removed to increase the suitability of the model. This second method is commonly known as modification (MI). One recommendation of the MI value is the correlation between error indicators. Evaluation is done by adding a correlation between error indicators. Evaluation is done by adding correlations between exogenous constructs. The results of the model feasibility test in the first evaluation model have not been accepted because there are still components among the absolute fit that have not been met. So a second and third evaluation will be carried out by considering eliminating two insignificant paths and increasing the error correlation between the third evaluation by adding indicators based on modification index (MI) calculation results. The path that is omitted is the EI of teachers and the SS on HRT performance. In the second full evaluation model, the chi-square value is 470.416 with probability = .000 ($P < .05$), which explains that the covariance matrix of the model is different from the covariance matrix from the second evaluation model data has

not been accepted. The third evaluation will be carried out by adding an error correlation between indicators based on the calculation results of the modification index (MI).

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationship between variables as shown in Figures 11, two paths are not supported by the data, namely the direct relationship of TEI to the performance of HRT and the relationship between school supervisory supervision and the performance of education teachers. Hindu religion because it is not significant. The final model to explain the relationship between the six variables is shown in Figure 11.

It has shown a fairly strong validation of an indicator to measure the construct. The percentages and categories of the six research variables. *First*, the principal's Hindu leadership is in the very good category with the largest loading factor (0.89) of the principal's Hindu leadership variable being the *Panca Brata* indicator. *Second*, the TEI is in the very good category with the largest loading factor (0.95) of the teacher's emotional intelligence variable being the emotional regulation indicator. Previous studies suggests a similar thing, that emotional intelligence has a positive effect on teacher performance (Angraini, 2021; Wahyudi, 2018). The higher the EI variable, the higher the work performance produced (Wahyudi, 2018). *Third*, the SS also have a positive response to the SS. The biggest *loading factor* (0.90) of the school supervisor's supervision variable is the managerial indicator of school supervisors. Three studies before reached the same conclusion, namely that the supervision carried out by school supervisors influenced teacher performance, both at the early childhood education, Elementary, and Middle School levels (Suchyadi, 2018), Pujianto et al., 2020, and Tengko et al., 2021). *Fourth*, SC being in the very good category with the most significant *loading factor* (0.97) of the SC variables are the indicators of intimacy and individual. An increase in positive values of SC that is carried out continuously will be able to improve the performance of elementary and high school teachers (Dahlan et al., 2020; Zulkarnaen et al., 2020). *Fifth*, the TWM is in the very good category with the most significant *loading factor* (0.95) of the TWM variable was the teacher job satisfaction indicator. some studies before shows that that work motivation influences teacher performance (Alhusaini et al., 2020; Fransiska & Tupti, 2020). High performance is generally associated with high motivation, while low motivation is associated with low performance (Fransiska & Tupti, 2020). *Sixth*, the performance of HRT is in the very good category with all (100%) had positive respondents to HRT performance. This descriptive finding is very positive because the teachers in the research location have had a very good performance. The most significant *loading factor* (0.99) of the performance variable of HRT is the indicator of the implementation of learning.

The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data analysis show that the path coefficient in this relationship is negative, namely .022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Goleman, 2007; Robbins, 2007; Stein & Book, 2011), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a

significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.

Conclusion

This study aimed to describe the relationship of principal's hindu leadership (PHL), emotional intelligence (EI) of teachers, supervision of school superintendents (SS), school culture (SC), and teacher work motivation (TWM) with performance of hindu religious teacher (HRT) at state junior high schools, either directly or indirectly. The result showed that there is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM. and HRT. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance. So it can be concluded that hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation simultaneously affect the performance of hindu religious education teachers. The variables also have a significant impact, either directly or indirectly on the performance of hindu religious education teachers.

Recommendation

Based on the results of data analysis and conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input as a reference for planning and determining strategies for improving teacher performance in carrying out the learning process. Knowledge of the factors that affect teacher performance can support awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together between relevant agencies in fostering and empowering teachers so that their performance increases. The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that has not been revealed in this study in more depth with an adequate population so that more comprehensive research results are obtained.

Limitations

The author suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence the performance of HRT are not only

limited to PHL, TEI, SS, SC, and TWM. There may be many other factors that affect the performance of HRT. It is hoped that further studies can investigate other factors more fully.

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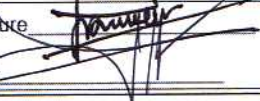
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Kurs yang berlaku untuk pengiriman uang Anda muncul di atas. Kebanyakan money transfer dikonversi ke dalam kurs mata uang pembayaran saat uang tersebut dikirim. Namun, di beberapa negara, peraturan setempat mensyaratkan money transfer hanya dikonversi jika mereka dibayarkan. Jika Anda mengirim ke salah satu negara-negara tersebut, nilai kurs yang tercatat di atas hanya sebuah perkiraan, sedangkan nilai kurs aktual akan ditentukan pada saat pembayaran. Tanyakan kepada agen Anda jika memiliki pertanyaan tentang nilai kurs yang berlaku untuk pengiriman uang Anda. SYARAT-SYARAT DAN KONDISI YANG MENGATUR LAYANAN MONEY TRANSFER YANG ANDA PILIH DITETAPKAN DI BELAKANG FORMULIR INI. DENGAN MENANDATANGANI FORMULIR INI, ANDA MENYETUJUI SYARAT-SYARAT DAN KONDISI TERSEBUT. SEHUBUNGAN DENGAN BIAYA TRANSFER, WESTERN UNION DAN AGEN-AGENNANYA JUGA MENDAPATKAN PENGHASILAN DARI KURS MATA UANG. BACALAH INFORMASI PENTING SEHUBUNGAN DENGAN KURS MATA UANG YANG DITETAPKAN DI BELAKANG FORMULIR INI. LINDUNGI DIRI ANDA DARI PENIPUAN NASABAH. BERHATI-HATILAH SAAT ORANG ASING MENANYAKAN KEPADA ANDA UNTUK MENGIRIMKAN UANG. JANGAN BERITAHUKAN DETAIL TRANSFER INI KEPADA PIHAK KETIGA.

TO SEND MONEY

Sender: DR WAYAN PARAMARTHA SH MPD JL GUTISWA 1/ DENPASAR, Denpasar, Bali , Indonesia Tel. 08155795555 SMS Notification.No	Receiver: FURKAN CEMAL SAVAS City. Mana saja Destination Country. Turkey Phone Number. Delivery Service. MONEY IN MINUTES Test Question. N/A Answer. N/A	Financial Summary: Amount Sent. IDR 10.979.700 Transfer Fee. IDR 500.000 Plus Charges. IDR 0 Promotion Discount. IDR 0 Total To Collect: IDR 11.479.700 Exchange Rate. 0,0000592 Payout Amount. USD 650,00
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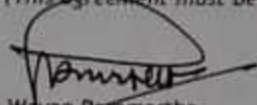
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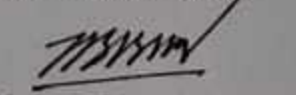
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The Relationship of Supporting Factors That Influence the Performance of Hindu Religious Teachers

Abstract:

Several supporting factors allegedly influence the performance of teachers. This study aims to describe the relationship of each research variable, either directly or indirectly. This research is done through surveys with quantitative approaches that include correlational research types. The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick and Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. The results of the study describe: (a) the average level of principal's Hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, and teacher work motivation, and performance of Hindu religious teachers are in the high category; (b) The conceptual model meets the standards of comprehensive Goodness-of-fit requirements with hypothesis testing results: there is a significant direct and indirect relationship between variables in the state junior high school.

Keywords: Hindu religious teacher, principal hindu leadership, school culture, supervision of school superintendents, teacher work motivation.

Introduction

Hindu religious teachers (HRT) are responsible for implementing the Hindu education learning process at the level and unit of education following Hindu religious education. In the religious education curriculum in Indonesia, Permendiknas No. 35 of 2010 said that the performance of teachers related to their professional tasks is the ability to plan to learn, carry out learning, evaluate and assess learning outcomes, analyze assessment results and carry out follow-up assessment results. The learning process of Hindu education teachers should support the development of teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Trade consists of five parts, with the first Srada that believes in the existence of Brahman or the supreme ruler in the Hindu concept of divinity (Nata & Gunawijaya, 2021; Surada, 2016). In addition, Hindu religious education is expected to give birth to learners who have noble morals and noble ethics reflected in daily behavior (Puja & Mahayasa, 2021).

Education is essential in directing generations of people to become responsible citizens to contribute to the country's economic, social, and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). It contains the teachings of Hindu leadership that are universal and not limited by space and time so that it is always relevant to the development of society (Suweta, 2020). In carrying out Hindu leadership at school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilize, and manage school management to achieve national education goals (Sukadi, 2020). One of the principal's leadership style basics that it can use to support teacher performance is Catur Naya Sandhi that defines four attitudes of a leader (Sedana et al., 2020).

Education issues have lately become an indication of the performance of HRT under the low category (Astawa, 2019). The ability of HRT to plan learning, carry out learning, and designing

evaluation is still weak (Suarda et al., 2018; Tantra et al., 2013). HRT only transfer the subject to the students, but not transmitting religious and moral values of Suda learners (Astawa, 2019). Limitations in moral values impact the weak implementation of learning and adversely affect the output (Suarda et al., 2018). Several factors affect the teaching and learning process, achievement, and performance, such as principal leadership, teachers' emotional intelligence, supervision of school superintendents, school culture, and teacher work motivation (Börü, 2018; Siahaan et al., 2020).

The principal's function as a leader in the school and the role of the school superintendent. It can be optimized to influence the implementation of teacher performance (Sehgal et al., 2017). Supervision is an integral part of efforts to support supervise achievement to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit in the government capacity. Regulation of the Minister of National Education No. 2 of 2007 explains that the presence of school superintendents becomes part of the staffing duties of a school superintendent is required to have several dimensions of competence in the subject family. Regulation of the Minister of National Education No. 35 of 2010 presents technical instructions for implementing the Functional Position of teachers and their credit figures to support teacher performance. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, carrying out learning, evaluating and assessing learning outcomes, analyzing assessment results, and carrying out follow-up assessment results. The Performance-based on the quality of his work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), school culture (SC), and motivation. EI is a collection of non-cognitive skills, capabilities, and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to behavior, assumptions, and beliefs regarding an organization (Groysberg et al., 2018). Organizational culture is the prevailing norms, values, ideas, and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals, and beliefs in the middle, and assumptions within. School culture is the school's personality embodied through the values and beliefs of members of the organization (Karada & Öztekin, 2018). SC and teacher work motivation together positively influence the quality of education (Baier et al., 2019; Kalkan et al., 2020). Motivation is a process that begins with a physiological and positional deficiency that drives the behavior or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareen et al., 2015). Incentives end a cycle of motivation that will reduce a need and drive. The dimensions of the primary motivational process will be the starting point for the theory of the content and operation of work motivation.

Previous studies reveal the weaknesses of teacher performance, especially Hindu religious teachers (Astawa, 2019; Tantra et al., 2013). This will certainly have an impact on the quality of graduates. Various studies were conducted to determine the factors that influence the performance of teachers (Angraini, 2021; Dahlan et al., 2020; Larasati et al., 2020; Pujianto et al., 2020; Sari, 2020; Tengko et al., 2021; Zulkarnaen et al., 2020). However, from the results obtained, only few studies have explained the factors that affect performance simultaneously. Most of previous studies only explain the effect of one or two variables on the performance variable. Previous studies has confirmed that specific teacher interventions can increase their

professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports students to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitations of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).

The research questions are:

1. How is the performance of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools?; and
2. How do PHL, TEI, SS, SC, TWM variables affect the performance of HRT in-state junior high schools?

Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or lead religious people, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society, or state he leads to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean as a benchmark in achieving peaceful (santih) and prosperous Hindu citizens or people (hita) (Subagiasta, 2019). Leadership in Hinduism aims to present a leader who realizes prosperity and can be a nonsuch for the next generation by providing a sense of security, responsibility, fairness, autonomy, and initiative (Puja & Mahayasa, 2021). Several types of leadership in Hindu religious education are (a) asta brata (Aryawan, 2021; Setiyowati & Razak, 2018); (b) TriKayaParisudha (Ariawan & Divayana, 2020; Ariawan et al., 2020, 2021; Divayana, 2018; Divayana, et al., 2019; Suwindia & Wati, 2021); (c) Catur Paramita (Sukabawa, 2019); (d) Catur Pariksa (Sanjaya et al., 2020; Suweta, 2020); (e) panca yamabrata (Sulastra, 2021); (f) panca niyama brata (Subagiasta, 2018); (g) asta dasa paramiteng prabhu (Suweta, 2020); (h) sadwinayaka (Subagiasta, 2019); (i) catur widya (Subagiasta, 2019). All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, educational institutions, and during the lives of the broader community that provide obedient and obedient life for each other (Subagiasta, 2021). However, some facts show that many leaders are entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution to followers' suffering cannot have a good role (Yogatama & Giri, 2021).

Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand the power of emotional sensitivity more effectively. EI includes motivating oneself or others, self-control, understanding other people's feelings effectively, and managing emotions that can guide the mind to make the best decisions and become more productive (Anggraini, 2021). Mayer and Salovey introduced four-pronged hierarchical model in 1997 (MacCann et al., 2020; Olderbak et al., 2019). The four branches are: (a) accurately understanding emotions, (b) using emotions to facilitate decision making, (c) understanding emotions, and (d) managing emotions to

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regulate positive emotions and reduce negative emotions (MacCann et al., 2020). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019). Religious leaders should have the good emotional intelligence to control themselves and help resolve conflicts between the congregation. However, there are still conflicts between church leaders expressed in the form of power struggles over differences in information or different beliefs, interests, desires, or values. Some religious leaders even sometimes show explosive emotions, pounding the table, slamming the Bible, physically violent, verbally vented emotions that are rude and cursing (Budi, 2019).

Supervision of School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of holding academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The teacher's quality of the learning process becomes the focus of academic supervision (Burhanudin et al., 2021) so that student learning outcomes are better as learning outputs. Educational supervision is the main task of a school supervisor to foster teachers to carry out learning management, including planning, implementation, and learning assessment (Tengko et al., 2021). Supervision includes evaluating teachers' professional skills and supervisors' effectiveness of school programs (Altun & Sarkaya, 2020).

School Culture

School culture (SC) is a set of values that underlie the behaviors, traditions, daily habits, and symbols practiced and developed by principals, teachers, administrative officers, students, and the community around the school that distinguish it from other schools (Abdullah, 2019; Febriantina et al., 2020). SC is used as a guideline for all school residents in acting towards their profession to support the ability to adapt to the work environment (Schipper et al., 2020). SC forms a system of values, habits, work ethic, and school image internalized in every joint of school activities (Kusumaningrum et al., 2020). SC has an essential role in improving members' performance (Febriantina et al., 2020; Liu et al., 2021). SC is a significant factor determining the school's perception and the behavior patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). SC establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020). Every school must have a vision and mission to create a school organizational culture. Unfortunately, improving the quality of schools or education so far has always relied on the management of improving the quality of the teaching and learning process and management in the aspect of leadership alone. Still, it did not touch the school's organizational culture (Rony, 2021).

Teacher's Work Motivation

Work motivation can be defined as the thing behind a person doing work. TWM is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teacher work and teacher quality will significantly affect the quality of education (Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). Intrinsic factor, a satisfying factor and arises from itself. An intrinsic indicator is the desire to

achieve and progress in personal life (Baljoon et al., 2019). Some of the extrinsic factors that influence teacher motivation are the level of perception and desire of learning of students, chief justice and communication skills of principals, attitudes, and behaviors of colleagues, etc (Börü, 2018). There is a link between motivation and the implementation of teacher tasks, which means there is also a link between motivation and teacher competence which ultimately fosters teacher performance (Hidayat, 2020). Several studies show the low performance of teachers in several schools (Harahap, 2018; Hartanti & Yuniarsih, 2018; Hidayat, 2020). Undoubtedly caused by many factors, one of which is teachers' work motivation.

Previous Studies

Several studies have discussed how the performance of Hindu Religion teachers and what factors influence it. In a study it was revealed that Hindu religious education teachers at Denpasar Junior High School had not shown optimal performance. Teachers have weaknesses in the learning process starting from the preparation of lesson plans, the methods used to evaluation. It can be said that pedagogic and professional competencies have not been optimized properly (Suarda et al., 2018). The study also revealed that one of the factors that influence teacher performance is the leadership of the principal. Principals have an important role in optimizing the performance of teachers who are certified educators. The principal is also obliged to create a good organizational climate by implementing a professional system. However, the facts on the ground show that the duties and functions of school supervisors are not running optimally. So far, supervisors have not carried out intensive supervision in schools. This causes frequent miscoordination between supervisors and the school committee.

Many studies show the influence of leadership style, emotional intelligence, supervisory supervision, and work environment culture on work motivation and performance. However, in general, these studies only show a separate relationship between one variable and another. Such as the relationship between emotional intelligence and performance (Anggraini, 2021; Sari, 2020); the relationship between supervisory supervision and performance (Larasati et al., 2020; Pujianto et al., 2020; Tengko et al., 2021); the relationship between work environment culture on performance (Dahlan et al., 2020; Zulkarnaen et al., 2020); and the relationship between work motivation and performance (Fransiska & Tupti, 2020). Although each variable has an influence on performance, further research is still needed regarding the effect of all variables simultaneously on performance.

Methodology

Research Design

This study is a descriptive study on the measurement of the performance of Hindu education teachers using a model of connectedness between variables that is the result of the development of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of instruments by making questionnaires of each variable based on views, operational definitions, and indicators. Three experts conducted the intrusion validity test based on structure, content or material, and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample. Test data is analyzed to meet validity and reliability. These research steps are presented in Figure 1.

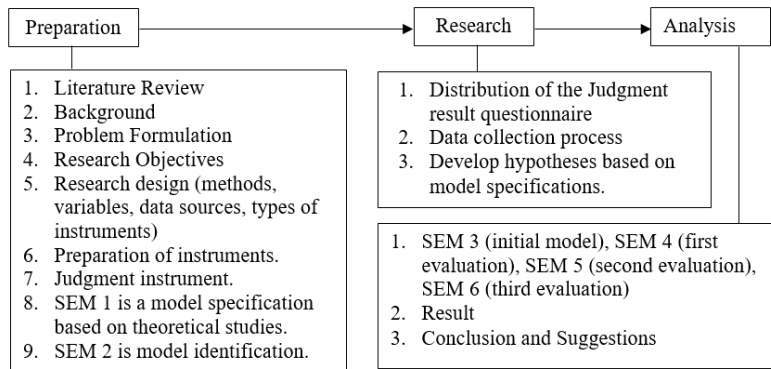


Figure 1. Research Steps

Development of Conceptual Models and Theories

The first step of SEM (SEM 1) analysis is to develop an analytical model based on existing theories. This model developed a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypothesis of direct and indirect relationships between variables. The conceptual model of the relationship between a free variable (exogenous) and a related variable (endogenous) is presented in Figure 2.

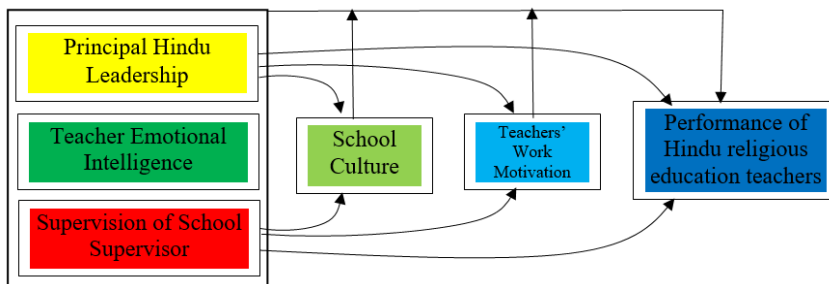


Figure 2. Constellation of Relationships Between Research Variables

The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.

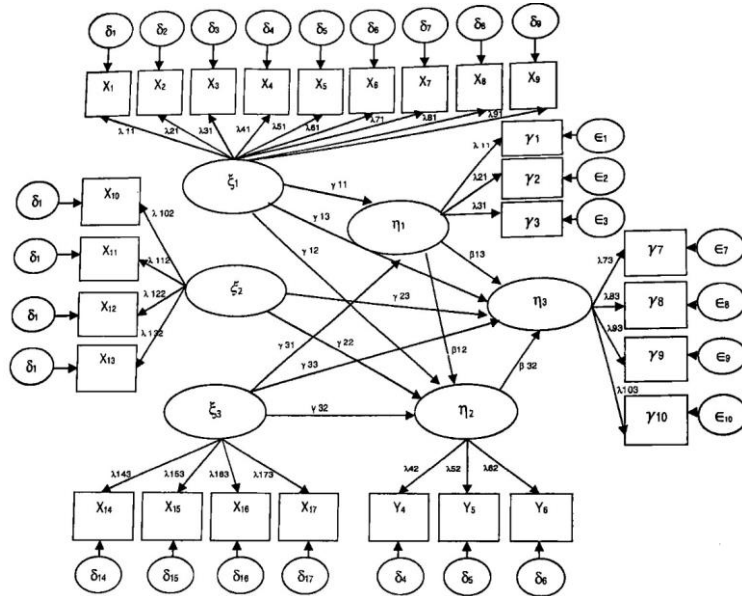


Figure 3. Modeling of Structural Equations (SEM) Relationships Between Variables

Information:

1. Rectangular image showing manifest variable (observed variable)
2. Oval image showing latent variable (construct variable)
3. $\xi_1 = Ksi$, exogenous latent variable for PHL
4. $\xi_2 = Ksi$, exogenous latent variable for EI
5. $\xi_3 = Ksi$, exogenous latent variable for supervisory supervision
6. $\eta_1 = Eta$, endogenous latent variable for SC
7. $\eta_2 = Eta$, endogenous latent variable for work motivation
8. $\eta_3 = Eta$, endogenous latent variable for the performance of Hindu education teachers.
9. $\lambda = Lamda$, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. $\delta = Gamma$, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables.
12. $\delta = Delta$, error for manifest variable (indicator) on exogenous variable.
13. $\epsilon = Epsilon$, an error for the manifest variable (indicator) on the endogenous variable

Research Subjects

The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine regencies/cities of Bali Province. Using the formula, Krejcie & Morgan and Warwick Lininger obtained a sample number of 256 HRT. The sampling techniques in the study were "multistage proportional random sampling," and individual sampling became samples in each school with lottery techniques. The sample was chosen in this study based on several criteria: government

employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.

Data Collection Instruments

Data collection tool used in this study is the Likert Scale model questionnaire with five alternative answers: Strongly agree (SS)=5, Agree (S)=4, Disagree (KS)=3, Disagree (TS)=2, Strongly Disagree (STS)=1 positive answers and vice versa for negative answers (Divayana, et al., 2019). The questionnaire meets the performance variables of HRT, Hindu leadership of principals, EI of teachers supervised by school superintendents, SC, TWM. The results of the instrument item validity test are presented in Table 1.

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Table 1. Results of Validity of Research Instruments

Variable	Number of Items			Invalid Item Number	Cronbach's Alpha
	Items	Valid	Invalid		
Performance of Hindu Education teachers	65	62	3	5,16,25	.956
PHL	62	56	6	1,12,28,33,35	.952
TEI	58	55	3	15,26,27	.960
SS	38	37	1	13	.956
SC	46	43	3	17,18,44	.951
TWM	47	45	2	18,19	.965

Table 1 shows the performance variables of HRT as many as 65 questionnaires. The performance variables of HRT produced 62 questionnaires that showed the distribution of the acquisition of correlation coefficient numbers between .330 to .717 and r-count greater than .30. Sixty-two points of the performance questionnaire of HRT were declared valid. The performance variables of HRT produced three questionnaires (5, 16, 25) that showed the distribution of correlation coefficient numbers between .25 to .287 and r-count smaller than .30. Three points of performance of Hindu Education teachers were declared invalid, so the questionnaire was not used in the measurement. The omitted instrument does not affect measuring the number of items that qualify as a measuring instrument of the variable. The validity results in Table 1 apply to all variables in the study. Based on the calculation results obtained, the reliability coefficient of the Cronbach's Alpha instrument is greater than .80. The performance research instruments of Hindu Education teachers, the leadership of Hindu principals, TEI, supervision of school superintendents, SC and TWM reach very high-reliability criteria. All research instruments that have met the requirements for the validity of items and have high reliability are used to collect data.

Data Analysis Techniques

The data analysis technique used structural equation modeling (SEM) . Data analysis steps: (a) Concept and Theory-Based Development; (b) Constructing the Phat Diagram; (c) Conversion of Phat diagrams to Structural Models; (d) Selecting an Input Matrix; (e) Assess identification problems; (f) Evaluation of Goodness-OF-Fit, and (g) Interpellation and Model Modification. The data results in reliability using the Cronbach's Alpha formula. The instrument is declared reliable if the reliability coefficient value is 0.80 and above (Anastasi & Maw, 1982). The

results of the reliability test showed reliability. Test the validity of items with the product-moment correlation formula from Pearson (Hatch & Farhady, 1982). The questionnaire items are declared valid if the correlation value is minimal or equal and greater than .30 ($> .30$). The test assumptions sought include (a) normality test, multivariate data distribution is analyzed to see if the normality assumption is further processed for SEM modeling. Tests were carried out using a normal QQ plot diagram; (b) test of outliers, examination of univariate outliers by converting the value of research data into z-score; (c) multicollinearity between independent variables using the linear regression module; (d) variance heteroscedasticity test, a way to observe whether or not heteroscedasticity occurs can be seen from the scatter plot where there is no specific pattern on the graph.

Some of the findings that need to be discussed in more detail in this study follow the existing problems. Based on the research method used to solve these problems, the results of this study present several things as follows.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

No	Variables	Number of Instrument Items	Total Theoretical		Total Actual		
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243,81
	TEI	55	55-275	165	163	270	234,01
3	SS	37	37-185	111	117	180	152,03
4	SC	43	43-215	129	149	210	184,35
5	TWM	45	45-225	135	161	225	192,42
6	HRT-P	62	62-310	186	232	310	273,14

Table 2 can be seen that all variables are classified as good: Results of Unidimensionality Evaluation:

1. The Hindu leadership variable of the principal is classified as good, descriptive statistics are explained in the actual data that has a value range of 168-280 and an average of 243.01 which is greater than the score. The theoretical median, 168,
2. The TEI variable is classified as good, has an actual value range of 163-270 and an average of 234.01, which is greater than the theoretical median value of 165,
3. The school supervisor supervision variable is classified as good, has the actual value is 117-180, and the average is 152.03 which is greater than the theoretical median value of 111,
4. The SC variable is classified as good, has an actual value range of 149-210 and an average of 184.35 which is greater than the median value theoretical 129,
5. The variable of TWM is classified as good; has an actual value range of 161-225, and an average value of 192.42 which is greater than the theoretical median value of 135,
6. The Hindu religious education teacher performance variable is classified as good, has an actual value range of 232-310, and an average of 273.14 which is greater than the theoretical median value of 186.

Unidimensionality Evaluation Results

The evaluation results of constructal unidimensionality already meet the requirements of the model feasibility test because all variable constructs are following the provisions of the "goodness of fit criteria." Based on this, the confirmatory factor analysis (CFA) results are

presented in the unidimensionality analysis that exists in six research variables.

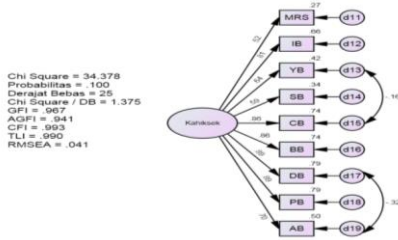


Figure 4: PHL

Kehiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB= yama brata; SB= surya brata; CB=casi brata; BB=bayu brata; DB=dhanaba brata; PB=panca brata; AB=agni brata

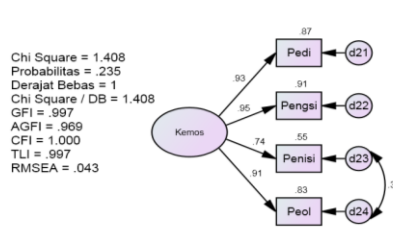


Figure 5: The TEI

Pedi= understanding emotions; pengsi= emotional settings; Pensi= emotional utilization; Peol= emotional understanding of others

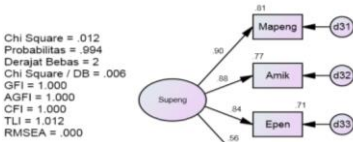


Figure 6: SS

Mapeng= supervisor managerial; Adik= academic; Epen= education evaluation; Eker= work ethic

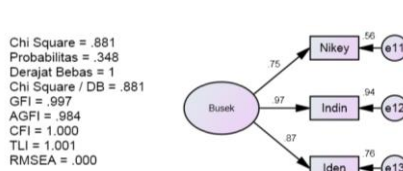


Figure 7: SC

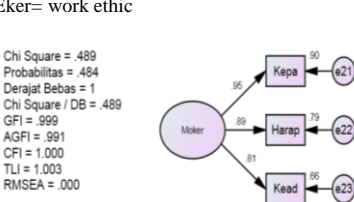


Figure 8: TWM

Kapa=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

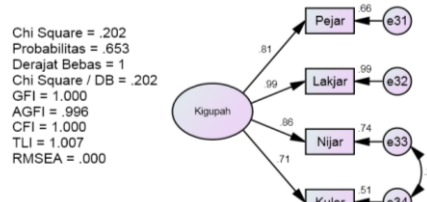


Figure 9: HRT-P

Pejjar = learning plan; Cokjar = learning process; Nijar = learning assessment; Kuler = work quality

Based on the confirmatory factor analysis (CFA) results, 27 indicators from six variables have qualified CFA. The GFI value as a measure of the feasibility of the model reaches a > value of .90. So it is concluded that the indicator construct has acceptable unidimensionality, and the loading value (lamda) is entirely worth above .50 (> .50) so that it also provides evidence that all indicators have a high level of validity to the construct.

Feasibility of The Model (Goodness of Fit Model)

The validity and causality between constructs of this model used AMOS 20.0 software. Based on the AMOS 20.0 computation for this SEM model, the model conformity indexes are produced (goodness of fit) presented in Table 3. Furthermore, The index values will be

compared to each index's critical value (cut-off value). A good model is expected to have the goodness of fit indices greater than essential matters. The study evaluated the initial results on structural models sequentially into the first, second, and third evaluation models.

The full results of the third evaluation model (SEM 6) in Figure 10 follows.

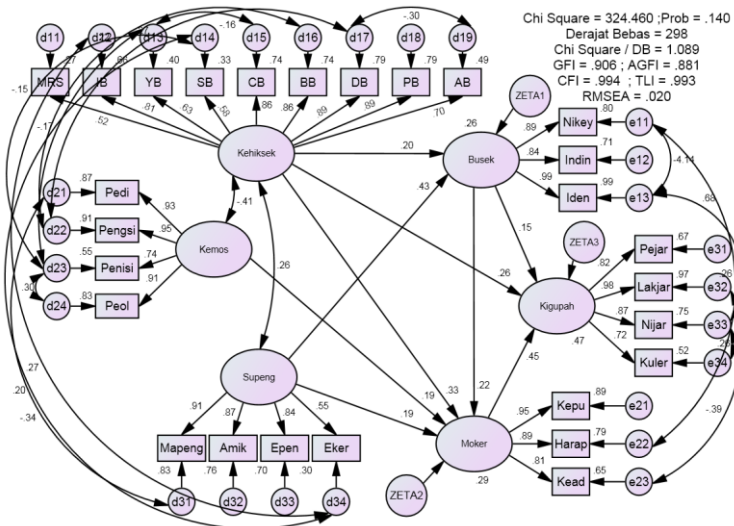


Figure 10: Full Results of The Third Evaluation Model

Descriptions: Kehiksek: PHL, Kemos: EI, Juken, Supeng: Supervising The Vision of the Principal, Busek: SC, Moker: TWM, Sgupah: Performance of HRT.

Further evaluation of the criteria of the full conformity indexes of the third model is presented in Table 3 below.

Table 3. Criteria of The Third Evaluation Model Full Conformity Index.

Criterion	Result	Critical Value	Model Evaluation
<i>Absolute fit</i>			
Chi-square (c^2)	324.460	339.261	Good
Probabilitas	.140	.05	Good
Derajat Bebas	298	-	-
GFI	.906	.80	Good
RMSEA	.020	.08	Good
<i>Parsimony fit</i>			
CMIN/DF	1.089	2,00	Good
AGFI	.881	.80	Marginal
<i>Incremental fit</i>			
CFI	.994	.90	Good
TLI	.993	.90	Good

Structural Models

The causal relationship developed in the hypothesis on this model is sold to the null hypothesis, which says that the regression coefficient between the relationships of two constructs is no different from zero through tests as is present in regression analysis. The C.R. statistical value will be distributed to an accessible degree of 298. The following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing on structural models relates to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect		Standard Coefficient	CR	P value	Description
From	To				
PHL	SC	.197	3.354	<.001	Significant
SS	SC	.426	60636	<.001	Significant
PHL	TWM	.327	40462	<.001	Significant
TEI	TWM	.185	2.715	<.007	Significant
SS	TWM	.19	2.613	.009	Significant
SC	TWM	.224	3.238	.001	Significant
PHL	HRT-P	.264	4.392	<.001	Significant
TEI *)	HRT-P *)	-.022	0.409	.683	Insignificant
SS *)	HRT-P *)	-.088	1.392	.164	Insignificant
SC	HRT-P	.153	2.737	.006	Significant
TWM	HRT-P	.452	6.915	<.001	Significant

*) The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model can be seen in Table 5.

Table 5. Effective And Relative Contributions On The Final Model

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
I	0.26	PHL	SC	.197	.308	.061	.230
		SS	SC	.426	.477	.203	.770
			Total				.264
II	0.29	PHL	TWM	.327	.371	.121	.418
		TEI	TWM	.185	.033	.006	.021
		SS	TWM	.190	.383	.073	.251
		SC	TWM	.224	.401	.090	.310
			Total			.290	.290
III	0.47	PHL	HRT-P	.264	.478	.126	.271
		SC	HRT-P	.153	.415	.063	.136
		TWM	HRT-P	.452	.611	.276	.593
			Total			.466	1.000

Hypothesis Test

The hypothesis testing of this research is based on the structural model resulting from the identification of the last structural model as shown in Figure 10, it was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% level. Furthermore, the research findings can be compiled as a summary of the results of hypothesis testing as presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes

Hypothesis Statement	Received
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis includes four statistical values in each indicator, including; the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below), and loading factor to explain the relationship between the indicator and its latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 7.

Table 7. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	0.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
		Variable	4.45	1.4	98.6
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education Evaluation	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
		Variable	4.20	10.2	89.8
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Final Model

Based on the final model of the evaluation of the feasibility of the model, it can be recommended that the final model of the constellation of relationships between research variables shown in Figure 11 is as follows:

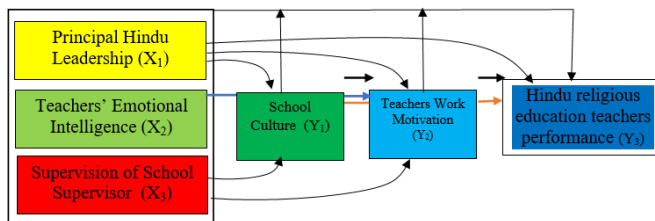


Figure 11: Final Model of The Constellation of Relationships Between Research Variables.

Description :

X1 = PHL

X2 = TEI

X3 = SS

Y1 = SC

Y2 = TWM

Y3 = Performance of HRT

→ = Regression direction

The discussion includes four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), and the percentage of negative response (described with a value of 3 and below). Loading factor in

explaining the relationship between the indicator and latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 8.

Table 8. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor model Measurement
PHL	Principal Manager	4.71	.4	94.5	.52
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	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic Education Evaluation	4.40	.9	99.1	.88
	Work Ethics	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
Variable	4.52	.4	99.6		
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance	Lesson Planning	4.72	0	100	.81

of HRT	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Discussion

Evaluation Results of Structural Equation Model (SEM) Assumptions

Hair et al. (2006) argue that the minimum number of samples met in SEM is 100. The number of samples is determined by multiplying 5-10 of the indicators. In this study, a structural model was developed with 27 indicators and 226 samples. The results of the normal distribution test are met if the results of the CR calculation are in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983 so that the assumption of a multinormal distribution is fulfilled (Ghozali, 2012). Checking for the presence of *univariate* outliers can be done by determining the threshold value that is categorized as *an outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (above 80 samples), univariate evaluation of outliers *occurs if* the *z-score* is outside the range -4 to 4 (Hair et al., 2006). Using the basis that observations with a *z-score* of 4.00 will be categorized as *outliers*, it is known that the data used in this study on respondent number 210 has a score (X31) of -4.142, so that the status is *the univariate outlier*. The *Mahalanobis distance* (*Mahalanobis distance*) is used, which can be found in the *analysis output* using AMOS 20. No sample is *the multivariate outlier* in the analysis because it has a p-value of < 0.01. In these two considerations, respondent number 210 *Mahalanobis d-square* = 46,452 with $p_1 = .011$ and $p_2 = .475$, is still included in the analysis. For this reason, all observations are not wasted for analysis. Checking the assumption that there is no multicollinearity is carried out on the calculation of the determinant value of the sample covariance matrix. The hypothetical model will experience multicollinearity problems if the value of the determinant is close to zero. The determinant value can be concluded that the model does not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about: sample size, data normality, data *outliers*, linearity, the direction of the regression relationship, and multicollinearity all met the requirements.

The results of the analysis of the seven elements of the feasibility of the model conclude that this structural model has unacceptable feasibility, so repression or evaluation of the model will be carried out. There are two approaches to model specification, namely, Trimming theory, which tries to answer which parameters will be removed to increase the suitability of the model. This second method is commonly known as modification (MI). One recommendation of the MI value is the correlation between error indicators. Evaluation is done by adding a correlation between error indicators. Evaluation is done by adding correlations between exogenous constructs. The results of the model feasibility test in the first evaluation model have not been accepted because there are still components among the absolute fit that have not been met. So a second and third evaluation will be carried out by considering eliminating two insignificant paths and increasing the error correlation between the third evaluation by adding indicators based on modification index (MI) calculation results. The path that is omitted is the EI of teachers and the SS on HRT performance. In the second full evaluation model, the chi-square value is 470.416 with probability = .000 ($P < .05$), which explains that the covariance matrix of the model is different from the covariance matrix from the second evaluation model data has

not been accepted. The third evaluation will be carried out by adding an error correlation between indicators based on the calculation results of the modification index (MI).

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationship between variables as shown in Figures 11, two paths are not supported by the data, namely the direct relationship of TEI to the performance of HRT and the relationship between school supervisory supervision and the performance of education teachers. Hindu religion because it is not significant. The final model to explain the relationship between the six variables is shown in Figure 11.

It has shown a fairly strong validation of an indicator to measure the construct. The percentages and categories of the six research variables. *First*, the principal's Hindu leadership is in the very good category with the largest loading factor (0.89) of the principal's Hindu leadership variable being the *Panca Brata* indicator. *Second*, the TEI is in the very good category with the largest loading factor (0.95) of the teacher's emotional intelligence variable being the emotional regulation indicator. Previous studies suggests a similar thing, that emotional intelligence has a positive effect on teacher performance (Angraini, 2021; Wahyudi, 2018). The higher the EI variable, the higher the work performance produced (Wahyudi, 2018). *Third*, the SS also have a positive response to the SS. The biggest *loading factor* (0.90) of the school supervisor's supervision variable is the managerial indicator of school supervisors. Three studies before reached the same conclusion, namely that the supervision carried out by school supervisors influenced teacher performance, both at the early childhood education, Elementary, and Middle School levels (Suchyadi, 2018), Pujianto et al., 2020, and Tengko et al., 2021). *Fourth*, SC being in the very good category with the most significant *loading factor* (0.97) of the SC variables are the indicators of intimacy and individual. An increase in positive values of SC that is carried out continuously will be able to improve the performance of elementary and high school teachers (Dahlan et al., 2020; Zulkarnaen et al., 2020). *Fifth*, the TWM is in the very good category with the most significant *loading factor* (0.95) of the TWM variable was the teacher job satisfaction indicator. some studies before shows that that work motivation influences teacher performance (Alhusaini et al., 2020; Fransiska & Tupti, 2020). High performance is generally associated with high motivation, while low motivation is associated with low performance (Fransiska & Tupti, 2020). *Sixth*, the performance of HRT is in the very good category with all (100%) had positive respondents to HRT performance. This descriptive finding is very positive because the teachers in the research location have had a very good performance. The most significant *loading factor* (0.99) of the performance variable of HRT is the indicator of the implementation of learning.

The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data analysis show that the path coefficient in this relationship is negative, namely .022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Goleman, 2007; Robbins, 2007; Stein & Book, 2011), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a

significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.

Conclusion

This study aimed to describe the relationship of principal's hindu leadership (PHL), emotional intelligence (EI) of teachers, supervision of school superintendents (SS), school culture (SC), and teacher work motivation (TWM) with performance of hindu religious teacher (HRT) at state junior high schools, either directly or indirectly. The result showed that there is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM. and HRT. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance. So it can be concluded that hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation simultaneously affect the performance of hindu religious education teachers. The variables also have a significant impact, either directly or indirectly on the performance of hindu religious education teachers.

Recommendation

Based on the results of data analysis and conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input as a reference for planning and determining strategies for improving teacher performance in carrying out the learning process. Knowledge of the factors that affect teacher performance can support awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together between relevant agencies in fostering and empowering teachers so that their performance increases. The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that has not been revealed in this study in more depth with an adequate population so that more comprehensive research results are obtained.

Limitations

The author suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence the performance of HRT are not only

limited to PHL, TEI, SS, SC, and TWM. There may be many other factors that affect the performance of HRT. It is hoped that further studies can investigate other factors more fully.

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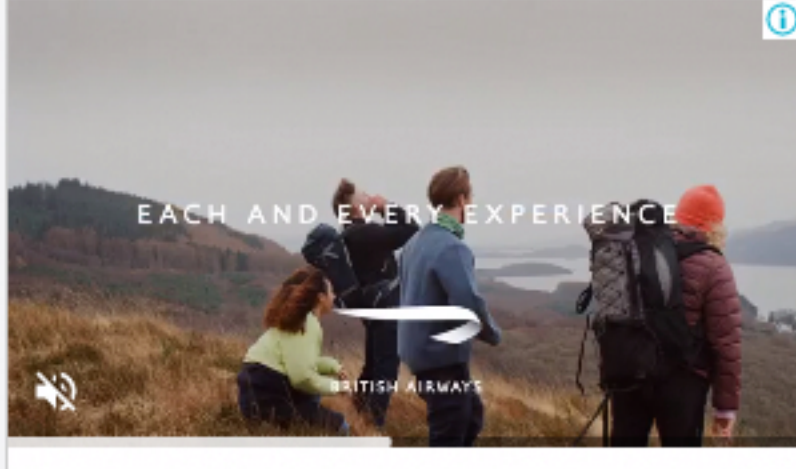
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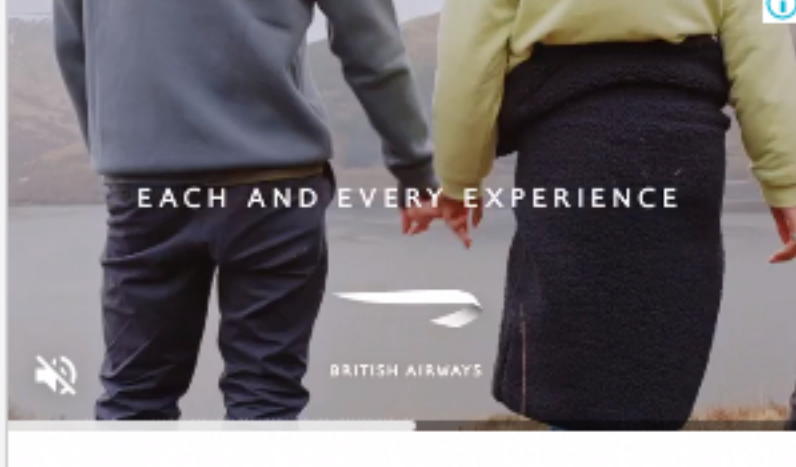
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The Relationship of Supporting Factors That Influence the Performance of Hindu Religious Teachers

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Abstract: Several supporting factors allegedly influence the performance of teachers. This study aims to describe the relationship of each research variable, either directly or indirectly. This research is done through surveys with quantitative approaches that include correlational research types. The research subject population is all Hindu religious teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie & Morgan formula and the Warwick and Lininger formula. The determination of samples from each sub-population used the "proportional random sampling" technique, and the determination of personal sampling of sample members used lottery techniques. The data was collected using a five-choice Likert Scale model questionnaire with high validity and reliability. The data analysis technique used in this study was Structural Equation Modeling. The results of the study describe: (a) the average level of principal's Hindu leadership, emotional intelligence of teachers, supervision of school superintendents, school culture, and teacher work motivation, and performance of Hindu religious teachers are in the high category; (b) The conceptual model meets the standards of comprehensive Goodness-of-fit requirements with hypothesis testing results: there is a significant direct and indirect relationship between variables in the state junior high school.

Keywords: Hindu religious teacher, principal Hindu leadership, school culture, supervision of school superintendents, teacher work motivation.

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Introduction

Hindu religious teachers (HRT) are responsible for implementing the Hindu education learning process at the level and unit of education following Hindu religious education. In the religious education curriculum in Indonesia, Permendiknas No. 35 of 2010 said that the performance of teachers related to their professional tasks is the ability to plan to learn, carry out learning, evaluate and assess learning outcomes, analyze assessment results and carry out follow-up assessment results. The learning process of Hindu education teachers should support the development of teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Trade consists of five parts, with the first Srada that believes in the existence of Brahman or the supreme ruler in the Hindu concept of divinity (Nata & Gunawijaya, 2021; Surada, 2016). In addition, Hindu religious education is expected to give birth to learners who have noble morals and noble ethics reflected in daily behavior (Puja & Mahayasa, 2021).

Education is essential in directing generations of people to become responsible citizens to contribute to the country's economic, social, and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). It contains the teachings of Hindu leadership that are universal and not limited by space and time so that it is always relevant to the development of society (Suweta, 2020). In carrying out Hindu leadership at school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilize, and manage school management to achieve national education goals (Sukadi, 2020). One of the principal's leadership style basics that it can use to support teacher performance is Catur Naya Sandhi that defines four attitudes of a leader (Sedana et al., 2020).

Education issues have lately become an indication of the performance of HRT under the low category (Astawa, 2019). The ability of HRT to plan learning, carry out learning, and designing evaluation is still weak (Suarda et al., 2018; Tantra

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et al., 2013). HRT only transfer the subject to the students, but not transmitting religious and moral values of Suda learners (Astawa, 2019). Limitations in moral values impact the weak implementation of learning and adversely affect the output (Suarda et al., 2018). Several factors affect the teaching and learning process, achievement, and performance, such as principal leadership, teachers' emotional intelligence, supervision of school superintendents, school culture, and teacher work motivation (Börü, 2018; Siahaan et al., 2020).

The principal's function as a leader in the school and the role of the school superintendent. It can be optimized to influence the implementation of teacher performance (Sehgal et al., 2017). Supervision is an integral part of efforts to support supervise achievement to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit in the government capacity. Regulation of the Minister of National Education No. 2 of 2007 explains that the presence of school superintendents becomes part of the staffing duties of a school superintendent is required to have several dimensions of competence in the subject family. Regulation of the Minister of National Education No. 35 of 2010 presents technical instructions for implementing the Functional Position of teachers and their credit figures to support teacher performance. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, carrying out learning, evaluating and assessing learning outcomes, analyzing assessment results, and carrying out follow-up assessment results. The Performance-based on the quality of his work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), school culture (SC), and motivation. EI is a collection of non-cognitive skills, capabilities, and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to behavior, assumptions, and beliefs regarding an organization (Groysberg et al., 2018). Organizational culture is the prevailing norms, values, ideas, and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals, and beliefs in the middle, and assumptions within. School culture is the school's personality embodied through the values and beliefs of members of the organization (Karada & Öztekin, 2018). SC and teacher work motivation together positively influence the quality of education (Baier et al., 2019; Kalkan et al., 2020). Motivation is a process that begins with a physiological and positional deficiency that drives the behavior or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareen et al., 2015). Incentives end a cycle of motivation that will reduce a need and drive. The dimensions of the primary motivational process will be the starting point for the theory of the content and operation of work motivation.

Previous studies reveal the weaknesses of teacher performance, especially Hindu religious teachers (Astawa, 2019; Tantra et al., 2013). This will certainly have an impact on the quality of graduates. Various studies were conducted to determine the factors that influence the performance of teachers (Anggraini, 2021; Dahlan et al., 2020; Larasati et al., 2020; Pujianto et al., 2020; Sari, 2020; Tengko et al., 2021; Zulkarnaen et al., 2020). However, from the results obtained, only few studies have explained the factors that affect performance simultaneously. Most of previous studies only explain the effect of one or two variables on the performance variable. Previous studies has confirmed that specific teacher interventions can increase their professional responsibilities as Hindu religious teachers (Suryani, 2021). This research supports students to become Hindus with character in their daily behavior to contribute to economic, social, and political development in the country (Simiyu & Stephen, 2021; Surada, 2016). This study fills the limitations of innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, there is an imbalance of attitudes in life, such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supports previous research on school culture and teacher work motivation and still shows a low category (Astawa, 2019).

The research questions are:

1. How is the performance of principal's Hindu leadership (PHL), teachers' emotional intelligence (TEI), supervision of school supervisor (SS), school culture (SC), teacher work motivation (TWM), and Hindu religious teacher performance (HRT-P) in state junior high schools?; and
2. How do PHL, TEI, SS, SC, TWM variables affect the performance of HRT in-state junior high schools?

Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or lead religious people, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society, or state he leads to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean as a benchmark in achieving peaceful (santih) and prosperous Hindu citizens or people (hita) (Subagiasta, 2019). Leadership in Hinduism aims to present a leader who realizes prosperity and can be a nonsuch for the next generation by providing a sense of security, responsibility, fairness, autonomy, and initiative (Puja & Mahayasa, 2021). Several types of leadership in Hindu religious education are

(a) asta brata (Aryawan, 2021; Setiyowati & Razak, 2018); (b) TriKayaParisudha (Ariawan & Divayana, 2020; Ariawan et al., 2020, 2021; Divayana, 2018; Divayana et al., 2019; Suwindia & Wati, 2021); (c) Catur Paramita (Sukabawa, 2019); (d) Catur Pariksa (Sanjaya et al., 2020; Suweta, 2020); (e) panca yamabrata (Sulastra, 2021); (f) panca niyama brata (Subagiasta, 2018); (g) asta dasa paramiteng prabhu (Suweta, 2020); (h) sadwinayaka (Subagiasta, 2019); (i) catur widya (Subagiasta, 2019). All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, educational institutions, and during the lives of the broader community that provide obedient and obedient life for each other (Subagiasta, 2021). However, some facts show that many leaders are entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution to followers' suffering cannot have a good role (Yogatama & Giri, 2021).

Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand the power of emotional sensitivity more effectively. EI includes motivating oneself or others, self-control, understanding other people's feelings effectively, and managing emotions that can guide the mind to make the best decisions and become more productive (Anggraini, 2021). Mayer and Salovey introduced four-pronged hierarchical model in 1997 (MacCann et al., 2020; Olderbak et al., 2019). The four branches are: (a) accurately understanding emotions, (b) using emotions to facilitate decision making, (c) understanding emotions, and (d) managing emotions to regulate positive emotions and reduce negative emotions (MacCann et al., 2020). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019). Religious leaders should have the good emotional intelligence to control themselves and help resolve conflicts between the congregation. However, there are still conflicts between church leaders expressed in the form of power struggles over differences in information or different beliefs, interests, desires, or values. Some religious leaders even sometimes show explosive emotions, pounding the table, slamming the Bible, physically violent, verbally vented emotions that are rude and cursing (Budi, 2019).

Supervision of School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of holding academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The teacher's quality of the learning process becomes the focus of academic supervision (Burhanudin et al., 2021) so that student learning outcomes are better as learning outputs. Educational supervision is the main task of a school supervisor to foster teachers to carry out learning management, including planning, implementation, and learning assessment (Tengko et al., 2021). Supervision includes evaluating teachers' professional skills and supervisors' effectiveness of school programs (Altun & Sarkaya, 2020).

School Culture

School culture (SC) is a set of values that underlie the behaviors, traditions, daily habits, and symbols practiced and developed by principals, teachers, administrative officers, students, and the community around the school that distinguish it from other schools (Abdullah, 2019; Febriantina et al., 2020). SC is used as a guideline for all school residents in acting towards their profession to support the ability to adapt to the work environment (Schipper et al., 2020). SC forms a system of values, habits, work ethic, and school image internalized in every joint of school activities (Kusumaningrum et al., 2020). SC has an essential role in improving members' performance (Febriantina et al., 2020; Liu et al., 2021). SC is a significant factor determining the school's perception and the behavior patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). SC establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020). Every school must have a vision and mission to create a school organizational culture. Unfortunately, improving the quality of schools or education so far has always relied on the management of improving the quality of the teaching and learning process and management in the aspect of leadership alone. Still, it did not touch the school's organizational culture (Rony, 2021).

Teacher's Work Motivation

Work motivation can be defined as the thing behind a person doing work. TWM is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teacher work and teacher quality will significantly affect the quality of education (Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). Intrinsic factor, a satisfying factor and arises from itself. An intrinsic indicator is the desire to achieve and progress in personal life (Baljoon et al., 2019). Some of the extrinsic factors that influence teacher motivation are the level of perception and desire of learning of students, chief justice and communication skills of principals, attitudes, and behaviors of colleagues, etc (Börü, 2018). There is a link between motivation and the implementation of teacher tasks, which means there is also a link between motivation and teacher competence which

ultimately fosters teacher performance (Hidayat, 2020). Several studies show the low performance of teachers in several schools (Harahap, 2018; Hartanti & Yuniarsih, 2018; Hidayat, 2020). Undoubtedly caused by many factors, one of which is teachers' work motivation.

Previous Studies

Several studies have discussed how the performance of Hindu Religion teachers and what factors influence it. In a study it was revealed that Hindu religious education teachers at Denpasar Junior High School had not shown optimal performance. Teachers have weaknesses in the learning process starting from the preparation of lesson plans, the methods used to evaluation. It can be said that pedagogic and professional competencies have not been optimized properly (Suarda et al., 2018). The study also revealed that one of the factors that influence teacher performance is the leadership of the principal. Principals have an important role in optimizing the performance of teachers who are certified educators. The principal is also obliged to create a good organizational climate by implementing a professional system. However, the facts on the ground show that the duties and functions of school supervisors are not running optimally. So far, supervisors have not carried out intensive supervision in schools. This causes frequent miscoordination between supervisors and the school committee.

Many studies show the influence of leadership style, emotional intelligence, supervisory supervision, and work environment culture on work motivation and performance. However, in general, these studies only show a separate relationship between one variable and another. Such as the relationship between emotional intelligence and performance (Anggraini, 2021; Sari, 2020); the relationship between supervisory supervision and performance (Larasati et al., 2020; Pujiyanto et al., 2020; Tengko et al., 2021); the relationship between work environment culture on performance (Dahlan et al., 2020; Zulkarnaen et al., 2020); and the relationship between work motivation and performance (Fransiska & Tupti, 2020). Although each variable has an influence on performance, further research is still needed regarding the effect of all variables simultaneously on performance.

Methodology

Research Design

This study is a descriptive study on the measurement of the performance of Hindu education teachers using a model of connectedness between variables that is the result of the development of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of instruments by making questionnaires of each variable based on views, operational definitions, and indicators. Three experts conducted the intrusion validity test based on structure, content or material, and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample. Test data is analyzed to meet validity and reliability. These research steps are presented in Figure 1.

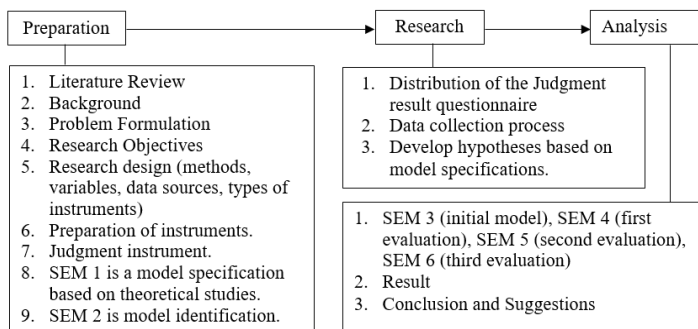


Figure 1. Research Steps

Development of Conceptual Models and Theories

The first step of SEM (SEM 1) analysis is to develop an analytical model based on existing theories. This model developed a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypothesis of direct and indirect relationships between variables. The conceptual model of the relationship between a free variable (exogenous) and a related variable (endogenous) is presented in Figure 2.

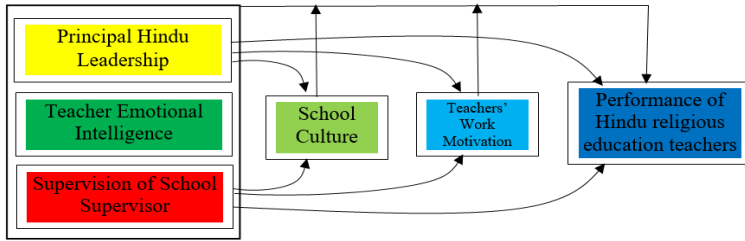


Figure 2. Constellation of Relationships Between Research Variables

The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.

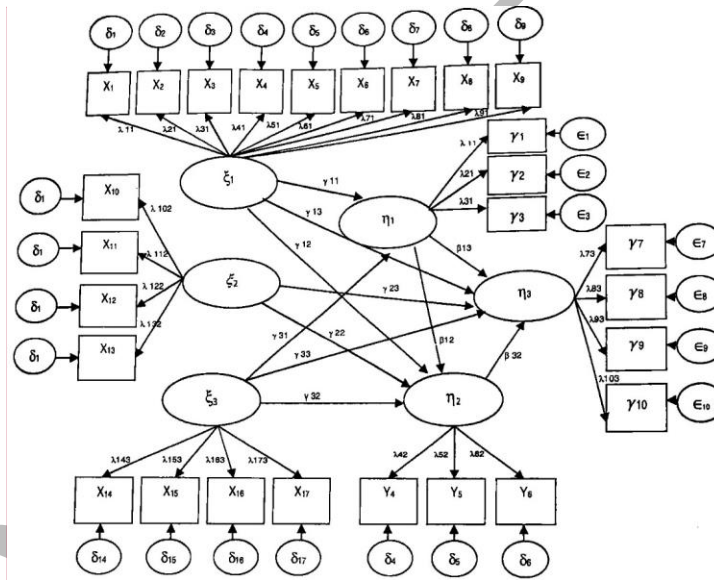


Figure 3. Modeling of Structural Equations (SEM) Relationships Between Variables

Information:

1. Rectangular image showing manifest variable (observed variable)
2. Oval image showing latent variable (construct variable)
3. ξ_1 = Ksi, exogenous latent variable for PHL
4. ξ_2 = Ksi, exogenous latent variable for EI
5. ξ_3 = Ksi, exogenous latent variable for supervisory supervision
6. η_1 = Eta, endogenous latent variable for SC
7. η_2 = Eta, endogenous latent variable for work motivation
8. η_3 = Eta, endogenous latent variable for the performance of Hindu education teachers.
9. λ = Lamda, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. δ = Gamma, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables.
12. δ = Delta, error for manifest variable (indicator) on exogenous variable.
13. ϵ = Epsilon, an error for the manifest variable (indicator) on the endogenous variable

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Research Subjects

The trial of research instruments was implemented to 90 HRT, each district/city of 10 teachers taken from Hindu education junior high school teachers, which was not designated as a research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of Hindu education teachers is 517 people spread across nine regencies/cities of Bali Province. Using the formula, Krejcie & Morgan and Warwick Liningier obtained a sample number of 256 HRT. The sampling techniques in the study were "multistage proportional random sampling," and individual sampling became samples in each school with lottery techniques. The sample was chosen in this study based on several criteria: government employees aged between 30 to 50 with bachelor's degrees in religious education also mental and physical health.

Data Collection Instruments

Data collection tool used in this study is the Likert Scale model questionnaire with five alternative answers: Strongly agree (SS)=5, Agree (S)=4, Disagree (KS)=3, Disagree (TS)=2, Strongly Disagree (STS)=1 positive answers and vice versa for negative answers (Divayana et al., 2019). The questionnaire meets the performance variables of HRT, Hindu leadership of principals, EI of teachers supervised by school superintendents, SC, TWM. The results of the instrument item validity test are presented in Table 1.

Table 1. Results of Validity of Research Instruments

Variable	Number of Items			Invalid Item Number	Cronbach's Alpha
	Items	Valid	Invalid		
Performance of Hindu Education teachers	65	62	3	5,16,25	.956
PHL	62	56	6	1,12,28,33,35	.952
TEI	58	55	3	15,26,27	.960
SS	38	37	1	13	.956
SC	46	43	3	17,18,44	.951
TWM	47	45	2	18,19	.965

Table 1 shows the performance variables of HRT as many as 65 questionnaires. The performance variables of HRT produced 62 questionnaires that showed the distribution of the acquisition of correlation coefficient numbers between .330 to .717 and r-count greater than .30. Sixty-two points of the performance questionnaire of HRT were declared valid. The performance variables of HRT produced three questionnaires (5, 16, 25) that showed the distribution of correlation coefficient numbers between .25 to .287 and r-count smaller than .30. Three points of performance of Hindu Education teachers were declared invalid, so the questionnaire was not used in the measurement. The omitted instrument does not affect measuring the number of items that qualify as a measuring instrument of the variable. The validity results in Table 1 apply to all variables in the study. Based on the calculation results obtained, the reliability coefficient of the Cronbach's alpha instrument is greater than .80. The performance research instruments of Hindu Education teachers, the leadership of Hindu principals, TEI, supervision of school superintendents, SC and TWM reach very high-reliability criteria. All research instruments that have met the requirements for the validity of items and have high reliability are used to collect data.

Data Analysis Techniques

The data analysis technique used structural equation modeling (SEM). Data analysis steps: (a) Concept and Theory-Based Development; (b) Constructing the Path Diagram; (c) Conversion of Path diagrams to Structural Models; (d) Selecting an Input Matrix; (e) Assess identification problems; (f) Evaluation of Goodness-OF-Fit, and (g) Interpellation and Model Modification. The data results in reliability using the Cronbach's alpha formula. The instrument is declared reliable if the reliability coefficient value is 0.80 and above (Anastasi & Maw, 1982). The results of the reliability test showed reliability. Test the validity of items with the product-moment correlation formula from Pearson (Hatch & Farhady, 1982). The questionnaire items are declared valid if the correlation value is minimal or equal and greater than .30 (> .30). The test assumptions sought include (a) normality test, multivariate data distribution is analyzed to see if the normality assumption is further processed for SEM modeling. Tests were carried out using a normal QQ plot diagram; (b) test of outliers, examination of univariate outliers by converting the value of research data into z-score; (c) multicollinearity between independent variables using the linear regression module; (d) variance heteroscedasticity test, a way to observe whether or not heteroscedasticity occurs can be seen from the scatter plot where there is no specific pattern on the graph.

Some of the findings that need to be discussed in more detail in this study follow the existing problems. Based on the research method used to solve these problems, the results of this study present several things as follows.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

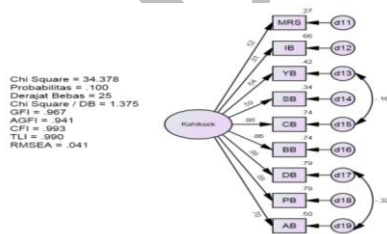
No	Variables	Number of Instrument Items	Total Theoretical		Total Actual		
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243,81
2	TEI	55	55-275	165	163	270	234,01
3	SS	37	37-185	111	117	180	152,03
4	SC	43	43-215	129	149	210	184,35
5	TWM	45	45-225	135	161	225	192,42
6	HRT-P	62	62-310	186	232	310	273,14

Table 2 can be seen that all variables are classified as good: Results of unidimensionality evaluation:

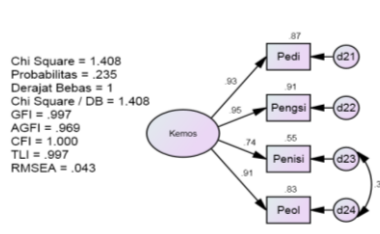
1. The Hindu leadership variable of the principal is classified as good, descriptive statistics are explained in the actual data that has a value range of 168-280 and an average of 243.01 which is greater than the score. The theoretical median, 168,
2. The TEI variable is classified as good, has an actual value range of 163-270 and an average of 234.01, which is greater than the theoretical median value of 165,
3. The school supervisor supervision variable is classified as good, has the actual value is 117-180, and the average is 152.03 which is greater than the theoretical median value of 111,
4. The SC variable is classified as good, has an actual value range of 149-210 and an average of 184.35 which is greater than the median value theoretical 129,
5. The variable of TWM is classified as good; has an actual value range of 161-225, and an average value of 192.42 which is greater than the theoretical median value of 135,
6. The Hindu religious education teacher performance variable is classified as good, has an actual value range of 232-310, and an average of 273.14 which is greater than the theoretical median value of 186.

Unidimensionality Evaluation Results

The evaluation results of constructual unidimensionality already meet the requirements of the model feasibility test because all variable constructs are following the provisions of the "goodness of fit criteria." Based on this, the confirmatory factor analysis (CFA) results are presented in the unidimensionality analysis that exists in six research variables.



Kehiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB= yama brata; SB= surya brata; CB=casi brata; BB=bayu brata; DB=dhanaba brata; PB=panca brata; AB=agni brata



Pedi= understanding emotions; Pengsi= emotional settings; Pensi= emotional utilization; Peol= emotional understanding of others

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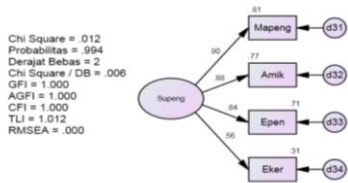


Figure 6: SS

Mapeng= supervisor managerial; Adik= academic; Epen= education evaluation; Eker= work ethic

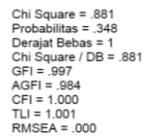


Figure 7: SC

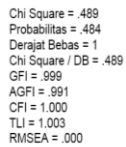


Figure 8: TWM

Kapa=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

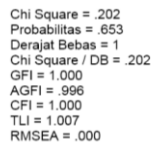


Figure 9: HRT-P

Pejar = learning plan; Cokjar = learning process; Nijar = learning assessment; Kuler = work quality

Based on the confirmatory factor analysis (CFA) results, 27 indicators from six variables have qualified CFA. The GFI value as a measure of the feasibility of the model reaches a > value of .90. So it is concluded that the indicator construct has acceptable unidimensionality, and the loading value (lamda) is entirely worth above .50 (> .50) so that it also provides evidence that all indicators have a high level of validity to the construct.

Feasibility of The Model (Goodness of Fit Model)

The validity and causality between constructs of this model used AMOS 20.0 software. Based on the AMOS 20.0 computation for this SEM model, the model conformity indexes are produced (goodness of fit) presented in Table 3. Furthermore, the index values will be compared to each index's critical value (cut-off value). A good model is expected to have the goodness of fit indices greater than essential matters. The study evaluated the initial results on structural models sequentially into the first, second, and third evaluation models.

The full results of the third evaluation model (SEM 6) in Figure 10 follow.

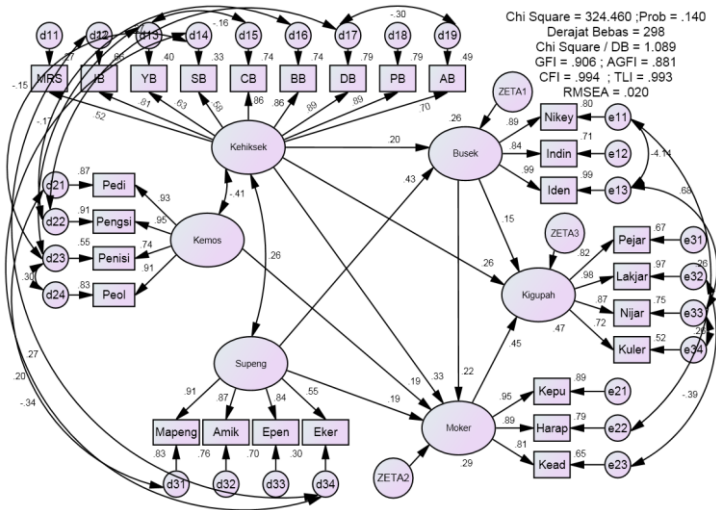


Figure 10: Full Results of The Third Evaluation Model

Descriptions: Kehiksek: PHL, Kemos: EI, Juken, Supeng: Supervising the Vision of the Principal, Busek: SC, Moker: TWM, Sgupah: Performance of HRT.

Further evaluation of the criteria of the full conformity indexes of the third model is presented in Table 3 below.

Table 3. Criteria of The Third Evaluation Model Full Conformity Index.

Criterion	Result	Critical Value	Model Evaluation
<i>Absolute fit</i>			
Chi-square (c ²)	324.460	339.261	Good
Probabilitas	.140	.05	Good
Derajat Bebas	298	-	-
GFI	.906	.80	Good
RMSEA	.020	.08	Good
<i>Parsimony fit</i>			
CMIN/DF	1.089	2.00	Good
AGFI	.881	.80	Marginal
<i>Incremental fit</i>			
CFI	.994	.90	Good
TLI	.993	.90	Good

Structural Models

The causal relationship developed in the hypothesis on this model is sold to the null hypothesis, which says that the regression coefficient between the relationships of two constructs is no different from zero through tests as is present in regression analysis. The C.R. statistical value will be distributed to an accessible degree of 298. The following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing on structural models relates to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect From	To	Standard Coefficient	CR	P value	Description
PHL	SC	.197	3.354	<.001	Significant
SS	SC	.426	60636	<.001	Significant
PHL	TWM	.327	40462	<.001	Significant
TEI	TWM	.185	2.715	<.007	Significant

Table 4. Continued

Effect From	To	Standard Coefficient	CR	P value	Description
SS	TWM	.19	2.613	.009	Significant
SC	TWM	.224	3.238	.001	Significant
PHL	HRT-P	.264	4.392	<.001	Significant
TEI *)	HRT-P *)	-.022	0.409	.683	Insignificant
SS *)	HRT-P *)	-.088	1.392	.164	Insignificant
SC	HRT-P	.153	2.737	.006	Significant
TWM	HRT-P	.452	6.915	<.001	Significant

*) The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model can be seen in Table 5.

Table 5. Effective And Relative Contributions on The Final Model

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
I	0.26	PHL	SC	.197	.308	.061	.230
			SC	.426	.477	.203	.770
		SS	Total			.264	1.000
II	0.29	PHL	TWM	.327	.371	.121	.418
			TEI	TWM	.185	.033	.006
		SS	TWM	.190	.383	.073	.251
			SC	TWM	.224	.401	.090
		SC	Total			.290	.290
III	0.47	PHL	HRT-P	.264	.478	.126	.271
			SC	HRT-P	.153	.415	.063
		TWM	HRT-P	.452	.611	.276	.593
			Total			.466	1.000

Hypothesis Test

The hypothesis testing of this research is based on the structural model resulting from the identification of the last structural model as shown in Figure 10, it was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% level. Furthermore, the research findings can be compiled as a summary of the results of hypothesis testing as presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes

Table 6. Continued

Hypothesis Statement	Received
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis includes four statistical values in each indicator, including; the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below), and loading factor to explain the relationship between the indicator and its latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 7.

Table 7. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor Model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	0.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/ physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	

Table 7. Continued

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor Model Measurement
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Final Model

Based on the final model of the evaluation of the feasibility of the model, it can be recommended that the final model of the constellation of relationships between research variables shown in Figure 11 is as follows:

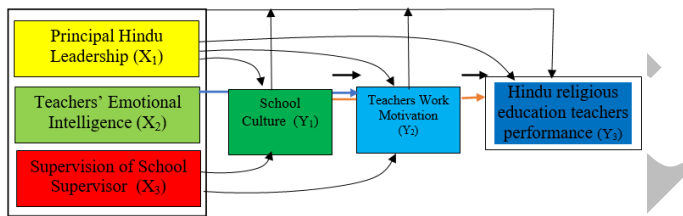


Figure 11: Final Model of The Constellation of Relationships Between Research Variables.

Description :

- X1 = PHL
- X2 = TEI
- X3 = SS
- Y1 = SC
- Y2 = TWM
- Y3 = Performance of HRT
- = Regression direction

The discussion includes four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), and the percentage of negative response (described with a value of 3 and below). Loading factor in explaining the relationship between the indicator and latent construct. The following are the descriptive characteristics of the six variables, as shown in Table 8.

Table 8. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor Model Measurement
PHL	Principal Manager	4.71	.4	94.5	.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
Variable	4.53	2.3	97.7	.70	

Table 8. Continued

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor Model Measurement
TEI	Self-emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning	4.72	0	100	.99
	Implementation				
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Discussion

Evaluation Results of Structural Equation Model (SEM) Assumptions

Hair et al. (2006) argue that the minimum number of samples met in SEM is 100. The number of samples is determined by multiplying 5-10 of the indicators. In this study, a structural model was developed with 27 indicators and 226 samples. The results of the normal distribution test are met if the results of the CR calculation are in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983 so that the assumption of a multinormal distribution is fulfilled (Ghozali, 2012). Checking for the presence of *univariate* outliers can be done by determining the threshold value that is categorized as an *outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (above 80 samples), univariate evaluation of outliers occurs if the *z-score* is outside the range -4 to 4 (Hair et al., 2006). Using the basis that observations with a *z-score* of 4.00 will be categorized as *outliers*, it is known that the data used in this study on respondent number 210 has a score (X31) of -4.142, so that the status is the *univariate outlier*. The *Mahalanobis distance (Mahalanobis distance)* is used, which can be found in the *analysis output* using AMOS 20. No sample is the *multivariate outlier* in the analysis because it has a p-value of < 0.01. In these two considerations, respondent number 210 *Mahalanobis d-square* = 46,452 with $p_1 = .011$ and $p_2 = .475$, is still included in the analysis. For this reason, all observations are not wasted for analysis. Checking the assumption that there is no multicollinearity is carried out on the calculation of the determinant value of the sample covariance matrix. The hypothetical model will experience multicollinearity problems if the value of the determinant is close to zero. The determinant value can be concluded that the model does not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about: sample size, data normality, data *outliers*, linearity, the direction of the regression relationship, and multicollinearity all met the requirements.

The results of the analysis of the seven elements of the feasibility of the model conclude that this structural model has unacceptable feasibility, so regression or evaluation of the model will be carried out. There are two approaches to model specification, namely, Trimming theory, which tries to answer which parameters will be removed to increase the suitability of the model. This second method is commonly known as modification (MI). One recommendation of the MI value is the correlation between error indicators. Evaluation is done by adding a correlation between error indicators. Evaluation is done by adding correlations between exogenous constructs. The results of the model feasibility test in the first evaluation model have not been accepted because there are still components among the absolute fit that have not

been met. So a second and third evaluation will be carried out by considering eliminating two insignificant paths and increasing the error correlation between the third evaluation by adding indicators based on modification index (MI) calculation results. The path that is omitted is the EI of teachers and the SS on HRT performance. In the second full evaluation model, the chi-square value is 470.416 with probability = .000 ($P < .05$), which explains that the covariance matrix of the model is different from the covariance matrix from the second evaluation model data has not been accepted. The third evaluation will be carried out by adding an error correlation between indicators based on the calculation results of the modification index (MI).

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationship between variables as shown in Figures 11, two paths are not supported by the data, namely the direct relationship of TEI to the performance of HRT and the relationship between school supervisory supervision and the performance of education teachers. Hindu religion because it is not significant. The final model to explain the relationship between the six variables is shown in Figure 11.

It has shown a fairly strong validation of an indicator to measure the construct. The percentages and categories of the six research variables. *First*, the principal's Hindu leadership is in the very good category with the largest loading factor (0.89) of the principal's Hindu leadership variable being the *Panca Brata* indicator. *Second*, the TEI is in the very good category with the largest loading factor (0.95) of the teacher's emotional intelligence variable being the emotional regulation indicator. Previous studies suggest a similar thing, that emotional intelligence has a positive effect on teacher performance (Anggraini, 2021; Wahyudi, 2018). The higher the EI variable, the higher the work performance produced (Wahyudi, 2018). *Third*, the SS also have a positive response to the SS. The biggest loading factor (0.90) of the school supervisor's supervision variable is the managerial indicator of school supervisors. Three studies before reached the same conclusion, namely that the supervision carried out by school supervisors influenced teacher performance, both at the early childhood education, Elementary, and Middle School levels (Suchyadi, 2018), Pujiyanto et al., 2020, and Tengko et al., 2021). *Fourth*, SC being in the very good category with the most significant loading factor (0.97) of the SC variables are the indicators of intimacy and individual. An increase in positive values of SC that is carried out continuously will be able to improve the performance of elementary and high school teachers (Dahlan et al., 2020; Zulkarnaen et al., 2020). *Fifth*, the TWM is in the very good category with the most significant loading factor (0.95) of the TWM variable was the teacher job satisfaction indicator. some studies before shows that that work motivation influences teacher performance (Alhusaini et al., 2020; Fransiska & Tupti, 2020). High performance is generally associated with high motivation, while low motivation is associated with low performance (Fransiska & Tupti, 2020). *Sixth*, the performance of HRT is in the very good category with all (100%) had positive respondents to HRT performance. This descriptive finding is very positive because the teachers in the research location have had a very good performance. The most significant loading factor (0.99) of the performance variable of HRT is the indicator of the implementation of learning.

The direct and indirect relationships between variables are shown by the results of the analysis in the final model, which is a constellation of the relationships between variables, as shown in Figure 11, and Table 4 is the result of testing the influence between variables in the final model. Based on the research hypothesis testing, 18 were accepted, and two were not accepted at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and the performance of HRT is not significant. The results of data analysis show that the path coefficient in this relationship is negative, namely .022 (Table 4). There is no direct relationship between EI and the performance of HRT. In the context of this study, the findings of this study are not in line with or do not support the theories or findings of previous research (Goleman, 2007; Robbins, 2007; Stein & Book, 2011), which state that there is a direct influence between EI and with performance. The analysis results also show that TEI has a significant indirect relationship with the performance of HRT through TWM. Second, there is a direct relationship between the SS and the performance of HRT. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there was a direct relationship between the SS and performance teacher. The analysis results show that the SS has a significant indirect relationship with the performance of HRT through SC and TWM.

Conclusion

This study aimed to describe the relationship of principals' Hindu leadership (PHL), emotional intelligence (EI) of teachers, supervision of school superintendents (SS), school culture (SC), and teacher work motivation (TWM) with performance of Hindu religious teacher (HRT) at state junior high schools, either directly or indirectly. The result showed that there is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, and between PHL HRT, between SC and HRT, and between teachers' TWM. and HRT. There is also a significant indirect relationship between PHL principals and teacher TWM, PHL principals and HRT, SS and TWM, and SS and HRT through school culture, as well as between PHL principals and HRT, between TEI and HRT, and between SC with HRT for Hindu religious education through TWM teachers at state junior high schools. There is a significant simultaneous relationship between PHL principals, TEI, SS, SC, and TWM

teachers with the performance of Hindu religious education teachers. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT performance in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC, and TWM teachers to HRT performance. So it can be concluded that Hindu leadership, teacher emotional intelligence, supervision of school supervisors, school culture, and teacher work motivation simultaneously affect the performance of Hindu religious education teachers. The variables also have a significant impact, either directly or indirectly on the performance of Hindu religious education teachers.

Recommendation

Based on the results of data analysis and conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input as a reference for planning and determining strategies for improving teacher performance in carrying out the learning process. Knowledge of the factors that affect teacher performance can support awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together between relevant agencies in fostering and empowering teachers so that their performance increases. The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that has not been revealed in this study in more depth with an adequate population so that more comprehensive research results are obtained.

Limitations

The author suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence the performance of HRT are not only limited to PHL, TEI, SS, SC, and TWM. There may be many other factors that affect the performance of HRT. It is hoped that further studies can investigate other factors more fully.

Authorship Contribution Statement

Paramartha: Concept and design, data analysis, writing, supervision, Data acquisition, Securing funding, technical. Triguna: Data analysis, critical revision of manuscript, data acquisition, statistical analysis. Jelantik: Critical revision of manuscript, data acquisition, statistical analysis, supervision, securing funding, technical, editing, admin.

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The Relationship of Supporting Factors That Influence the Performance of Hindu Religious Teachers

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Abstract: Several supporting factors are alleged to influence the performance of teachers. This study aimed to describe the relationship between each research variable and teachers' performance, either directly or indirectly. This research was conducted through surveys and quantitative approaches that included correlational research types. The research subjects were Hindu religion teachers in 119 state junior high schools, consisting of 517 teachers. The sample of 256 people was determined using the Krejcie and Morgan formula and the Warwick and Lininger formula. The samples from each sub-population were determined with the proportional random sampling technique, and the personal sampling of sample members was determined with the use of lottery techniques. The data were collected using a five-point Likert scale model questionnaire with high validity and reliability. The data analysis technique used in this study was structural equation modelling. The conceptual model met the standards of comprehensive goodness-of-fit requirements. The results of the study show that the average levels of Hindu principals' leadership, the emotional intelligence of teachers, supervision of school superintendents, school culture, teachers' work motivation, and the performance of Hindu religion teachers are in the high category. In addition, the hypothesis testing results show there is a significant direct and indirect relationship between the variables in the state junior high school.

Keywords: *Hindu religious teacher, Hindu principal leadership, school culture, supervision of school superintendents, teacher work motivation*

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Introduction

Hindu religion teachers (HRT) are responsible for implementing the Hindu education process at the level and unit of education, following Hindu religious education curricula. In the religious education curriculum in Indonesia, Permendiknas No 35 (2010) states that the performance of teachers related to their professional tasks is the ability to plan, carry out learning, evaluate and assess learning outcomes, analyse assessment results and carry out follow-up assessments. The educational process of Hindu teachers should support the development of the teachings about Srada and Bhakti as a belief and piety in Hinduism (Suryani, 2021). Srada believes in the existence of Brahman or the supreme ruler in the Hindu concept of divinity (Nata & Gunawijaya, 2021). In addition, Hindu religious education is expected to produce learners who have noble morals and noble ethics, which are reflected in their daily behaviour (Puja & Mahayasa, 2021).

Education is essential in directing generations of people to become responsible citizens who contribute to the country's economic, social and political development (Simiyu & Stephen, 2021). Niti Sastra is generally known as political science and leadership that teaches how to build a prosperous society (Ariningsih et al., 2019). It contains the teachings of Hindu leadership that are universal and not limited by space and time; therefore, these teachings are always relevant to the development of society (Suweta, 2019). By carrying out Hindu leadership at school, the principal can interpret and imitate the values of Hinduism to foster, direct, mobilise and oversee the school's management to achieve national education goals (Sukadi, 2020). One of the leadership styles that can be used to support teacher performance is Catur Naya Sandhi, which defines four attitudes of a leader (Sedana et al., 2020).

Issues in education have lately become an indication of the performance of HRT being in the low category (Astawa, 2019). The ability of HRT to plan the learning activities, carry out learning and design evaluations is still weak (Suarda

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et al., 2018; Tantra et al., 2013). Hindu religion teachers only transfer the subject to the students, but they do not transmit the religious and moral values of Suda teachings (Astawa, 2019). Limited moral values weaken the implementation of teachings and adversely affect the output (Suarda et al., 2018). Several factors impact the teaching and learning process, achievement and performance, such as principals' leadership, teachers' emotional intelligence (TEI), supervision by school supervisors (SS), school culture (SC) and teachers' work motivation (TWM; Börü, 2018; Siahaan et al., 2020).

The principal functions as a leader in the school and acts as the school superintendent. Their role can be optimised to influence teacher performance (Sehgal et al., 2017). Supervision is an integral part of the efforts to improve learning achievement and school quality (Noor & Sofyaningrum, 2020). The school superintendent carries out the supervisory function of the education unit on behalf of the government. Regulation No 2 (2007) of the Ministry of National Education explains that it is part of the duties of a school superintendent to have competence in the subjects. To promote teacher performance, Regulation No 35 (2010) of the Ministry of National Education presents technical instructions for implementing the functional position of teachers and their accreditations. Teacher performance related to teacher professionalism in managing the learning process includes planning activities, teaching, evaluating and assessing learning outcomes, analysing assessment results and carrying out follow-up assessments. The performance is based on the quality of their work (Tanti et al., 2018).

The quality of a teacher's performance can be affected by emotional intelligence (EI), SC and motivation. Emotional intelligence is a collection of non-cognitive skills, capabilities and competencies (Bar-On, 1997). Intelligence can affect a person's ability to succeed in the face of environmental demands and pressures (Serrat, 2017). Culture refers to the behaviour, assumptions and beliefs of an organisation (Groysberg et al., 2018). Organisational culture is the prevailing norms, values, ideas and assumptions that members have (Groysberg et al., 2018). Culture is divided into three layers: artifacts on the surface, ideals and beliefs in the middle and assumptions within. School culture is the school's personality, embodied through the values and beliefs of members of the organisation (Karada & Öztekin, 2018). School culture and TWM together influence the quality of education (Baier et al., 2019; Kalkan et al., 2020). Motivation is a process that begins with a physiological and positional deficiency that drives the behaviour or impulse shown for a purpose or incentive. The primary motivation process starts with a drive aimed at incentives (Börü, 2018). Conditions are created in the absence of physiological and psychological balance. Physiological and psychological impulses are action-oriented and generate thrust in achieving incentives (Zareen et al., 2015). Incentives end a cycle of motivation, reducing the need and drive. The dimensions of the primary motivational process are the starting point of the theory of the content and operation of work motivation.

Previous studies revealed the weaknesses in teacher performance, especially in terms of HRT (Astawa, 2019; Tantra et al., 2013). This will certainly have an impact on the quality of graduates. Various studies were conducted to determine the factors that influence the performance of teachers (Anggraini, 2021; Dahlan et al., 2020; Larasati et al., 2020; Pujianto et al., 2020; Sari, 2020; Tengko et al., 2021; Zulkarnaen et al., 2020). However, the results of only a few studies explained the factors that affect performance simultaneously. Most of the previous studies only explained the effect of one or two variables on the performance variable. Previous studies confirmed that specific teacher interventions can increase their professional competencies as HRT (Suryani, 2021). This research aimed to support the development of students to become Hindus with character in their daily behaviour to contribute to the economic, social and political development of the country. This study filled the gaps in innovation in developing Hindu religious teachings in the education/learning process (Suarda et al., 2018; Tantra et al., 2013). In addition, it showed there is an imbalance in attitudes towards life, manifested in behaviour such as criminal acts (Serrat, 2017; Yogatama & Giri, 2021). This research supported previous research that indicated SC and TWM to be in the low category (Astawa, 2019).

The research questions were:

1. How is the performance of principals' Hindu leadership (PHL), TEI, SS, SC, TWM and HRT performance (HRT-P) in state junior high schools?
2. How do the PHL, TEI, SS, SC, TWM variables affect HRT-P in state junior high schools?

Literature Review

Hindu Leadership

Leadership is an effort to lead members or citizens of the community or religious leaders, including Hindus (Subagiasta, 2019). Hindu leadership aims to deliver the group, society or state they lead to a state of happiness (Rai & Suarningsih, 2019). Philosophically, Hindu leaders and leadership mean to set the standard for peaceful (santih) and prosperous Hindu citizens or people (hita; Subagiasta, 2019). Leadership in Hinduism aims to present a leader who realises prosperity and can be a model for the next generation by providing a sense of security, responsibility, fairness, autonomy and initiative (Puja & Mahayasa, 2021). Several types of leadership in Hindu religious education are (a) asta brata (Aryawan, 2021; Setiyowati & Razak, 2018), (b) Tri Kaya Parisudha (Ariawan & Divayana, 2020; Ariawan et al., 2020, 2021; Divayana, 2018; Divayana et al., 2019; Suwindia & Wati, 2021), (c) Catur Paramita (Sukabawa, 2019), (d)

Catur Pariksa (Sanjaya et al., 2020; Suweta, 2019), (e) panca yamabrata (Sulastra, 2020), (f) panca niyama brata (Subagiasta, 2018), (g) asta dasa paramiteng prabhu (Suweta, 2019), (h) sadwinayaka (Subagiasta, 2019) and (i) catur widya (Subagiasta, 2019). All types of Hindu leadership are essential to understand and apply Hindu practices in the natural environment, society, educational institutions and the lives of the broader community that lead to obedience and obedient life for each other (Subagiasta, 2021). However, some facts show that many leaders are entangled in legal problems due to acts of corruption. Leaders who ideally become the source of the solution to followers' suffering can therefore not have a good role (Yogatama & Giri, 2021).

Emotional Intelligence

Emotional intelligence is the ability to feel and understand the power of emotional sensitivity more effectively. Emotional intelligence includes motivating oneself or others, self-control, understanding other people's feelings effectively and managing emotions that can guide the mind to make the best decisions and become more productive (Anggraini, 2021). Mayer and Salovey (1997) introduced a four-pronged hierarchical model (MacCann et al., 2020; Olderbak et al., 2019). The four branches are: (a) accurately understanding emotions, (b) using emotions to facilitate decision-making, (c) understanding emotions and (d) managing emotions to regulate positive emotions and reduce negative emotions (MacCann et al., 2020). Individuals with a high level of EI development may promote well-being from social support and practical perspectives (Kong et al., 2019). Religious leaders should have the appropriate EI to control themselves and help resolve conflicts in the congregation. However, there are still conflicts between church leaders, expressed in the form of power struggles over differences in information or different beliefs, interests, desires or values. Some religious leaders sometimes even show explosive emotions, pounding the table and slamming the Bible, and exhibit physically violent and verbally vented emotions that are rude and cursing (Budi, 2019).

Supervision of the School Supervisor

Supervision is part of the educational and democratic social processes (Ginting, 2020). The primary purpose of having academic supervision is to provide technical assistance and guidance to teachers and staff to improve the quality of their performance (Agustina & Kristiawan, 2020). Educational supervision is designed to help teachers develop their professional abilities in planning and presenting quality learning processes to achieve learning objectives (Sitaasih, 2020; Tengko et al., 2021). The quality of the teacher's learning process is the focus of academic supervision (Burhanudin et al., 2021) in order for students to have better learning outputs. Educational supervision is the main task of a school supervisor to encourage teachers to manage their teaching, including planning, implementation and learning assessment (Tengko et al., 2021). Supervision includes evaluating teachers' professional skills and the effectiveness of school programs (Altun & Sarkaya, 2020).

School Culture

School culture is a set of values that underlie the behaviours, traditions, daily habits and symbols practiced and developed by principals, teachers, administrative officers, students and the community around the school that distinguish it from other schools (Abdullah, 2019; Febriantina et al., 2020). School culture is used as a guideline for all school residents to use their position to support the ability to adapt to the work environment (Schipper et al., 2020). School culture forms a system of values, habits, work ethic and school image that is internalised at every juncture of school activities (Kusumaningrum et al., 2020). It plays an essential role in improving members' performance (Febriantina et al., 2020; Liu et al., 2021). It is a significant factor determining the way the school is perceived and the behaviour patterns of all partners, especially teachers and students, where shared leadership styles come into play (Kalkan et al., 2020). School culture establishes a social system that helps unite school members by providing the correct standards for what to do in the school environment (Febriantina et al., 2020). Every school must have a vision and mission to create a school organisational culture. Unfortunately, improving the quality of schools or education so far has always relied on the management of improving the quality of the teaching and learning process and management in the aspect of leadership alone. It has not involved the school's organisational culture (Rony, 2021).

Teacher's Work Motivation

Work motivation can be defined as the reason behind a person doing work. Teacher's work motivation is the factor that drives a teacher to do their job (Han & Yin, 2016). Work motivation is essential for teachers because teachers' work and quality significantly affect the quality of education (Viseu et al., 2016). Factors that influence motivation are intrinsic and extrinsic (Börü, 2018). An intrinsic factor is a satisfying factor and arises from itself. An intrinsic indicator is the desire to achieve and progress in personal life (Baljoon et al., 2019). Extrinsic factors that influence teacher motivation include the students' level of perception of and desire for learning, justice and communication skills of principals, attitudes and behaviours of colleagues (Börü, 2018). There is a link between motivation and the implementation of teacher tasks, which means there is also a link between motivation and teacher competence, which ultimately fosters teacher performance (Hidayat, 2020). Several studies show the low performance of teachers in several schools (Harahap, 2018; Hartanti & Yuniarsih, 2018; Hidayat, 2020), undoubtedly caused by many factors, one of which is TWM.

Previous Studies

Several studies discussed HRT-P and the factors that influence it. Suarda et al., (2018) revealed that Hindu religion teachers at Denpasar Junior High School do not show optimal performance. Teachers have weaknesses in the learning process, from the preparation of lesson plans to the methods used to conduct evaluations. It can be said that pedagogic and professional competencies have not been optimised properly (Suarda et al., 2018). The study also revealed that one of the factors that influence teacher performance is the leadership of the principal. Principals have an important role in optimising the performance of teachers, who are certified educators. The principal is also obligated to create a good organisational climate by implementing a professional system. However, the facts on the ground show that the duties and functions of school supervisors are not running optimally. So far, supervisors have not carried out intensive supervision in schools, causing frequent miscoordination between supervisors and the school committee.

Many studies showed the influence of leadership style, EI, supervision and work environment culture on work motivation and performance. However, in general, these studies only showed a separate relationship between one variable and another, such as the relationship between EI and performance (Anggraini, 2021; Sari, 2020); the relationship between SS and performance (Larasati et al., 2020; Pujiyanto et al., 2020; Tengko et al., 2021); the relationship between work environment culture and performance (Dahlan et al., 2020; Zulkarnaen et al., 2020); and the relationship between work motivation and performance (Fransiska & Tupti, 2020). Although each variable has an influence on performance, further research is still needed regarding the effect of all variables simultaneously on performance.

Methodology

Research Design

This research was a descriptive study on the measurement of the performance of Hindu religion teachers using a model of connectedness between variables that were the result of a combination of previous studies and existing theories. The study used a quantitative and correlational descriptive approach with survey methods. The preparation of the instruments involved the development of questionnaires on each variable based on views, operational definitions and indicators. Three experts conducted the reliability and validity test based on structure, content or material and language through a questionnaire review. Furthermore, the trial of the research instrument was performed by a Hindu religious education teacher who was not designated as a research sample. Test data were analysed to meet validity and reliability. These research steps are presented in Figure 1.

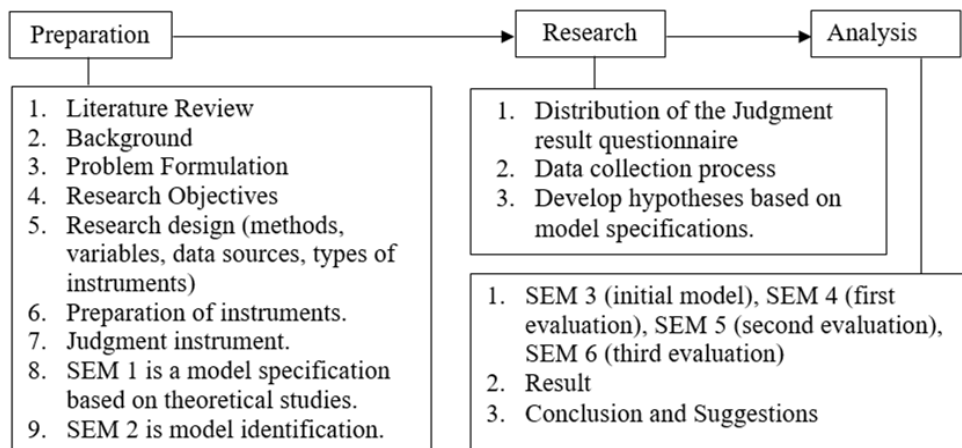


Figure 1. Research Steps

Development of Conceptual Models and Theories

The first step in structural equation modelling (SEM 1) analysis is to develop an analytical model based on existing theories. This model develops a relationship between constructs or variables based on theory. The relationship model between constructs builds the hypotheses of direct and indirect relationships between variables. The conceptual model of the relationships between the free variables (exogenous) and the related variables (endogenous) is presented in Figure 2.

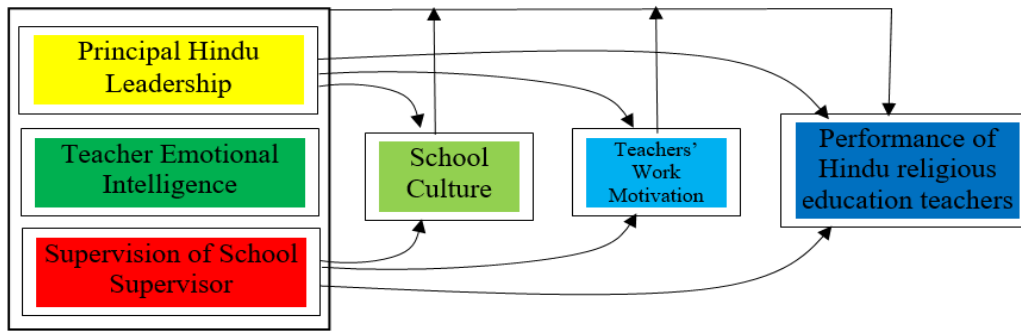


Figure 2. Constellation of Relationships Between Research Variables

The second step in SEM (SEM 2) analysis is to compile a flowchart based on the first model.

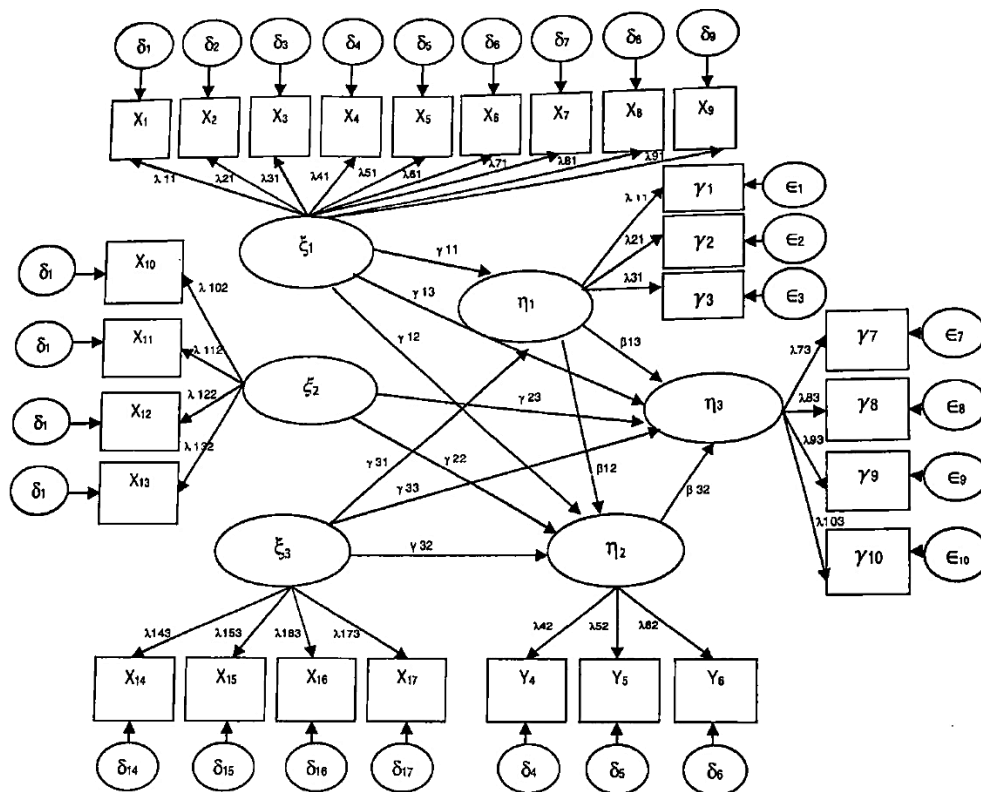


Figure 3. Modeling of Structural Equations (SEM) Relationships Between Variables

Note:

1. Rectangular image indicates a manifest variable (observed variable)
2. Oval image indicates a latent variable (construct variable)
3. ξ_1 = Ksi, exogenous latent variable for PHL
4. ξ_2 = Ksi, exogenous latent variable for EI
5. ξ_3 = Ksi, exogenous latent variable for SS
6. η_1 = Eta, endogenous latent variable for SC
7. η_2 = Eta, endogenous latent variable for TWM
8. η_3 = Eta, endogenous latent variable for the performance of Hindu religion teachers
9. λ = Lambda, loading factor for manifest measurement (indicator)
10. ζ = Zeta, an error in the equation between latent variables
11. γ = Gamma, the path coefficient of exogenous latent variables against exogenous latent variables against endogenous latent variables
12. δ = Delta, error for manifest variable (indicator) on exogenous variable
13. ϵ = Epsilon, an error for the manifest variable (indicator) on the endogenous variable

Research Subjects

The research instrument was tested on 90 HRT, 10 Hindu religion junior high school teachers from each district/city who were not included in the research sample. This study was implemented at 119 state junior high schools in Bali Province. The population of HRT was 517 individuals, spread across nine regions/cities of Bali Province. The Krejcie and Morgan and Warwick and Lininger formulae obtained a sample number of 256 HRT. The sampling technique in the study was multistage proportional random sampling, and individual sampling became samples in each school based on lottery techniques. The sample was chosen based on several criteria: mental health, physical health and government employees between 30 and 50 years of age with bachelor's degrees in religious education.

Data Collection Instruments

The data collection tool used in this study was the Likert scale model questionnaire with five possible answers: Strongly agree (SS) = 5, Agree (S) = 4, Disagree (KS) = 3, Disagree (TS) = 2, Strongly Disagree (STS) = 1 for positive answers and vice versa for negative answers (Divayana et al., 2019). The questionnaire met the requirements to measure the performance variables of HRT, PHL, SC, TWM and EI of teachers supervised by school superintendents. The results of the instrument's validity test are presented in Table 1.

Table 1. Results of Validity of Research Instruments

Variable	Number of Items			Invalid Item Number	Cronbach's Alpha
	Items	Valid	Invalid		
Performance of Hindu Religion Teachers	65	62	3	5, 16, 25	0.956
PHL	62	56	6	1, 12, 28, 33, 35	0.952
TEI	58	55	3	15, 26, 27	0.960
SS	38	37	1	13	0.956
SC	46	43	3	17, 18, 44	0.951
TWM	47	45	2	18, 19	0.965

Table 1 shows the performance variable of HRT of as many as 65 questions. The performance variable of HRT produced 62 questions that showed distribution of the acquired correlation coefficient numbers between 0.330 and 0.717 and an r-count greater than 0.30. Sixty-two items on the questionnaire on HRT-P were declared valid. The performance variable of HRT produced three questions (5, 16, 25) that showed distribution of correlation coefficient numbers between 0.25 and 0.287 and an r-count smaller than 0.30. Three items on performance of HRT were declared invalid, so the questions were not used in the measurement. The omitted questions did not affect the number of items that qualified as measuring instruments of the variable. The validity results in Table 1 applied to all variables in the study. Based on the calculation results, the Cronbach's alpha reliability coefficient of the instrument was greater than 0.80. The research instrument met high reliability criteria in HRT, PHL, TEI, SS, SC and TWM. All research questions that met the validity requirements and had high reliability were used to collect data.

Data Analysis Techniques

The data analysis technique used structural equation modelling (SEM). The data analysis steps were as follows: (a) concept and theory-based development, (b) construction of the Phat diagrams, (c) conversion of Phat diagrams to structural models, (d) selection of an input matrix, (e) assessment of identification problems, (f) evaluation of the goodness-of-fit and (g) interpellation and model modification. Data reliability can be assessed using the Cronbach's alpha formula. An instrument is declared reliable if the reliability coefficient value is 0.80 or greater (Anastasi & Maw, 1982). The results of the reliability test showed reliability. The validity of items was tested with Pearson's product-moment correlation formula (Hatch & Farhady, 1982). Questionnaire items were considered valid if the correlation value was minimal or equal or greater than 0.30 (> 0.30). The tests included (a) a normality test, where multivariate data distribution was analysed to see if the normality assumption could be further processed for SEM modelling. Tests were carried out using a normal QQ plot diagram; (b) test of outliers, which involved an examination of univariate outliers by converting the value of research data into a z-score; (c) multicollinearity between independent variables, using the linear regression model; and (d) a variance heteroscedasticity test, which is a way to observe whether heteroscedasticity occurs. This can be seen in the scatter plot pattern.

Some of this study's findings that needed to be discussed in more detail concerned the existing problems. Based on the research method used to solve these problems, the results of this study show the following.

Results of Descriptive Analysis of Research Variables

Table 2. Respondents' Answers to Research Variables

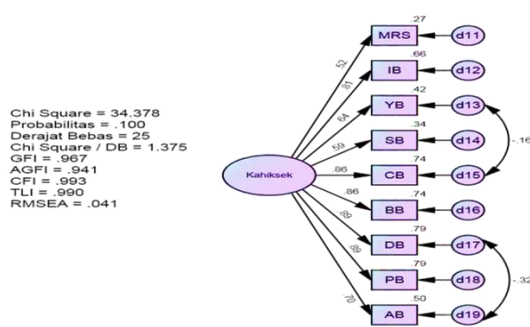
No	Variables	Number of Instrument Items	Total Theoretical		Total Actual		
			Range	Median	Min	Max	Average
1	PHL	56	56–280	168	168	280	243.81
2	TEI	55	55–275	165	163	270	234.01
3	SS	37	37–185	111	117	180	152.03
4	SC	43	43–215	129	149	210	184.35
5	TWM	45	45–225	135	161	225	192.42
6	HRT-P	62	62–310	186	232	310	273.14

Table 2 shows that all variables were classified as good. The results of the unidimensionality evaluation were as follows:

1. The PHL variable was classified as good. The descriptive statistics were explained in the actual data that had a value range of 168–280 and an average of 243.81, which was greater than the score. The theoretical median was 168.
2. The TEI variable was classified as good. Its actual value range was 163–270, and the average was 234.01, which was greater than the theoretical median value of 165.
3. The SS variable was classified as good. Its actual value was 117–180, with an average of 152.03, which was greater than the theoretical median value of 111.
4. The SC variable was classified as good. It had an actual value range of 149–210 and an average of 184.35, which was greater than the theoretical median value of 129.
5. The TWM variable was classified as good; it had an actual value range of 161–225 and an average value of 192.42, which was greater than the theoretical median value of 135.
6. The HRT-P variable was classified as good. Its actual value range was 232–310, with an average of 273.14, which was greater than the theoretical median value of 186.

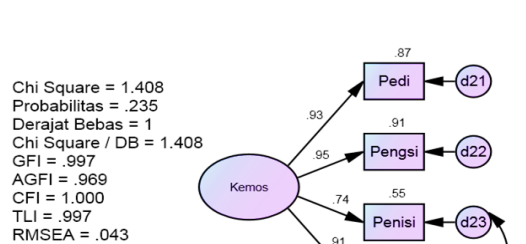
Unidimensionality Evaluation Results

The evaluation results of constructional unidimensionality met the requirements of the model feasibility test because all variable constructs satisfied the provisions of the goodness-of-fit criteria. Based on this, the confirmatory factor analysis (CFA) results are presented in the unidimensionality analysis that existed in six research variables.



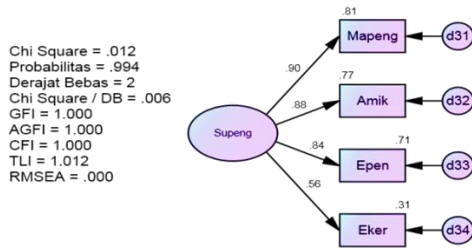
Kehiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB = yama brata; SB = surya brata; CB = casi brata; BB = bayu brata; DB = dhanaba brata; PB = panca brata; AB = agni brata

Figure 4. Principals' Hindu Leadership



Pedi = understanding emotions; Pengsi = emotional settings; Pensi = emotional utilization; Peol = emotional understanding of others

Figure 5. Teachers' Emotional Intelligence



Mapeg = supervisor managerial;
Adik = academic;
Epen = education evaluation; Eker = work ethic

Figure 6. Supervision by School Supervisors

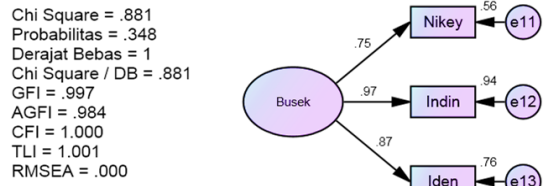
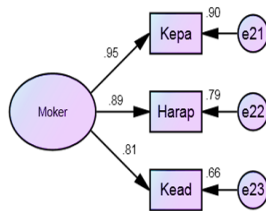


Figure 7. School Culture

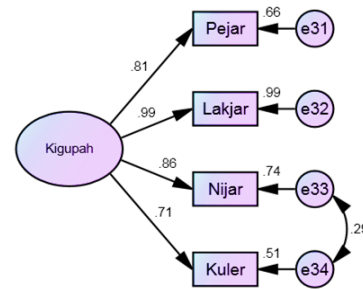
Chi Square = .489
Probabilitas = .484
Derajat Bebas = 1
Chi Square / DB = .489
GFI = .999
AGFI = .991
CFI = 1.000
TLI = 1.003
RMSEA = .000



Kepa = identity/ physical environment in school; Harap = teacher's hope; Kead = security at school

Figure 8. Teachers' Work Motivation

Chi Square = .202
Probabilitas = .653
Derajat Bebas = 1
Chi Square / DB = .202
GFI = 1.000
AGFI = .996
CFI = 1.000
TLI = 1.007
RMSEA = .000



Pejar = learning plan; Cokjar = learning process;
Nijar = learning assessment; Kulek = work quality

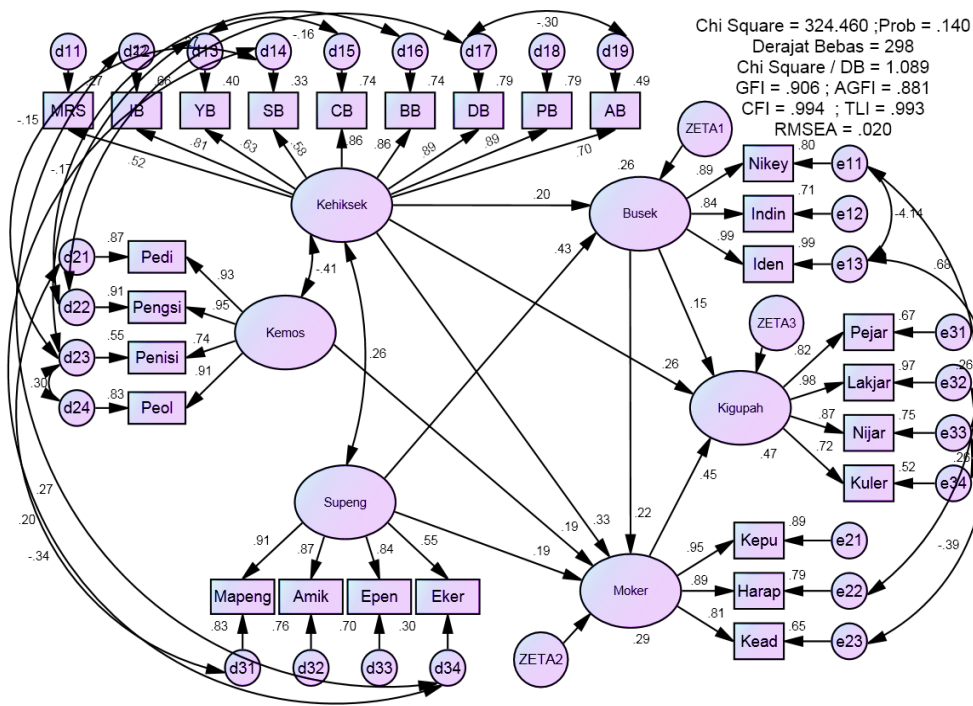
Figure 9. Hindu Religious Teachers' Performance

Based on the CFA results, 27 indicators from six variables had qualified CFA. The GFI value as a measure of the feasibility of the model reached a value greater than 0.90. Therefore, it was concluded that the indicator construct had acceptable unidimensionality. The loading value (lambda) was greater than 0.50 (> 0.50), thereby providing additional evidence that all indicators had a high level of validity to the construct.

Feasibility of The Model (Goodness-of-Fit Model)

The validity and causality between constructs of this model was determined using AMOS 20.0 software. Based on the AMOS 20.0 computation for this SEM model, the model conformity indices were produced (goodness-of-fit), which are presented in Table 3. Furthermore, the index values were compared to each index's critical value (cut-off value). A good model is expected to have goodness-of-fit indices greater than essential matters. In this study, the initial results on structural models were evaluated sequentially in the first, second and third evaluation models.

The full results of the third evaluation model (SEM 6) are presented in Figure 10.



Descriptions: Kehiksek: PHL, Kemos: EI, Juken, Supeng: Supervising the Vision of the Principal, Busek: SC, Moker: TWM, Sgupah: HRT-P

Figure 10. Full Results of The Third Evaluation Model

Further evaluation of the criteria of the full conformity index of the third model is presented in Table 3.

Table 3. Criteria of The Third Evaluation Model Full Conformity Index.

Criterion	Result	Critical Value	Model Evaluation
<i>Absolute fit</i>			
Chi-square (c ²)	324.460	339.261	Good
Probabilitas	0.140	0.05	Good
Derajat Bebas	298	-	-
GFI	0.906	0.80	Good
RMSEA	0.020	0.08	Good
<i>Parsimony fit</i>			
CMIN/DF	1.089	2.00	Good
AGFI	0.881	0.80	Marginal
<i>Incremental fit</i>			
CFI	0.994	0.90	Good
TLI	0.993	0.90	Good

Structural Models

The causal relationship (CR) developed in this model was the null hypothesis; the regression coefficient between the relationships of two constructs was no different from zero in the tests than it was in the regression analysis. The CR statistical value was distributed to an acceptable degree of 298. Following is a description of the test results on 11 pathways in the final model in this study. Hypothesis testing of the structural models related to the results of regression coefficient tests on each resulting path described in Table 4.

Table 4. Regression Coefficient Test Results on each path

Effect	Standard Coefficient	CR	P value	Description	
From	To				
PHL	SC	.197	3.354	<.001	Significant
SS	SC	.426	60636	<.001	Significant
PHL	TWM	.327	40462	<.001	Significant
TEI	TWM	.185	2.715	<.007	Significant

Table 4. Continued

Effect From	To	Standard Coefficient	CR	P value	Description
SS	TWM	.19	2.613	.009	Significant
SC	TWM	.224	3.238	.001	Significant
PHL	HRT-P	.264	4.392	<.001	Significant
TEI *	HRT-P *	-.022	0.409	.683	Insignificant
SS *	HRT-P *	-.088	1.392	.164	Insignificant
SC	HRT-P	.153	2.737	.006	Significant
TWM	HRT-P	.452	6.915	<.001	Significant

* The results of the analysis are taken from the initial model, because on the final model the path is omitted from the model.

Effective and Relative Contributions to the Final Model

The hypothesis model in this study was divided into three blocks according to the number of endogenous variables used. Effective and relative contributions to the final model are shown in Table 5.

Table 5. Effective And Relative Contributions on The Final Model

Block	Determination Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Relative Donation
I	0.26	PHL	SC	0.197	0.308	0.061	0.230
		SS	SC	0.426	0.477	0.203	0.770
			Total			0.264	1.000
II	0.29	PHL	TWM	0.327	0.371	0.121	0.418
		TEI	TWM	0.185	0.033	0.006	0.021
		SS	TWM	0.190	0.383	0.073	0.251
		SC	TWM	0.224	0.401	0.090	0.310
			Total			0.290	0.290
III	0.47	PHL	HRT-P	0.264	0.478	0.126	0.271
		SC	HRT-P	0.153	0.415	0.063	0.136
		TWM	HRT-P	0.452	0.611	0.276	0.593
			Total			0.466	1.000

Hypothesis Test

The hypothesis testing in this research was based on the structural model resulting from the identification of the last structural model (shown in Figure 10). It was found that of the 20 research hypotheses tested, 18 were accepted, and two were not accepted at the 5% significance level and 95% confidence level. Furthermore, the research findings were compiled as a summary of the results of hypothesis testing, presented in Table 6.

Table 6. Summary of Hypothesis Testing Results

Hypothesis Statement	Received
(H1) There is a significant direct relationship between the principal's Hindu leadership and SC.	Yes
(H2) There is a significant direct relationship between the SS and SC.	Yes
(H3) There is a significant direct relationship between the principal's Hindu leadership and TWM	Yes
(H4) There is a significant direct relationship between the TEI and the TWM	Yes
(H5) There is a significant indirect relationship between the SS and TWM through SC	Yes
(H6) There is a significant direct relationship between the PHL and the performance of HRT.	Yes
(H7) There is a significant direct relationship between the TEI and the performance of HRT	Yes
(H8) There is a significant direct relationship between the SS and the performance of HRT	Yes
(H9) There is a significant direct relationship between SC and the performance of HRT	Yes
(H10) There is a significant direct relationship between TWM and the performance of HRT	No
(H11) There is a significant indirect relationship between PHL and the performance of HRT through SC	No
(H12) There is a significant indirect relationship between TEI and the performance of HRT through TWM	Yes
(H13) There is a significant indirect relationship between the SS and the performance of HRT through SC.	Yes

Table 6. Continued

Hypothesis Statement	Received
(H14) There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
(H15) There is a significant indirect relationship between supervision	Yes
There is a significant indirect relationship between supervisory supervision	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant indirect relationship between the SS and the performance of HRT through TWM	Yes
There is an indirect relationship between SC and the performance of HRT through TWM	Yes
There is a significant simultaneous relationship between PHL, the EI of the teacher, the SS, the SC and the work motivation of the teacher with the performance of the HRT.	Yes

The discussion of the results of the descriptive analysis included four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below) and the loading factor to explain the relationship between the indicator and its latent construct. Table 7 presents the descriptive characteristics of the six variables.

Table 7. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor Model Measurement
PHL	Principal Manager	4.71	0.4	94.5	0.52
	Indra Brata	4.57	3.1	96.9	.81
	Yama Brata	4.39	3.1	96.9	.64
	Surya Brata	4.64	0.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70
TEI	Self- emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
		Variable	4.45	1.4	98.6
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
TWM	Teacher job satisfaction	4.47	.4	99.6	.95
	Teacher's expectations	4.46	.4	99.6	.89
	Justice in school	4.40	2.7	97.3	.81
	Variable	4.44	1.2	98.8	

Table 7. Continued

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor Model Measurement
Performance of HRT	Lesson Planning	4.72	0	100	.81
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Final Model

Based on the final model of the evaluation of the feasibility of the model, it could be concluded that the final model of the constellation of relationships between research variables is as shown in Figure 11.

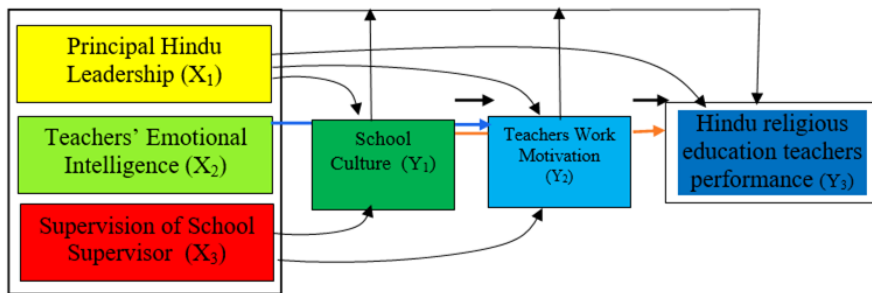


Figure 11. Final Model of The Constellation of Relationships Between Research Variables.

Description:

X1 = PHL

X2 = TEI

X3 = SS

Y1 = SC

Y2 = TWM

Y3 = HRT-P

→ = Regression Direction

The discussion included four statistical values in each indicator: the average value of the indicator, the percentage of positive responses (described with a value of 4 and 5), the percentage of negative response (described with a value of 3 and below) and the loading factor to explain the relationship between the indicator and its latent construct. The descriptive characteristics of the six variables are presented in Table 8.

Table 8. Descriptive Characteristics of the Six Latent Variables

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor Model Measurement
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	Surya Brata	4.64	.9	94.1	.59
	Casi Brata	4.49	3.1	96.9	.86
	Bayu Brata	4.35	4.8	95.1	.86
	Dharma Brata	4.49	2.6	97.3	.89
	Panca Brata	4.59	1.3	98.7	.89
	Agni Brata	4.48	1.3	98.7	.70
	Variable	4.53	2.3	97.7	.70

Table 8. Continued

Variable	Indicator	Mark Flat-Flat	Response Negative (%)	Response Positive (%)	Loading Factor Model Measurement
TEI	Self-emotional understanding	4.24	2.7	97.3	.93
	Emotional setting	5.53	1.3	99.7	.95
	Emotional utilization	4.50	1.3	98.7	.74
	Emotional understanding of others	4.52	.4	99.6	.91
	Variable	4.45	1.4	98.6	
SS	Supervisory Manager	4.15	7.00	93	.90
	Academic	4.40	.9	99.1	.88
	Education Evaluation	3.83	31.0	69.1	.84
	Work Ethics	4.40	1.8	98.2	.56
	Variable	4.20	10.2	89.8	
SC	Values and Beliefs	4.48	.9	99.1	.75
	Intimacy and Individual	4.60	.4	99.6	.97
	Identity/physical environment	4.48	0	100	.87
	Variable	4.52	.4	99.6	
	TWM	Teacher job satisfaction	4.47	.4	99.6
Teacher's expectations		4.46	.4	99.6	.89
Justice in school		4.40	2.7	97.3	.81
Variable		4.44	1.2	98.8	
Performance of HRT		Lesson Planning	4.72	0	100
	Learning Implementation	4.72	0	100	.99
	Learning assessment	4.64	0	100	.88
	Work quality	4.58	1.3	98.7	.71
	Variable	4.67	.3	99.7	

Discussion

Evaluation Results of SEM Assumptions

Hair et al. (2006) argued that the minimum number of samples required for SEM is 100. The number of samples is determined by multiplying the number of indicators by 5-10. In this study, a structural model was developed with 27 indicators and 226 samples. The requirements of the normal distribution test were met if the results of the CR calculation were in the range of -2.58 to 2.58. In this analysis, the value of CR = 1.983; therefore, the requirement of multinormal distribution was fulfilled (Ghozali, 2012). Checking for the presence of *univariate* outliers can be done by determining the threshold value that categorises *an outlier* by converting the research data values into a standard score commonly called a *z-score*. For large samples (more than 80), univariate evaluation of outliers occurs if the *z-score* is outside the range of -4 to 4 (Hair et al., 2006). The data of respondent No 210 in this study had a score (X31) of -4.142. Therefore, on the basis that observations with a *z-score* of 4.00 were to be categorized as outliers, the status was that of *univariate outlier*. The *Mahalanobis distance* was used, which can be found in the *analysis output* using AMOS 20. In this analysis, no sample was a *multivariate outlier* because they had a *p-value* < 0.01. Based on these two considerations, respondent No 210's *Mahalanobis d-square* = 46,452, with *p1* = 0.011 and *p2* = 0.475; therefore, they were included in the analysis. Thus, all observations were used for analysis. The assumption that there was no multicollinearity resulting from calculating the determinant value of the sample covariance matrix was checked. The hypothetical model would experience multicollinearity problems if the value of the determinant were close to zero. From the determinant value, it could be concluded that the model did not experience multicollinearity problems in the analysis. The evaluation results of SEM assumptions about sample size, data normality, data outliers, linearity, the direction of the regression relationship and multicollinearity all met the requirements.

The results of the analysis of the seven elements of model feasibility concluded that this structural model had unacceptable feasibility, so repression or evaluation of the model were to be carried out. There are two approaches to model specification, namely, theory trimming, which tries to answer which parameters are to be removed to increase the suitability of the model, and a method commonly known as the modification index (MI). One component of the MI is a correlation value between error indicators. Evaluation is conducted by adding a correlation between error indicators and by adding correlations between exogenous constructs. The results of the model feasibility test in the first evaluation model were not accepted because there were still components of the absolute fit that were not met.

Therefore, a second and third evaluation were carried out by considering eliminating two insignificant paths and increasing the error correlation in the third evaluation by adding indicators based on the MI calculation results. The paths that were omitted were the TEI and the SS on HRT-P. In the second full evaluation model, the chi-square value was 470.416, with probability = 0.000 ($p < 0.05$), which explains why the covariance matrix of the model was different and the second evaluation model data were not accepted. The third evaluation was carried out by adding an error correlation between indicators based on the calculation results of the MI.

Final Model

The results of the analysis show that in the final model produced in the constellation of the relationships between variables as shown in Figures 11, two paths were not supported by the data, namely, the direct relationship of TEI to HRT-P and the relationship between SS and HRT-P, because they were not significant. The final model that was used to explain the relationship between the six variables is presented in Figure 11.

The final model showed fairly strong validation of indicators to measure the construct, the percentages and categories of the six research variables. First, PHL is in the very good category, with the largest loading factor (0.89) of the PHL variable being the *Panca Brata* indicator. Second, TEI is in the very good category, with the largest loading factor (0.95) of the TEI variable being the emotional regulation indicator. Previous studies similarly suggested that EI has a positive effect on teacher performance (Anggraini, 2021; Wahyudi, 2018). The higher the EI variable, the higher the level of work performance produced (Wahyudi, 2018). Third, SS also has a positive impact on teacher performance. The biggest *loading factor* (0.90) of the SS variable is the managerial indicator of school supervisors. Three previous studies reached the same conclusion, namely, that the supervision carried out by school supervisors influenced teacher performance at the early childhood education, elementary, and middle school levels (Pujianto et al., 2020; Suchyadi, 2018; Tengko et al., 2021). Fourth, SC is in the very good category, with the most significant loading factors (0.97) being the indicators of intimacy and individual. An increase in positive values of SC that is carried out continuously can improve the performance of elementary and high school teachers (Dahlan et al., 2020; Zulkarnaen et al., 2020). Fifth, the TWM is in the very good category, with the most significant *loading factor* (0.95) of the TWM variable being the teacher job satisfaction indicator. Several previous studies showed that work motivation influences teacher performance (Alhusaini et al., 2020; Fransiska & Tupti, 2020). High performance is generally associated with high motivation, while low performance is associated with low motivation (Fransiska & Tupti, 2020). Sixth, the performance of HRT is in the very good category, with all (100%) indicators having a positive relation to HRT-P. This descriptive finding is very positive because the teachers in the research location have had a very good performance. The most significant *loading factor* (0.99) of the HRT-P variable is the indicator of the implementation of learning.

The results of the analysis in the final model, which is a constellation of the relationships between variables, as shown in Figure 11, show the direct and indirect relationships between the variables. Table 4 shows the results of the testing of the influence between variables in the final model. Based on the hypothesis testing, 18 hypotheses were accepted, and two were not accepted, at a significance level of 5% and a confidence level of 95%. First, the direct relationship between TEI and HRT-P is not significant. The results of the data analysis show that the path coefficient in this relationship is negative, namely -0.022 (see Table 4). There is no direct relationship between EI and HRT-P. In the context of this study, the findings are not in line with or do not support the theories or findings of previous research (Goleman, 2007; Robbins, 2007; Stein & Book, 2011), which stated that there is a direct influence between EI and performance. The analysis results also show that TEI has a significant indirect relationship with HRT-P through TWM. Second, there is a direct relationship between the SS and HRT-P. In the context of this study, the research findings are not in line with or do not support the theories or findings of previous research, which stated that there is a direct relationship between SS and the performance of the teacher. The analysis results show that SS has a significant indirect relationship with HRT-P through SC and TWM.

Conclusion

This study aimed to describe the relationship between PHL, TEI, SS, SC and TWM and HRT-P at state junior high schools, either directly or indirectly. The results showed that there is a significant direct relationship between PHL and SC, between SS and SC, PHL and TWM, between TEI and TWM, between SS and TWM, between SC and TWM, between PHL and HRT, between SC and HRT and between TWM and HRT. There is also a significant indirect relationship between PHL and TWM, between PHL and HRT, between SS and TWM and between SS and HRT through SC, as well as between PHL and HRT, between TEI and HRT and between SC and HRT for Hindu religious education through TWM at state junior high schools. There is a significant simultaneous relationship between PHL, TEI, SS, SC and TWM and HRT-P. However, not all variables are interrelated and have a significant impact on each other, such as between TEI and HRT and between SS and HRT-P, in public junior high schools. In general, the results of this study indicate that there is a contribution of PHL, TEI, SS, SC and TWM to HRT performance. Therefore, it can be concluded that Hindu leadership, TEI, SS, SC and TWM simultaneously affect HRT-P. The variables have a significant impact, either directly or indirectly on HRT-P.

Recommendations

Based on the results of data analysis and the conclusions in the study, suggestions can be submitted to supervisors and junior high school principals so that the study results can be used as input and a reference for planning and determining strategies to improve teacher performance in carrying out the education process. Knowledge of the factors that affect teacher performance can promote awareness of determining performance and school image in the community. Junior high school supervisors can become mediators and work together with relevant agencies to foster and empower teachers so that their performance increases. The findings of this study can be used as a reference for determining the most appropriate policies in fostering and developing teacher performance in schools. It is recommended that other researchers examine the factors that influence teacher performance that were not revealed in this study in more depth with an adequate population to allow more comprehensive research results to be obtained.

Limitations

The authors suggests several essential attributes for future studies so that research on development becomes comprehensive. In addition, practical suggestions also complement the weaknesses found in this study. The factors that influence HRT-P are not limited to PHL, TEL, SS, SC and TWM. There may be many other factors that affect HRT-P. It is hoped that further studies can investigate other factors more fully.

Authorship Contribution Statement

Paramartha: Concept and design, data analysis, writing, supervision, data acquisition, securing funding and technical. Triguna: Data analysis, critical revision of manuscript, data acquisition, statistical analysis. Jelantik: Critical revision of manuscript, data acquisition, statistical analysis, supervision, securing funding, technical, editing, administration.

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