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

by Wayan Paramartha

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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.

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 (Aringsih 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 transmissing 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 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 fewstudies 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, 2012). 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).

> **Commented [A1]:** Use "et al." for three or more authors

Emotional Intelligence

Emotional intelligence (EI) is the ability to feel and understand 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 introduce 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 competences 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.
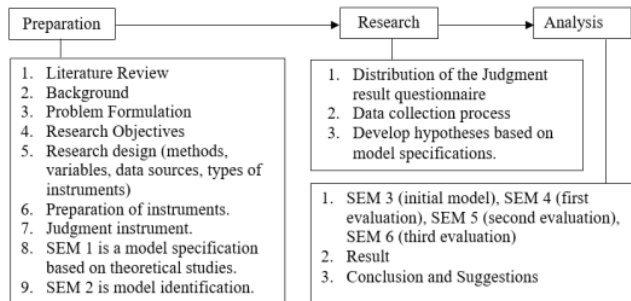
Figure 1. Research Steps

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.
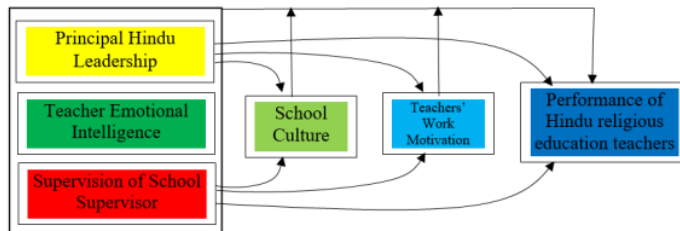

Figure 2. Constellation of Relationships Between Research Variables

The second step of SEM (SEM 2) analysis is to compile a flowchart based on the first model.
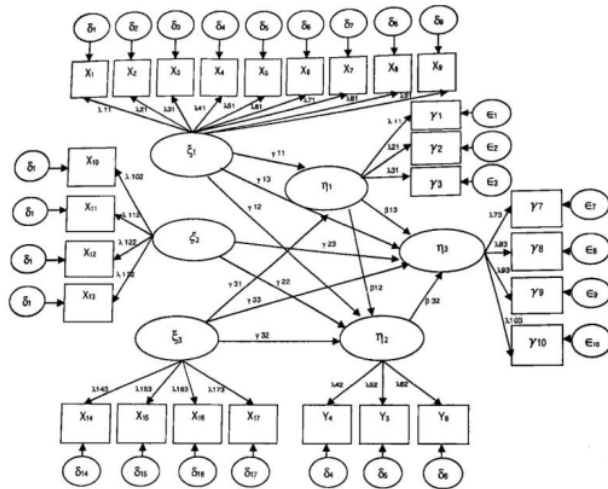
Figure 3. Modeling of Structural Equations (SEM) Relationships Between Variables

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. ς= 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	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 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.
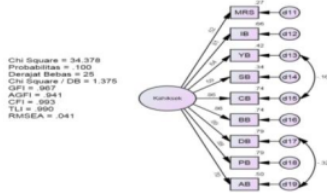

Figure 4: PHL

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
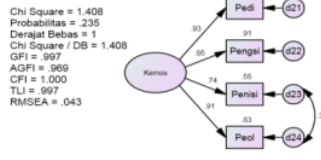

Figure 5: The TEI

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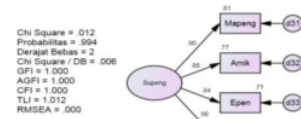

Figure 6: SS

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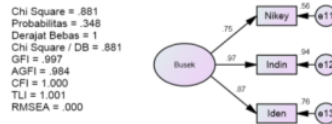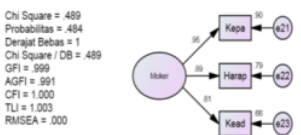

Figure 7: SC

Figure 8: TWM

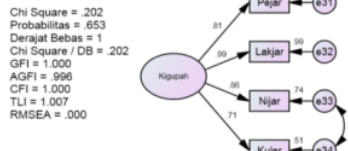Kepa=identity/ physical environment in school; Harap= teacher's hope; Kead=security at school

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.

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.
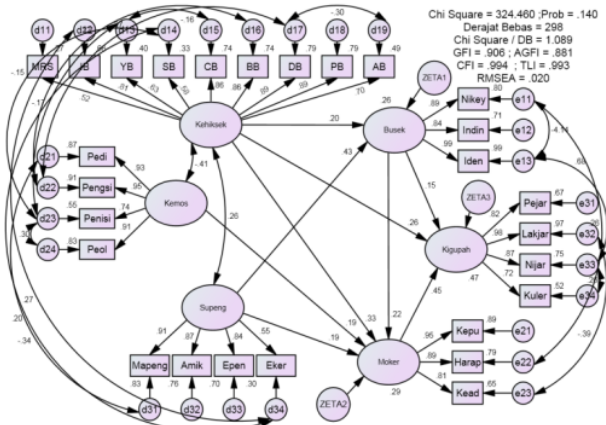

Figure 10: Full Results of The Third Evaluation Model
Descriptions: Kehikseh: PHL, Kemos: EI, Juken, Supeng: Supervising The Vision of the Principal, Buseh: SC, Mokek: TWM, Sgupah: Performance of HRT.

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
Absolute fit			
Chi-square (c^2)	324.460	339.261	Good
Probabilitas	.140	.05	Good
Derajat Bebas	298	-	-
GFI	.906	.80	Good
RMSEA	.020	.08	Good
Parsimony fit			
CMIN/DF	1.089	2,00	Good
AGFI	.881	.80	Marginal
Incremental fit			
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	Determi-nation Coeff.	From	To	Regression Coeff	Regression Coeff	Effective Donation	Reltive 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 19% 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
44	There is a significant simult 69 ous 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 fact 9 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

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 eva[13]ion 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:
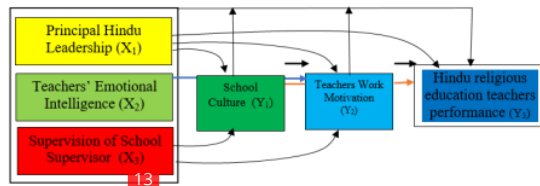
Figure 11: Final Model of The Constellation of Relationships Between Research Variables.
Description :
X1 = PHL
X2 = TEI
X3 = SS
Y1 = SC
Y2 = TWM
Y3 = Performance of HRT
→ = Regression direction

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 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 = 1.9811 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 (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 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 35. 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 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 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 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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