



Principal Leadership, Work Spirit, Supervision, Cultural Quality with Performance of Hindu Vocational School Teachers



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Abstract

This study aims to obtain an overview of the relationship between the principal's leadership, work spirit, supervision, quality culture and the performance of Hindu Vocational School teachers in Badung Regency. For this purpose data were collected from 56 Hindu teachers at Badung Regency Vocational School using a questionnaire. Furthermore, the data obtained were analyzed using SEM AMOS 24.0. Based on the results of data processing, it can be seen that there are only three exogenous variables that have a significant positive relationship with endogenous variables, namely the relationship between Supervision of Work Morale, the relationship of Work Morale with Quality Culture, and the relationship between Quality Culture and Teacher Performance. Supervision can improve Teacher Performance only by enhancing morale and quality culture.

Keywords

Hindu religious teachers;
Sem Amos;
supervision;
teacher performance;
work spirit;

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1 Introduction

The crucial problem faced by our country concerns human resource empowerment which reaches 250 million people with a population growth of 1.49% per year. The growth of the labor force is greater than the availability of employment, the distribution of population between regions is unequal, the incompatibility of HR competencies with the labor market, the imbalance of public service needs, the distribution of information about the unequal labor market, unmapped labor demand, high unemployment and poverty simultaneously causes the low quality of Indonesian human resources. The Program for International Study Assessment (PISA) in 2012 ranked Indonesia as one of the lowest-ranked countries in achieving education quality. The ranking can be seen from the scores achieved by 15-year-old students in reading, math and science skills. In a study conducted by PISA, the low quality of Indonesian education was confirmed by the budget and the cost of education directly paid by the community increased significantly from year to year. PISA is an international study organized by the Organization for Economic Cooperation and Development (OECD) (Priansa, 2014; Mangkunegara, 2005).

One of the efforts to increase effective learning in schools is the role of the principal in supervised learning because the success or failure of teaching programs in schools is largely determined by the principal as a leader. Leadership is a very important factor in influencing organizational work performance because leadership is the main activity where organizational goals can be achieved (Nuchiyah, 2007; Davis, 1962). According to Yahya (2015), the principal as a leader must have the ability to provide a constructive influence on all education personnel who are carried out cooperatively to achieve the vision, mission, and goals of education. Supervision of the principal will have a positive impact on the teacher's psychology. The success of the learning process is largely influenced by the factors of principals, teachers, and students. Therefore the learning process needs to be optimized with supervision and guidance from the school principal. Hindu teachers in Badung Regency are all rated low because of the assessment standards used by supervisors with the curriculum-13 reference. Whereas Hindu religion teachers in Badung Regency have not fully used the -13 curriculum. In Badung Regency, besides supervision that needs to be considered, it is also by implementing a quality culture in Vocational Schools, which has received the least attention from school principals or higher-level officers such as the district and provincial teaching offices that religious teachers in Badung Regency have the least training (MGBS) upgrading or direction from superiors so that the teachers only fulfill their duties. The lack of leadership capabilities of these principals will be reflected in their relationship with their subordinates. Formal relationships alone are not enough to help in increasing the professionalism and career guidance of teachers (Depdikbud Dirjen Dikdasmen, 1999).

The work of Hindu religion teachers in SMKs in Badung regency is that the gap between expectations and reality is rumored to be not yet optimal. The expectation of Hindu religion teachers in SMK Badung regency is to be able to carry out tasks in accordance with Permendikbud Number 70 of 2013/2014. To achieve these expectations, a Hindu teacher is required to be able to carry out their duties properly. The duties of Hindu Vocational School teachers are (1) Having spiritual competence; (2) Having social competence; (3) Has scheduled knowledge competency; (4) Having competency skills; (4) Performing prayers on Full Moon, Tilem, Odalan and Saraswati, (5) having a Hindu certificate with good predicate. The teacher's task is not just to guide students to be able to associate each concept and learning process that is taught so that each concept can form connectivity that is the understanding and reasoning of students (Mulyasa, 2005; Nawawi, 1981). But more than that the teacher's duty is to guide students to be able to associate the concepts and learning process with the values of spiritual attitude, social, knowledge and skills. The teacher must utilize every momentum of learning to internalize the values of spiritual and social attitudes into the minds of students' hearts and provide good examples (Robbins & Judge, 2006; Wiles & Lovell, 1975). A teacher can be said to have good competence if in him has contained the integration of self, scientific, technological, socio-economic-cultural, political, and religious competencies that make the competency standards of the teacher's profession, which includes mastery of the material, understanding of students, mastering educating and interesting learning, having personal and visionary development going forward.

2 Materials and Methods

The target population in this study were all Hindu religion teachers in SMK in Badung Regency 2016/2017 school year. The outreach population is all Hindu Vocational School teachers in Badung Regency. In this study, the population size is relatively small, which is less than 100. According to [Arikunto \(2002\)](#), if the population size is less than 100, then all should be taken as a sample so that the research is population research. Thus this study uses all members of the Hindu religion teacher population in SMK Badung Regency, amounting to 56 people.

Research hypothesis

Based on the formulation of these hypotheses, more hypotheses can be proposed, as below.

- a) There is a significant relationship between the principal's leadership and supervision.
- b) There is a significant relationship between the principal's leadership and the work spirit.
- c) There is a significant direct relationship between supervision and morale.
- d) There is a significant direct relationship between the principal's leadership and quality culture.
- e) There is a significant direct relationship between supervision and quality culture.
- f) There is a significant direct relationship between work morale and quality culture.
- g) There is a significant direct relationship between the principal's leadership and the performance of Hindu Vocational teachers in the Badung Regency.
- h) There is a significant direct relationship between supervision and the performance of Vocational Hindu teachers in the Badung Regency.
- i) There is a significant direct relationship between the morale and performance of Hindu Vocational School teachers in the Badung Regency.
- j) There is a significant direct relationship between the quality culture and Performance of Hindu Vocational Religion teachers in the Badung Regency.

3 Results and Discussions

3.1 Research Results

Confirmatory Factor Analysis (CFA) Test Results

- 1) Confirmatory factor analysis of the Principal's Leadership variables
Since the Principal Leadership variable only has two (2) indicators, the CFA analysis cannot be carried out, because it is unable to issue CFA output. For this reason, both indicators are directly included in further analysis.
- 2) Confirmatory factor analysis of the Supervision variable
Based on the results of the confirmatory factor analysis of the Supervision variable indicators, both in diagram and table form, it is known that the Standardized Regression Weight (λ) for the 4 indicators is greater than 0.50 and the coefficient of C.R. greater than 2.00 and the probability value of the 4 indicators is *** smaller than 0.05. Thus it can be said in terms of the CFA, that the 4 indicators are strong for confirming the latent variable Supervision. For this reason, the 4 indicators can be included in further analysis.
- 3) Confirmatory factor analysis of the morale variable
Based on the results of the confirmatory factor analysis of the variable morale, both in diagram and table form, it is known that the Standardized Regression Weight (λ) for the 3 indicators is greater than 0.50 and the coefficient of C.R. greater than 2.00 and the probability value of the 3 indicators *** is smaller than 0.05. Thus it can be said in terms of the CFA, that the 3 indicators are strong for confirming the latent variable of the morale. For this reason, these 3 indicators can be included in further analysis.

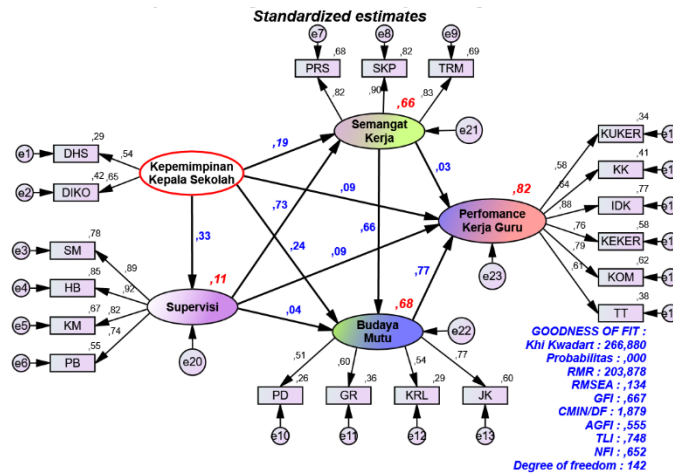
4) Confirmatory factor analysis of the Culture Quality variable

Based on the results of the confirmatory factor analysis of the indicators of Quality Culture variables, both in diagram and table form, it is known that the Standardized Regression Weight (λ) for the 4 indicators is greater than 0.50 and the coefficient of C.R. greater than 2.00 and the probability value of the 4 indicators *** is smaller than 0.05. Thus it can be said in terms of the CFA, that the 4 indicators are strong to confirm the latent variables of Quality Culture. For this reason, the 4 indicators can be included in further analysis.

5) Confirmatory factor analysis of Teacher performance variables. Based on the results of the confirmatory factor analysis of teacher performance variable indicators, both in the form of diagrams and in the form of tables. It is known that the Standardized Regression Weight (λ) for the 6 indicators is greater than 0.50 and the coefficient is C.R. greater than 2.00 and the 6th probability value of the indicator is smaller than 0.05. Thus it can be said in terms of the CFA, that the 6 indicators are strong for defining the teacher PERFORMANCE latent variable. For this reason, the 6 indicators can be included in further analysis.

Analysis of influence with SEM

Based on the results of data processing, Full Model Structural Equation Modeling (SEM) analysis is performed. For the purpose of analysis, the first image displayed is the result of the processing of Structural Equation Modeling (SEM).



Picture 1. Results of Structural Equation Modeling (SEM) analysis between variables

1) Analysis of the measurement model testing with the parameters Lamda (λ_i)

The parameter testing performed was the Lamda (λ_i) parameter test. This test is intended to determine the validity of each research indicator. For testing lamda parameter (λ_i) the standardized estimate (regression weight) value in the form of loading factor is used. If the standardized estimate (regression weight) (λ_i) > 0.50, the value of CR > table = 2,000, and Probability < α = 0.05, the loading factor parameter lamda (λ_i) of the indicator is declared significant (Mangkunegara, 2002). This means the indicator is valid. For the purposes of testing these parameters, the following Table 1. shows the loading factor / lamda (λ_i), CR, Probability (P).

Table 1
Regression weight (Lamda) leadership indicators principal, supervision, work spirit, quality culture, and teacher performance

			Estimate	S.E.	C.R.	P
DHS	<---	KEPSEK	1.000			
DIKO	<---	KEPSEK	1.140	.587	1.942	.42

HB	<---	SV	1.114	.117	9.526	***
SM	<---	SV	1.000			
KM	<---	SV	.939	.124	7.548	***
PB	<---	SV	.739	.115	6.430	***
PRS	<---	SEMKER	1.000			
SKP	<---	SEMKER	1.077	.140	7.677	***
TRM	<---	SEMKER	.980	.143	6.847	***
PD	<---	BUMUT	1.000			
GR	<---	BUMUT	1.177	.392	3.004	.003
KRL	<---	BUMUT	1.083	.386	2.807	.005
JK	<---	BUMUT	1.907	.556	3.429	***
KUKER	<---	PERKEGU	1.000			
KK	<---	PERKEGU	1.263	.351	3.595	***
IDK	<---	PERKEGU	2.306	.526	4.381	***
KEKER	<---	PERKEGU	1.727	.427	4.043	***
KOM	<---	PERKEGU	2.201	.534	4.122	***
TT	<---	PERKEGU	1.481	.425	3.485	***

Table 2

Standardized regression weight (Lamda) indicators of principal leadership, supervision, morale, quality culture, and teacher's performance

			Estimate
DHS	<---	KEPSEK	.542
DIKO	<---	KEPSEK	.650
HB	<---	SV	.924
SM	<---	SV	.886
KM	<---	SV	.817
PB	<---	SV	.745
PRS	<---	SEMKER	.825
SKP	<---	SEMKER	.904
TRM	<---	SEMKER	.832
PD	<---	BUMUT	.512
GR	<---	BUMUT	.599
KRL	<---	BUMUT	.536
JK	<---	BUMUT	.775
KUKER	<---	PERKEGU	.579
KK	<---	PERKEGU	.640
IDK	<---	PERKEGU	.880
KEKER	<---	PERKEGU	.764
KOM	<---	PERKEGU	.788
TT	<---	PERKEGU	.613

Based on Table 2 above, it can be seen that all latent variable indicators have a standardized estimate (regression weight) in the form of a loading factor or lamda (λ_i) > 0.50, a critical value of CR > 2.00 and have a probability of less than 0.05 (***). Thus it can be said that all indicators of these latent variables are valid/significant (Mangkunegara, 2006).

2) Analysis of structural equation models

The structural equation of Principal Leadership (X1), Supervision (X2), Work Spirit (Y1), Quality Culture (Y2) and Teacher's Performance (Y3) are as follows.

$$\begin{aligned}
 H_1: X_2 &= \gamma_{x2.x1} X_1 + e_1, \rightarrow \text{(Direct Effects) } X_1 \text{ to } X_2 \\
 H_2: Y_1 &= \gamma_{y1.x1} X_1 + e_2, \rightarrow \text{(Direct Effects) } X_1 \text{ to } Y_1 \\
 H_3: Y_1 &= \gamma_{y1.x2} X_2 + e_2, \rightarrow \text{(Direct Effects) } X_2 \text{ to } Y_1 \\
 H_4: Y_2 &= \gamma_{y2.x1} X_1 + e_3, \rightarrow \text{(Direct Effects) } X_1 \text{ to } Y_2 \\
 H_5: Y_2 &= \gamma_{y2.x2} X_2 + e_3, \rightarrow \text{(Direct Effects) } X_2 \text{ to } Y_2 \\
 H_6: Y_2 &= \gamma_{y2.y1} Y_1 + e_3, \rightarrow \text{(Direct Effects) } Y_1 \text{ to } Y_2 \\
 H_7: Y_3 &= \gamma_{y3.x1} X_1 + e_4, \rightarrow \text{(Direct Effects) } X_1 \text{ to } Y_3 \\
 H_8: Y_3 &= \gamma_{y3.x2} X_2 + e_4, \rightarrow \text{(Direct Effects) } X_2 \text{ to } Y_3 \\
 H_9: Y_3 &= \gamma_{y3.y1} Y_1 + e_4, \rightarrow \text{(Direct Effects) } Y_1 \text{ to } Y_3 \\
 H_{10}: Y_3 &= \gamma_{y3.y2} Y_2 + e_4, \rightarrow \text{(Direct Effects) } Y_2 \text{ to } Y_3
 \end{aligned}$$

Model testing was performed using regression coefficients for the Principal Leadership (X1), Supervision (X2), Work Morale (Y1), Quality Culture (Y2) and Teacher PERFORMANCE (Y3) variables through the output table from the submenu view/set. Based on the calculation of the regression coefficient (regression weight) an output table can be made as presented in Table 3 below.

Table 3
Regression Weights: (Group number 1 - Default model) Principal's Leadership (KEPSEK), Supervision (SV), Work Spirit (SEMKER), Quality Culture (BUMUT) and Teacher Performance (PERKEGU)

			Estimate	S.E.	C.R.	P
SV	<---	KEPSEK	.647	.449	1.441	.150
SEMKER	<---	KEPSEK	.302	.265	1.139	.225
SEMKER	<---	SV	.589	.119	4.956	***
BUMUT	<---	KEPSEK	.257	.240	1.071	.284
BUMUT	<---	SV	.020	.134	.147	.883
BUMUT	<---	SEMKER	.445	.217	2.051	.040
PERKEGU	<---	SV	.037	.083	.450	.653
PERKEGU	<---	KEPSEK	.075	.159	.470	.638
PERKEGU	<---	SEMKER	.014	.166	.087	.931
PERKEGU	<---	BUMUT	.639	.316	2.022	.044

Table 4
Standardized Regression Weights: (Group number 1 - Default model) Principal Leadership (KEPSEK), Supervision (SV), Work Spirit (SEMKER), Quality Culture (BUMUT) and Teacher Performance (PERKEGU)

			Estimate
SV	<---	KEPSEK	.332
SEMKER	<---	KEPSEK	.192
SEMKER	<---	SV	.730
BUMUT	<---	KEPSEK	.243
BUMUT	<---	SV	.036
BUMUT	<---	SEMKER	.663
PERKEGU	<---	SV	.091
PERKEGU	<---	KEPSEK	.092
PERKEGU	<---	SEMKER	.028
PERKEGU	<---	BUMUT	.767

Table 5
Standardized Direct Effects (Group number 1 - Default model)

	KEPSEK	SV	SEMKER	BUMUT	PERKEGU
SV	.332	.000	.000	.000	.000
SEMKER	.192	.730	.000	.000	.000
BUMUT	.243	.036	.663	.000	.000
PERKEGU	.092	.091	.028	.767	.000

In the three tables above, the relationship between the latent variable of Principal Leadership (KEPSEK) and the latent variable (SV) has a standardized estimate (regression weight) of 0.322, with Cr (Critical ratio = identical to the t-count value) of 1.441 at a probability of 0.150. CR value = 1,441 <2,000 and Probability = 0,150 > 0.05 shows that the relationship between the latent variable of Principal Leadership (KEPSEK) with the latent variable Supervision (SV) is positively insignificant.

The relationship between the latent variable of Principal Leadership (KEPSEK) and the Work Spirit (SEMKER) latent variable has a standardized estimate (regression weight) of 0.192, with Cr (Critical ratio = identical to the t-count value) of 1.139 at a probability of 0.255. The value of CR = 1.139 <2,000 and Probability = 0.225 > 0.05 shows that the relationship between the latent variable of Principal Leadership (KEPSEK) with the latent variable Spirit of Work (SEMKER) is not significant positive.

The relationship between the latent variable Supervision (SV) and the Working Spirit (SEMKER) latent variable has a standardized estimate (regression weight) of 0.730, with Cr (Critical ratio = identical to the t-count value) of 4.956 on probability *** (meaning <0,000). The value of CR = 4.956 > 2,000 and Probability = *** <0.05 shows that the relationship between the latent variable Supervision (SV) and the latent variable Morale Work (SEMKER) is positive f significant.

The relationship between the latent variable of Principal Leadership (KEPSEK) with the Quality Culture latent variable (BUMUT) has a standardized estimate (regression weight) of 0.243, with a Cr (Critical ratio = identical to the t-count value) of 1.071 at a probability of 0.284. CR value = 1.071 <2,000 and Probability = 0.284 > 0.05 shows that the relationship between the latent variable of Principal Leadership (KEPSEK) and the latent variable Quality of Culture (BUMUT) is not significant positive.

The relationship between the latent variable Supervision (SV) with the Quality Culture latent variable (BUMUT) has a standardized estimate (regression weight) of 0.036, with Cr (Critical ratio = identical to the t-count value) of 0.147 on a probability of 0.883. CR value = 0.147 <2,000 and Probability = 0.883 > 0.05 shows that the relationship between the latent variable Supervision (SV) and the latent variable Quality Culture (BUMUT) is positively insignificant.

The relationship between the latent variable of Work Spirit (SEMKER) with the Quality Culture latent variable (BUMUT) has a standardized estimate (regression weight) of 0.663, with Cr (Critical ratio = identical to the t-count value) of 2.051 at a probability of 0.040. The value of CR = 2.051 > 2,000 and Probability = 0.040 <0.05 indicates that the relationship between the latent variable of Work Morale (SEMKER) with the latent variable of Quality Culture (BUMUT) is significantly positive.

The relationship between the latent variable of Principal Leadership (KEPSEK) and the latent variable PERFORMANCE Teachers (PERKEGU) has a standardized estimate (regression weight) of 0.092, with Cr (Critical ratio = identical to the t-count value) of 0.470 at a probability of 0.638. CR value = 0.470 <2,000 and Probability = 0.638 > 0.05 shows that the relationship between the latent variable of Principal Leadership (KEPSEK) with the latent variable performance Teachers (PERKEGU) is not significant positive.

The relationship between the latent variable Supervision (SV) and the latent variable Performance Teacher (PERKEGU) has a standardized estimate (regression weight) of 0.091, with Cr (Critical ratio = identical to the t-count value) of 0.450 on a probability of 0.653. CR value = 0.450 <2,000 and Probability = 0.653 > 0.05 shows that the relationship between the latent variable Supervision (SV) and the latent variable Performance Teacher (PERKEGU) is not significant positive.

The relationship between the latent variable of Work Spirit (SEMKER) and the latent variable PERFORMANCE Teachers (PERKEGU) has a standardized estimate (regression weight) of 0.028, with Cr

(Critical ratio = identical to the t-count value) of 0.087 at a probability of 0.931. The value of CR = 0.087 <2,000 and Probability = 0.931> 0.05 indicates that the relationship between the latent variable of Work Enthusiasm (SEMKER) with the latent variable performance Teacher (PERKEGU) is not significantly positive (Maba *et al.*, 2017; Suarda *et al.*, 2018).

The relationship between the latent variable Quality Culture (BUMUT) with the latent variable Performance Teachers (PERKEGU) has a standardized estimate (regression weight) of 0.767, with Cr (Critical ratio = identical to the t-value) of 2.022 at a probability of 0.044. CR value = 2.022 > 2,000 and Probability = 0.044 <0.05 shows that the relationship between the latent variable Quality Culture (BUMUT) with the latent variable Performance Teachers (PERKEGU) is significantly positive (Suryadi & Budimansyah, 2009).

4 Conclusion

- a) The best model is obtained after a modification, namely by correlating some error indicators that have Modified Indices (M.I.) > 4,000. The modified structural equation model is stated as good because it has fulfilled three criteria from eight-cut of values, namely criteria, Relative chi-square, RMSA and TLI.
- b) Based on the structural equation shown by Regression Weight (γ), it appears that all endogenous variables have a positive relationship with endogenous variables.
- c) Based on the structural equation shown by Regression Weight (γ) it can be seen that there are only three exogenous variables that have a significant positive relationship with endogenous variables, namely the relationship of Supervision (X2) to Work Morale (Y1), the relationship of Work Morale (Y1) with Quality Culture (Y2), and the Quality Culture relationship (Y2) with Teacher Performance (Y3).
- d) The remaining seven relationships of exogenous variables with endogenous variables are not significant, namely the relationship between Principal Leadership (X1) and Supervision (X2), the relationship between Principal Leadership (X1) and Work Spirit (Y1), Principal Leadership relationship (X1) with Quality Culture (Y2) the relationship between Supervision (X2) and Quality Culture (Y2), the relationship between Principal Leadership (X1) and Performance Teachers (Y3), the relationship between Supervision (X2) and Performance Teachers (Y3), and the moral relationship (X3) Y1) with Performance Teachers (Y3).
- e) 5. Based on conclusion number 4 and conclusion number 5, Supervision (X2) can improve Teacher Performance (Y3) only if through increasing morale (Y1) and Quality Culture (Y2).
- f) Changes to Supervision (X2) contributed by Principal Leadership (X1) by 11.01%. Changes in Work Morale (Y1) contributed by the Principal Leadership (X1) and Supervision (X2) of 66.3%. Changes in Quality Culture (Y2) were contributed by the Principal Leadership (X1), Supervision (X2) and Work Morale (Y1) by 68.4%. Changes in Teacher PERFORMANCE (Y3) were contributed by Principal Leadership (X1), Supervision (X2), Work Spirit (Y1) and Quality Culture (Y2) by 81.9%.




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