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

Wayan Paramartha\* 

Universitas Hindu Indonesia, INDONESIA

Ida Bagus Gde Yudha-Triguna 

Universitas Hindu Indonesia, INDONESIA

I Gusti Lanang Jelatik 

Universitas Hindu Indonesia, INDONESIA

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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

\*Corresponding author:

Wayan Paramartha, Universitas Hindu Indonesia, Denpasar, Indonesia. ✉ [wayan\\_paramartha@yahoo.com](mailto:wayan_paramartha@yahoo.com)



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.

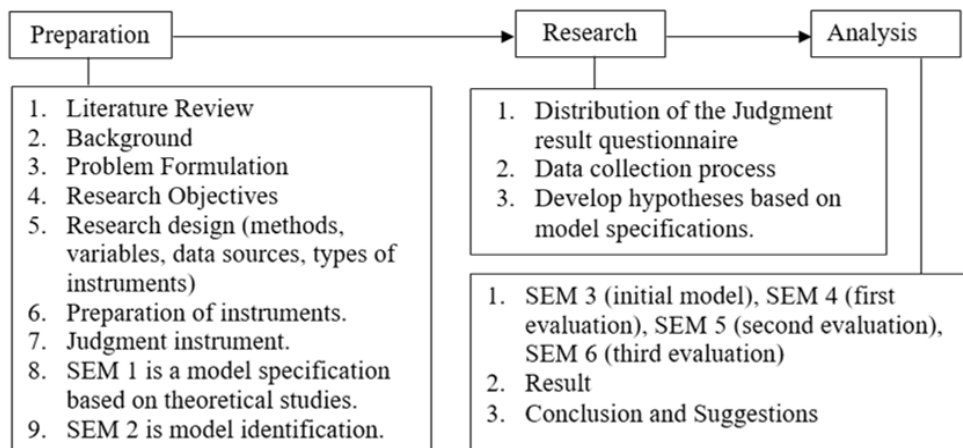


Figure 1. Research Steps

*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.

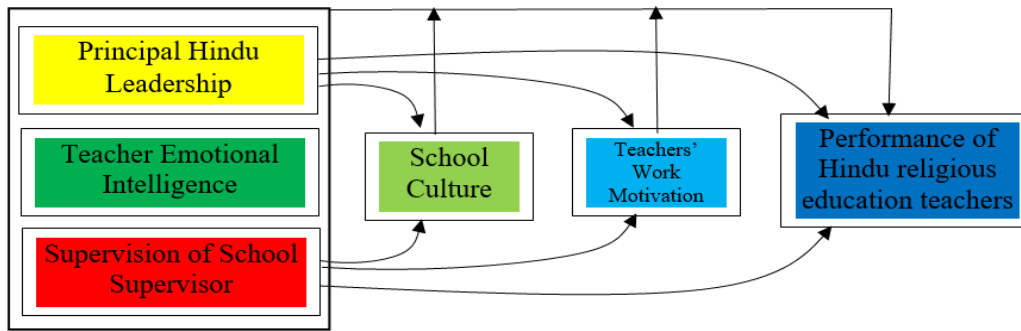


Figure 2. Constellation of Relationships Between Research Variables

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

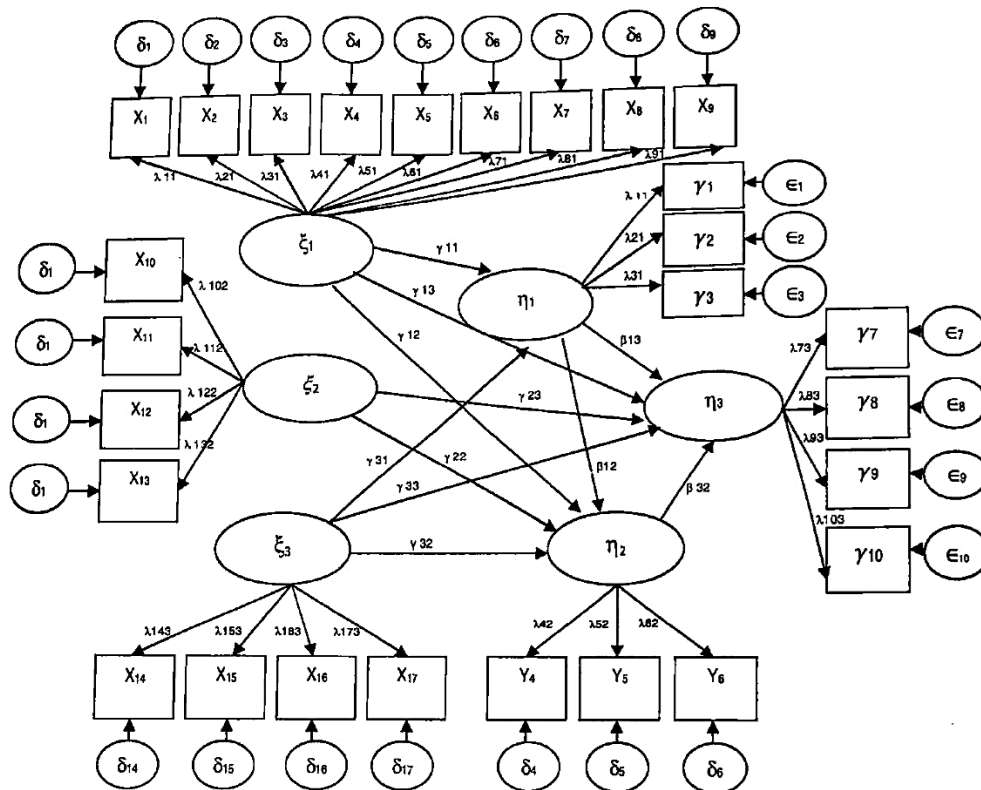


Figure 3. Modeling of Structural Equations (SEM) Relationships Between Variables

**Note:**

1. Rectangular image indicates a manifest variable (observed variable)
2. Oval image indicates a latent variable (construct variable)
3.  $\xi_1$  = Ksi, exogenous latent variable for PHL
4.  $\xi_2$  = Ksi, exogenous latent variable for EI
5.  $\xi_3$  = Ksi, exogenous latent variable for SS
6.  $\eta_1$  = Eta, endogenous latent variable for SC
7.  $\eta_2$  = Eta, endogenous latent variable for TWM
8.  $\eta_3$  = Eta, endogenous latent variable for the performance of Hindu religion teachers
9.  $\lambda$  = Lambda, loading factor for manifest measurement (indicator)
10.  $\zeta$  = Zeta, an error in the equation between latent variables
11.  $\gamma$  = 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 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

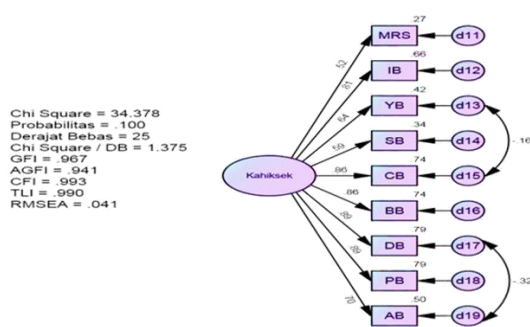
No	Variables	Number of Instrument Items	Total Theoretical		Total Actual		
			Range	Median	Min	Max	Average
1	PHL	56	56-280	168	168	280	243.81
2	TEI	55	55-275	165	163	270	234.01
3	SS	37	37-185	111	117	180	152.03
4	SC	43	43-215	129	149	210	184.35
5	TWM	45	45-225	135	161	225	192.42
6	HRT-P	62	62-310	186	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.

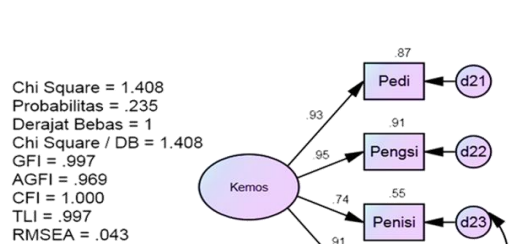
Unidimensionality Evaluation Results

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.



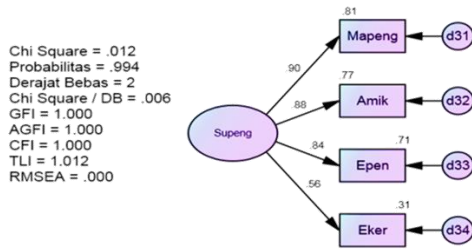
Kahiksek = principal Hindu leadership; MRS = school managerial; IB = indra brata; YB = yama brata; SB = surya brata; CB = casi brata; BB = bayu brata; DB = dhanaba brata; PB = panca brata; AB = agni brata

Figure 4. Principals' Hindu Leadership



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

Figure 5. Teachers' Emotional Intelligence



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

Figure 6. Supervision by School Supervisors

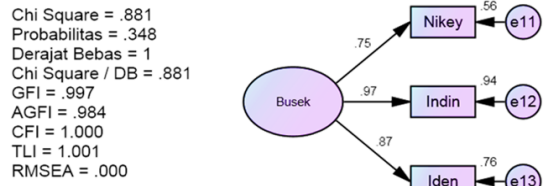
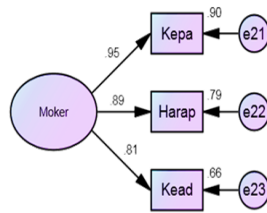


Figure 7. School Culture

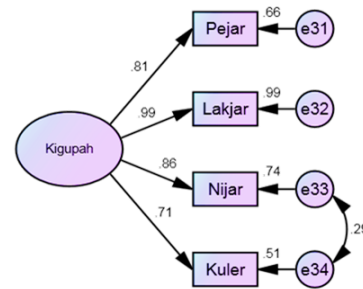
Chi Square = .489  
 Probabilitas = .484  
 Derajat Bebas = 1  
 Chi Square / DB = .489  
 GFI = .999  
 AGFI = .991  
 CFI = 1.000  
 TLI = 1.003  
 RMSEA = .000



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

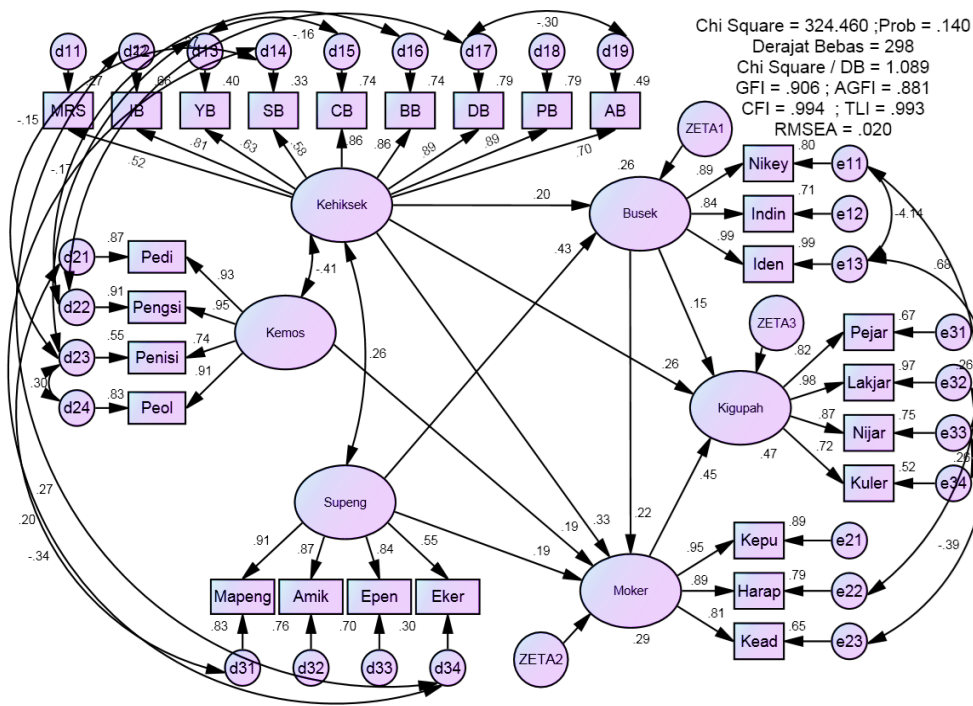
Based on the CFA results, 27 indicators from six variables had qualified CFA. The GFI value as a measure of the feasibility of the model reached a value greater than 0.90. Therefore, it was concluded that the indicator construct had acceptable unidimensionality. The loading value (lambda) was greater 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, Buseh: SC, Mokek: 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 <sup>2</sup> )	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
			Total				0.264
II	0.29	PHL	TWM	0.327	0.371	0.121	0.418
			TEI	TWM	0.185	0.033	0.006
		SS	TWM	0.190	0.383	0.073	0.251
			SC	TWM	0.224	0.401	0.090
			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
		TWM	HRT-P	0.452	0.611	0.276	0.593
			Total				0.466

#### 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
	<b>Variable</b>	<b>4.53</b>	<b>2.3</b>	<b>97.7</b>	<b>.70</b>
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
		<b>Variable</b>	<b>4.45</b>	<b>1.4</b>	<b>98.6</b>
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
	<b>Variable</b>	<b>4.20</b>	<b>10.2</b>	<b>89.8</b>	
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
	<b>Variable</b>	<b>4.52</b>	<b>.4</b>	<b>99.6</b>	
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
	<b>Variable</b>	<b>4.44</b>	<b>1.2</b>	<b>98.8</b>	

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
	<b>Variable</b>	<b>4.67</b>	<b>.3</b>	<b>99.7</b>	

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.

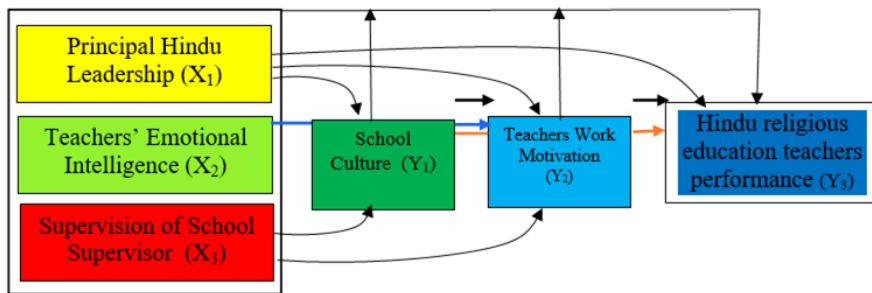


Figure 11. Final Model of The Constellation of Relationships Between Research Variables.

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
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
	<b>Variable</b>	<b>4.53</b>	<b>2.3</b>	<b>97.7</b>	<b>.70</b>

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
	<b>Variable</b>	<b>4.45</b>	<b>1.4</b>	<b>98.6</b>	
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
	<b>Variable</b>	<b>4.20</b>	<b>10.2</b>	<b>89.8</b>	
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
	<b>Variable</b>	<b>4.52</b>	<b>.4</b>	<b>99.6</b>	
	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
<b>Variable</b>		<b>4.44</b>	<b>1.2</b>	<b>98.8</b>	
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
	<b>Variable</b>	<b>4.67</b>	<b>.3</b>	<b>99.7</b>	

## 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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