


The Effect of Spiritual Leadership, Individual Characteristics, Work Experience, and Pedagogical Competence on the Performance of Elementary School Teachers

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ABSTRACT

Teacher performance plays a crucial role in determining the education quality. This study aims to analyze the influence of spiritual leadership, individual characteristics, work experience, and pedagogical competence on the performance of Hindu Religion teachers in Elementary Schools in Denpasar City. This study is an ex-post-facto study involving 168 elementary school teachers as research samples. Data were gathered by questionnaires. The collected data were analysed quantitatively employing descriptive and inferential statistics using Partial Least Square. The study results indicate that spiritual leadership, individual characteristics, and work experience positively and significantly affect teacher pedagogical competence. In addition, spiritual leadership, individual characteristics, work experience, and pedagogical competence also positively and significantly affect teacher performance. Other findings reveal that pedagogical competence mediates the effect of spiritual leadership, individual characteristics, and work experience on teacher performance. This study has several limitations, including the fact that it was only conducted in Denpasar City, so the results cannot be generalized to other regions. Therefore, further research is recommended to expand the region's scope, use mixed methods, and consider other factors such as work motivation, teacher welfare, and institutional support. Thus, the research results can provide a broader contribution to improving the performance of Hindu Religion teachers in Elementary Schools.

Keywords: Spiritual Leadership, Individual Characteristics, Work Experience, Pedagogical Competence

INTRODUCTION

Quality education depends on optimal teacher performance. Teachers have a primary role in planning, implementing, and evaluating learning to ensure the achievement of educational goals (Stojiljković et al., 2012). Good teacher performance will improve the quality of learning, while less than optimal performance can hinder achieving educational goals (Sanfo & Malgoubri, 2023; Singh & Sarkar, 2015). Various factors can influence teacher performance, including spiritual leadership, individual characteristics, work experience, and pedagogical competence.

Spiritual leadership is one factor that has the potential to influence teacher performance. This leadership emphasizes spiritual values, such as exemplary behavior, service, and religious ethics, in carrying out leadership duties. In the context of education, Spiritual leadership can inspire educators to fulfil their responsibilities with utmost commitment and dedication. Leaders who apply spiritual values can raise work motivation and increase teachers' devotion to educating students (Tobroni, 2010).

In addition to spiritual leadership, individual characteristics also play a role in determining teacher performance. Each teacher has unique characteristics, including teaching style, mindset, and level of perseverance and discipline in carrying out tasks. These individual characteristics can affect how teachers manage the classroom, interact with students, and face challenges during the educational process (Danim, 2012).

Work experience constitutes a significant element in determining teacher performance. Teachers with more extensive work experience be inclined to understand better learning strategies, classroom management, and dealing with various student characters (Graham et al., 2020; Scherer et al., 2023). The experience gained can increase teaching effectiveness and the ability to address many issues that emerge during the learning process (Graham et al., 2020; Scherer et al., 2023).

Another factor that determines teacher performance is pedagogical competence. This competence includes designing, implementing, and evaluating learning effectively (Hanum & Robandi, 2023; Sarmadan & Hali, 2021). Teachers with good pedagogical competence will be able to create engaging learning following students' needs (Saleh et al., 2023). In the context of Hindu religious education in elementary schools, pedagogical competence is very much needed so that teachers can deliver material with the proper methods and instill religious values and morals in students.

Based on interviews with several Hindu teachers in elementary schools in Denpasar City, it was found that there are still obstacles that affect teacher performance. One of the challenges experienced is the less conducive learning conditions, especially during the pandemic. Teachers face various obstacles, such as limited internet access during online learning, which has an impact on the effectiveness of teaching and the achievement of student learning outcomes. In addition, communication and motivation factors in the school environment also affect teacher performance. Good interaction between the principal, teachers, and students can create a more positive learning atmosphere, increase student learning motivation, and encourage teachers to execute their responsibilities more effectively. According to the aforementioned description, this study aims to examine the influence of spiritual leadership, individual characteristics, work experience, and pedagogical competence on the performance of Hindu Religion teachers in elementary schools in Denpasar City. The findings of this study enhance initiatives aimed at improving teacher efficacy and the quality of education in primary schools, especially in Hindu religious education.

METHOD

Research Design

This study employs a quantitative methodology as the data obtained is represented numerically or qualitative data that is scored. This study was designed as an ex-post-facto study. Expost-facto is research conducted to examine an event and then observe the factors that can cause the study to arise (Sugiyono, 2015). It is called ex-post-facto (causality) because this study seeks the causal effect of exogenous variables (X) on endogenous variables (Y). The research design model was employed to elucidate the correlation between factors, namely Spiritual Leadership Variables, Individual Characteristics, and Work Experience as exogenous variables, with Pedagogical Competence as a mediating variable and Teacher Performance as an endogenous variable.

Population and Sample

The population in this study were Hindu Religious Teachers of Elementary Schools in Denpasar City in 2020-2021, totaling 233 people. The study employed a proportional random sampling technique. It is a random sampling that considers the balance of each sub-population group. In this study, sampling considers the balance (proportion) in the population by calculating the number of existing populations. This means that the larger the population, the greater the number of samples taken. This study's sample calculation is based on a 5% error rate. According to the Krejcie and Morgan (1970) sample calculation table, the minimum sample size for a population of 223 is 144.

Method of Data Collection and Research Instruments

The methodology employed for data gathering in this study is the questionnaire technique. The questionnaire consists of five questionnaires: one for the Spiritual Leadership variable (X1), one for the Individual Characteristics variable (X2), one for the Work Experience variable (X3), one for the Pedagogical Competence variable (Y1), and one for the Hindu Religion Teacher Performance variable (Y2). The questionnaire will be given to Hindu Religion Teachers of Elementary Schools in Denpasar City, who will be selected as sample members.

Method of Data Analysis

Descriptive Statistical Analysis

Descriptive statistical analysis analyzes data by providing an overview or description of the research variables derived from the collected respondents' answers (Sugiyono, 2015). Descriptive statistical analysis in this study includes:

a. Mean, Median, Mode, and Standard Deviation

The mean or average score is the total number divided by the number of individuals. The median limits 50% of the upper distribution frequency and 50% of the lower distribution. The mode is the variable value that has the most frequency in the distribution. The SPSS program determines the mean, median, and mode.

b. Categorization

The next step is to categorize the values of each variable and indicator. These values are categorised into five groups according to the ideal mean (M) and ideal standard deviation (SD). According to Sudijono (Sudijono, 2018), the determination of categories for the values of each indicator is shown in Table 1.

Table 1. Value Categories for Each Indicator

No.	Interval	Category
1.	$\bar{X} > (M + 1,5 SD)$	Very high
2.	$(M + 0,5 SD) < \bar{X} \leq (M + 1,5 SD)$	Tall
3.	$(M - 0,5 SD) < \bar{X} \leq (M + 0,5 SD)$	Currently
4.	$(M - 1,5 SD) < \bar{X} \leq (M - 0,5 SD)$	Low
5.	$\bar{X} \leq (M - 1,5 SD)$	Very low

Where:

$M = \frac{1}{2}$ (maximum score + minimum score)

$SD = \frac{1}{6}$ (maximum score – minimum score)

Description:

\bar{X} = Arithmetic mean

M = Ideal mean

SD = Ideal standard deviation

Inferential Statistical Analysis

To conduct an inferential analysis test in order to draw conclusions to test the hypothesis and answer the research problems, the researcher conducted an inferential test using Partial Least Square (PLS). PLS is a software developed to process data using structural equations and can also be used for linear regression equations. The use of PLS is based on several considerations, namely: PLS can be used for models with construct relationships with indicators that are reflective or formative. In addition, in the analysis using PLS, the data does not have to be normally distributed. Indicators of categorical, ordinal, interval, and ratio scales can be utilised within the same model, and a sample size of fewer than 100 is sufficient for PLS analysis.

FINDINGS

The Result of Descriptive Statistical Analysis

To get an overview of the characteristics of each variable's score distribution, the following displays the maximum score, minimum score, mean score, standard deviation, variance, median, mode, and categorisation of each variable. Below is a summary of statistics as in Table 2.

Table 2. Summary Statistics of Spiritual Leadership Variables, Individual Characteristics, Work Experience, Pedagogical Competence, Teacher Performance

Statistical Variable	X ₁	X ₂	X ₃	Y ₁	Y ₂
Mean	31.23	21.14	21.88	37.63	35.04
Median	32	24	23	38	35.5
Mode	32	24	24	40	38
Std. Deviation	2.95	4.33	4.38	4.26	3.99
Variance	8.73	18.71	19.22	18.18	15.90
Range	24	18	18	24	23

<i>Minimum</i>	16	12	12	25	22
<i>Maximum</i>	40	30	30	49	45

Description:

X1 = Spiritual Leadership
X2 = Individual Characteristics
X3 = Work Experience
Y1 = Pedagogical Competence
Y2 = Teacher Performance

Table 3. Conversion of Teacher Performance Variable Categorization

Criteria	Interval	Category
$(Mi + 1.5 SDi) < X$	$36 \leq \text{Mean}$	Very Good
$(Mi + 0.5 SDi) < X < (Mi + 1.5 SDi)$	$31 \leq \text{Mean} < 36$	Good
$(Mi - 0.5 SDi) < X < (Mi + 0.5 SDi)$	$25 \leq \text{Mean} < 30$	Fair
$(Mi - 1.5 SDi) < X < (Mi - 0.5 SDi)$	$19 \leq \text{Mean} < 24$	Poor
$X < (Mi - 1.5 SDi)$	$\text{Mean} \leq 19$	Very Poor

In general, the average score of the Hindu religious teacher performance variable in Denpasar City was obtained at 35.04 with a standard deviation of 3.98. These results indicate that the tendency of the performance of Hindu religious teachers in Denpasar City can be said to be good, which is in the range of 31-36 from the ideal score, according to the conversion of the teacher performance variable categorization in Table 3.

Hypotheses Testing Results**Direct Effect Testing**

The significance of the estimated parameters provides beneficial information about the relationship between the research variables. The value in the inner weight output result is used to test the hypothesis. Table 4 provides the estimated output for testing the structural model.

Table 4. Hypothesis Testing Results (Direct Effect)

Variable	Original sample (O)	T statistics (O/STDEV)	P values
Individual Characteristics -> Teacher_Performance	0.690	18.190	0.000
Individual Characteristics -> Pedagogical Competence	0.469	8.549	0.000
Spiritual Leadership -> Teacher_Performance	0.046	2.372	0.018
Spiritual Leadership -> Pedagogical Competence	0.183	3.311	0.001
Pedagogical competence -> Teacher Performance	0.082	3.518	0.000
Work Experience -> Teacher Performance	0.534	15.936	0.000
Work Experience -> Pedagogical Competence	0.398	6.835	0.000

The results of testing the research hypothesis based on Table 4 are as follows:

a) Hypothesis Testing (H1)

According to Table 4, the coefficient of the spiritual leadership pathway exerts a favourable and significant influence on the pedagogical competence of Hindu educators in Elementary Schools within Denpasar City. The outcome is reflected in the coefficient value of 0.183, accompanied by a t-statistic of 3.518. The t-statistic is more than 1.96, and the significance value is 0.00, which is less than 0.05. Consequently, hypothesis 1 is accepted, indicating that spiritual leadership exerts a positive and significant influence on the pedagogical competence of Hindu educators, thereby validating the hypothesis.

b) Hypothesis Testing (H2)

The coefficient value of 0.469 corresponds to a t-statistic of 8.549. The t-statistics value is above 1.96 and a sig value of 0.00 < 0.05. Based on this, hypothesis 2 is declared accepted, which means that individual characteristics have a positive and significant effect on the pedagogical competence of Hindu religious teachers.

c) Hypothesis Testing (H3)

The results are reflected in a coefficient value of 0.398 and a t-statistic of 6.835. The t-statistic exceeds the crucial value of 1.96, with a significance value of 0.00, which is less than 0.05. Consequently, hypothesis 3 is deemed acceptable, indicating that job experience positively and significantly influences the pedagogical ability of Hindu religious educators, thereby validating the hypothesis.

d) Hypothesis Testing (H4)

The results are reflected in a coefficient value of 0.046 and a t-statistic of 2.372. The t-statistic exceeds the threshold value of 1.96, with a significance value of 0.018, which is less than 0.05. Consequently, hypothesis 4 is accepted, indicating that spiritual leadership positively and significantly influences the performance of Hindu religious educators, thereby validating the hypothesis.

e) Hypothesis Testing (H5)

These results can be seen in the coefficient value of 0.690 with a t-statistics value of 18.190. The t-statistic is more than 1.96, and the significance value is 0.00, which is less than 0.05. Consequently, hypothesis 5 is accepted, indicating that the traits exert a positive and significant influence on the performance of Hindu religious teachers, thereby validating the hypothesis.

f) Hypothesis Testing (H6)

The results are indicated by a coefficient value of 0.534 and a t-statistic of 15.936. The t-statistic is greater than 1.96, with a significance value of 0.00, which is less than 0.05. Consequently, hypothesis 6 is accepted, indicating that work experience positively and significantly influences the performance of Hindu religious teachers, thereby validating the hypothesis.

g) Hypothesis Testing (H7)

The outcome is seen in the coefficient value of 0.082, accompanied by a t-statistic of 3.518. The t-statistic exceeds 1.96, and the significance value is 0.00, which is less than 0.05. Consequently, hypothesis 7 is accepted, indicating that pedagogical competency positively and significantly influences the performance of Hindu Religion teachers.

Testing of Indirect Effects through Mediating Variables (Indirect Effect)

The importance of the mediating variables in the model can be assessed through the outcomes of the indirect effect test. This assessment evaluates the degree of influence of the mediating variables, including whether they are fully mediating (complete mediation), partially mediating (partial mediation), or not mediating. The method of testing the mediating variables used is the VAF (Variance Accounted For) method (Hair et al., 2017). In the following hypothesis testing, the mediating role of the pedagogical competence variable (Y1) between spiritual leadership (X1) and teacher performance (Y2) will be examined. The mediating role of the pedagogical competence variable (Y1) between individual characteristics (X2) and teacher performance (Y2). The mediating role of the pedagogical competence variable (Y1) between work experience (X3) and teacher performance (Y2). The findings of the analysis of the indirect influence hypothesis testing in this study are illustrated in Table 5.

Table 5. Recapitulation of the Results of Testing the Mediating Variables of Pedagogical Competence

No	Mediation of Pedagogical Competence Variable (Y1)	Original sample (O)	T statistics (O/STDEV)	P values	VAF (%)	Mediation Effect
				Sig		
1	Individual_Characteristics -> Teacher_Performance	0.038	3.152	0.002	5.25	No mediation
2	Spiritual_Leadership -> Teacher_Performance	0.015	2.461	0.014	24.60	Partial Mediation
3	Work_Experience -> Teacher_Performance	0.032	3.054	0.002	5.73	No mediation

The information obtained from Table 5 above is the result of testing the mediation variables that can be

conveyed as follows:

1. Pedagogical competence (Y1) can mediate positively and significantly the influence of spiritual leadership (X1) on the performance of Hindu teachers (Y2). The results of examining the mediation effect using the VAF method obtained a value of 24.60 percent. This value is in the range of 20 percent to 80 percent, so This research indicates that the pedagogical competence variable (Y1) partially influences the effect of spiritual leadership on the performance of Hindu teachers in elementary schools in Denpasar City (Partially Mediated).
2. Pedagogical competence (Y1) mediates positively and significantly on the influence of individual characteristics (X2) and the performance of Hindu teachers (Y2). Examining the mediation effect using the VAF method obtained a value of 5.25 percent. This value is in the range <20 percent, so this finding indicates that the pedagogical competence variable (Y1) on the impact of personal attributes on the efficacy of Hindu teachers in Elementary Schools in Denpasar City has no mediation effect.
3. Pedagogical competence (Y1) mediates positively and significantly on the influence of work experience (X3) on the performance of Hindu teachers (Y2). Examining the mediation effect using the VAF method obtained a value of 5.73 percent. This value is in the range <20 percent, so this finding indicates that the pedagogical competence variable (Y1) on the influence of work experience on the performance of Hindu teachers in Elementary Schools in Denpasar City has no mediation effect.

To ascertain the comprehensive impact of each link among the analysed variables, a summary of the direct effects, indirect effects, and total effects is provided in Table 6 below

Table 6. Calculation of Direct, Indirect and Total Effects

N o	Relationship of Variables	Direc t Effect	Indirec t Effect	Tota l Effect
1	Individual_Characteristics -> Teacher_Performance	0.690	0.038	0.729
2	Individual_Characteristics -> Pedagogical_Compentence	0.469	-	0.469
3	Spiritual_Leadership -> Teacher_Performance	0.046	0.015	0.061
4	Spiritual_Leadership -> Pedagogical_Compentence	0.183	-	0.183
5	Pedagogical_Compentence -> Teacher_Performance	0.082	-	0.082
6	Work_Experience -> Teacher_Performance	0.534	0.032	0.567
7	Work_Experience -> Pedagogical_Compentence	0.398	-	0.398

According to the information in Table 6 above, the individual characteristics path (X2) to teacher performance (Y2) has the largest total effect, 0.729, compared to the spiritual leadership path (X1) to teacher performance (Y2), which only obtained a total effect of 0.061. The work experience path (X3) to teacher performance (Y2) only obtained a total effect of 0.567.

DISCUSSION

The Influence of Spiritual Leadership on the Pedagogical Competence of Hindu Religious Teachers

The initial hypothesis test indicates that the coefficient value of the spiritual leadership path exerts a positive and substantial influence on the pedagogical competence of Hindu religious teachers in Elementary Schools within Denpasar City. The coefficient value of 0.183 corresponds to a t-statistic of 3.518. The t-statistic exceeds 1.96, and the significance value is 0.00 (<0.05), indicating that spiritual leadership positively and significantly influences the pedagogical competency of Hindu religious teachers. Consequently, hypothesis 1 is affirmed. The study's findings suggest that improved implementation of spiritual leadership correlates with enhanced pedagogical competency among Hindu religious teachers in elementary schools in Denpasar City. Spiritual leadership in this study was measured using eight (8) indicators, namely true honesty, discipline, humility, vision creation, belief, character, integrity, and exemplary behavior. Based on the loading factor value, integrity is seen as the most significant indicator. Integrity is an important indicator of spiritual leadership. According to Greenleaf (2002), integrity refers to consistency, honesty, and harmony between a person's words and actions. A spiritual leader with integrity will carry out his leadership consistently and honestly, following the values they embrace. They will practice honesty, fairness, humility, and empathy in interactions with others.

Strengthened by Fairholm's opinion (1998), integrity also reflects the trust others give to a spiritual leader. When leaders demonstrate high integrity, they build strong trust and credibility among their followers. Integrity helps strengthen the relationship between spiritual leaders and their followers, allowing leaders to influence, guide, and inspire others effectively.

Spiritual leadership encompasses the integration of values, attitudes, and behaviours essential for naturally motivating oneself and others, viewing spiritual leadership as a vocation of obligation (Fry, 2003). Spiritual

leadership inspires and encourages employees by establishing a vision and culture rooted in selfless principles, fostering a workforce characterised by organisational commitment and productivity (Fry et al., 2005). The principle can embody the spiritual characteristics of integrity, discipline, and accountability. Spiritual values will influence the morale of educational personnel (Kusumaningrum et al., 2020).

The Influence of Individual Characteristics on the Pedagogical Competence of Hindu Religious Teachers

Based on the results, the coefficient is 0.469, accompanied with a t-statistic of 8.549. The t-statistic is more than 1.96, and the significance value is 0.00, which is less than 0.05. Consequently, hypothesis 2 is affirmed, meaning individual characteristics positively and significantly affect pedagogical competence. The study's results indicate that the more complex the individual characteristics of Hindu religious teachers, the higher the pedagogical competence.

This study measured individual characteristics using six indicators: competence, individual needs, motivation, age, gender, and experience. The findings showed that individual needs were the indicator with the highest loading factor.

According to Robbins and Judge (2014), individual needs are everything humans need to prosper. According to Ashoumi (2018), religious teachers with strong individual characteristics in acting according to religious norms tend to be more able to carry out their pedagogical duties effectively in a religious context by paying attention to students' spiritual and moral needs.

Rivai (2006) states that individual characteristics are special traits, psychological traits, morals or manners that a person has that distinguish him from others. Hasibuan (2013) defines individual characteristics as a person's innate traits that the environment or education can change. Thus, individual characteristics significantly affect the pedagogical competence of Hindu Religion teachers. This study's results align with Nurlaila (2022), who stated that individual characteristics, such as creativity and self-regulation, shape the pedagogical competence of future digital technology teachers, foster unique teaching styles, and enhance professional development. Dilshad (2022) stated that Individual Characteristics significantly impact the effectiveness of pedagogical support. Understanding students' skills, abilities, and traits improves teacher assistance, fostering tailored development strategies for optimal educational results. Moreover, Sa'dullojeva (2021) revealed that Individual Characteristics, such as motivation and values, significantly impact pedagogical competence. Acmeological orientation and personal potential play a crucial role in achieving teaching success.

The Influence of Work Experience on the Pedagogical Competence of Hindu Religious Teachers

The data processing findings indicate a coefficient value of 0.398 and a t-statistic of 6.835. The t-statistic exceeds the crucial value of 1.96, and the significance value is 0.00, which is less than 0.05. Consequently, hypothesis 3 is accepted, indicating that job experience positively and significantly influences the instructional competency of Hindu religious educators. So that the hypothesis is proven true. The study's results indicate that the more experienced Hindu religious teachers are in working, the higher the pedagogical competence of Hindu religious teachers.

Work experience in this research model is measured using six indicators: length of service, job rotation, promotion, work assignment, having experience, and work methods. The maximum loading factor value is identified in the length of service indication. According to Foster (2001), length of service measures the length of time someone has taken to understand the tasks of a job and have carried them out well.

Extensive work experience in teaching religion allows a religious teacher to deepen their understanding of the teachings, traditions, and practices of the religion they teach. Through continuous teaching experience, religious teachers can develop more profound insights into certain aspects of religion and master the subject better. This allows them to convey accurate, relevant, and in-depth information to students (Zaini & Ningrum, 2022).

Ranupandojo and Husnan (2011) stated that work experience quantifies the duration or period during which an individual has engaged in tasks associated with a job and has executed them proficiently. Employees' work experience in carrying out tasks in an organization is significant. An employee with more work experience will undoubtedly understand better what to do when faced with a problem. In addition, the employee will be faster at work and does not have to adapt to the tasks carried out because he already has the experience, so the organization will find it easier to achieve organizational goals because it is supported by experienced employees in their respective fields.

The results of this study are in line with Sugiarti (2024), who stated that work experience has a significant impact on pedagogical competence. Mentoring, group projects, and psychological training improve competence based on the level of teacher experience, encourage professional growth, and prevent burnout. Hidayati and

Suryadi (2020) revealed that teachers with more work experience showed higher levels of stress resilience, self-regulation, and goals, indicating a positive relationship between work experience and pedagogical competence.

The Influence of Spiritual Leadership on the Performance of Hindu Religious Teachers

The data processing findings indicate a coefficient value of 0.046 and a t-statistic of 2.372. The t-statistic exceeds the threshold value of 1.96, and the significance value is 0.018, which is less than 0.05. Consequently, hypothesis 4 is accepted, indicating that spiritual leadership positively and significantly influences the performance of Hindu religious educators. The hypothesis has been validated. The study's results reveal that improved implementation of spiritual leadership correlates with enhanced performance among Hindu religious teachers. A religious teacher who practices spiritual leadership positively impacts students and the learning environment. Spiritual leadership involves integrating religious values and spirituality into leadership practices, which can affect the performance of religious teachers in several ways. First, spiritual leadership can strengthen the motivation and commitment of religious teachers to their duties. By having a strong spiritual foundation, religious teachers feel connected to a higher purpose and have a clear view of the meaning and purpose of their work. This can increase their intrinsic motivation and dedication to teaching religion. Second, spiritual leadership can influence teacher-student interactions and create a positive learning climate. Religious teachers who practice spiritual leadership tend to pay attention to students' spiritual and emotional well-being, listen to them attentively, and guide them with compassion. This can create a closer and more trusting relationship between teachers and students, affecting student engagement in learning and improving classroom interaction quality.

Spiritual leadership is a value, attitude, and behavior of leaders that requires efforts to motivate themselves and others through calling (feelings of meaning) and membership (feelings of being appreciated and understood) to form a feeling of spiritual well-being. Based on qualitative and quantitative calculations of research in a company, leadership affects intrinsic motivation.

According to research conducted by Kakiay (2017), the spiritual leadership of religious teachers has a positive impact on performance. The study showed that religious teachers who practice spiritual leadership tend to be more motivated, highly committed to their duties, and can create a conducive learning climate. In addition, the study also found that religious teachers who integrate religious values and spirituality in their leadership practices have better relationships with students, which contributes to student engagement in religious learning. Another study by Yulianti (2018) also shows that the spiritual leadership of religious teachers plays an important role in forming a school culture that is inclusive, respectful, and supportive of students' spiritual development. Religious teachers who practice spiritual leadership are seen as inspiring role models for their students and positively influence students' character and values.

The Influence of Individual Characteristics on the Performance of Hindu Religious Teachers

The data processing results indicate a coefficient value of 0.690 and a t-statistic of 18.190. The t-statistic exceeds 1.96, and the significance value is 0.00, which is less than 0.05. Consequently, hypothesis 5 is deemed accepted, indicating that the traits exert a positive and significant influence on the performance of Hindu religious educators. The hypothesis has been validated. The study's results demonstrate that greater complexity in the qualities of the particular Hindu religious teacher correlates with enhanced performance.

Individual characteristics in this study include competence, individual needs, motivation, age, gender, and experience, which can validly affect the performance of Hindu religious teachers. Commitment to their profession is an important factor that can affect the performance of religious teachers. Religious teachers who are highly committed to their profession tend to be more dedicated and enthusiastic and strive to improve the quality of learning (Rahmiati & Azis, 2023). Hindu religious teachers will invest extra time and effort to prepare lesson materials, plan effective learning, and involve themselves in professional development activities. Another individual characteristic is the attitude towards students. Religious teachers with a positive attitude, empathy, and concern for students tend to create an inclusive, supportive, and motivating learning climate. Teachers can build good relationships with students, respond to their needs, and provide relevant support.

According to research conducted by Atikasari (2021), religious teachers' individual characteristics significantly influence their performance. The study showed that religious teachers' commitment to their profession is positively related to the quality of learning and student satisfaction. Religious teachers who are highly committed to their profession show better performance and can provide a better learning experience for their students.

According to research by Peoni (2014), the diverse unique traits of each person can yield varying contributions to the company's performance. Employees with commendable traits will facilitate their job performance, hence optimising outcomes and positively impacting the firm. Similarly, personnel with detrimental traits will impede the company's operations and growth by fostering unfavourable attitudes. Based on this, it can

be ascertained that the company has specific criteria regarding the employees they will hire that follow the company's needs. Thus, individual characteristics significantly affect Hindu religious teachers' performance.

According to research by Ismanto, et al. (2021), religious teachers' characteristics significantly affect performance. The study shows that religious teachers' commitment to their profession is positively related to the quality of learning and student satisfaction. Religious teachers who are highly committed to their profession show better performance and can provide a better learning experience for their students.

The Influence of Work Experience on the Performance of Hindu Religious Teachers

The data processing findings indicate a coefficient value of 0.534 and a T-statistic value of 15.936. The T-statistics score exceeds 1.96, and the significance value is 0.00, which is less than 0.05. Consequently, hypothesis 6 is accepted, indicating that work experience positively and significantly influences the performance of Hindu religious educators. The hypothesis has been validated. The study's results reveal that greater experience among Hindu teachers correlates with enhanced performance of Hindu religious educators.

According to Handoko (2014), work experience is the proficiency of an employee's knowledge and abilities, assessed by the duration of employment and the individual's expertise. Experience can alone be acquired in a professional setting. Nitisemito (2000) contends that sufficient work experience will enable employees to fulfil their tasks. Valuable job experience imparts proficiency and competencies derived from the duration of employment.

Work experience helps religious teachers develop better pedagogical skills. By teaching consistently for an extended period, religious teachers can try various teaching strategies, adjust their approach according to student needs, and improve their teaching methods. Work experiences that involve interactions with various students also help religious teachers develop practical classroom management skills, provide constructive feedback, and facilitate meaningful discussions.

Work experience also has an impact on understanding more in-depth religious material. Religious teachers who have taught for several years have the opportunity to deepen their understanding of the teachings, traditions, and religious practices they teach. Through sustainable teaching experience, religious teachers can broaden their insights about certain aspects of religion, better master the subject matter, and enrich their teaching with concrete examples and practical applications. Research by Almukhazim (2019) shows that religious teachers with longer teaching experiences have a deeper understanding of religious teachings, positively impacting the quality of teaching and understanding of students about religion.

The Influence of Pedagogical Competencies on the Performance of Hindu Religious Teachers

The study results indicate a coefficient value of 0.082 and a t-statistic of 3.518. The t-statistic exceeds 1.96, and the significance value is 0.00, which is less than 0.05. Consequently, hypothesis 7 is affirmed, indicating that pedagogical ability exerts a favourable and considerable influence on the performance of Hindu educators. The study's results demonstrate that an increase in the pedagogical competency of Hindu teachers correlates with enhanced performance among them. Teachers' pedagogical competence plays a significant role in the success of implementing a curriculum. Teachers must be able to design learning based on the guidelines expected by the curriculum. In teaching students so that they have the abilities expected by the curriculum, a teacher who understands and masters the curriculum is needed. There are four competencies that a teacher must have, namely pedagogical, social, personality, and professional. This study focuses on the teacher's pedagogical competence in planning, implementing, and evaluating learning (Rusdiana & Heryati, 2015). The government must provide a curriculum and pedagogical framework for teacher education that integrates theoretical, practical, and professional aspects of teaching and learning. This comprehensive curricular model for teacher development and pedagogy facilitates innovative professional learning for educators (Ure, 2010).

Pedagogical competence significantly influences the performance of Hindu religious teachers. Religious teachers with strong pedagogical competence tend to be more effective in planning, implementing, and evaluating religious learning. Pedagogical competence involves understanding learning principles, effective teaching strategies, and delivering subject matter in a way that facilitates student understanding and participation.

Religious teachers with good pedagogical competence can plan structured, meaningful learning and follow student needs. They can formulate clear learning objectives, choose appropriate teaching strategies, and organize diverse and engaging learning activities.

In addition, pedagogical competence also impacts religious teachers' ability to improve students' understanding of religion. Religious teachers with strong pedagogical competence can teach in a way that inspires, motivates, and facilitates student understanding. They can adapt their teaching methods according to students' learning styles, build good relationships with students, and provide constructive feedback.

The Influence of Spiritual Leadership on the Performance of Hindu Religious Teachers Mediated by Pedagogical Competence

Based on data processing, it is known that pedagogical competence (Y1) can mediate positively and significantly on the indirect influence of spiritual leadership (X1) and teacher performance (Y2). The results of examining the mediation effect using the VAF method obtained a value of 24.60 percent. This value is in the range of 20 percent to 80 percent, so this finding provides an indication that the pedagogical competence variable (Y1) on the influence of spiritual leadership on the performance of Hindu Religion teachers in Elementary Schools in Denpasar City provides a partial effect (Partially Mediated).

Pedagogical competence is important in mediating spiritual leadership and teacher performance. Strong and effective spiritual leadership can have a direct positive influence on the pedagogical competence of religious teachers. On the other hand, high pedagogical competence also contributes to improving the performance of religious teachers.

In this context, spiritual leadership includes building good relationships with teachers, providing moral support and inspiration, and facilitating spiritual growth and teacher empowerment. Effective spiritual leadership creates an environment that optimizes teachers' pedagogical competence.

Then, religious teachers' pedagogical competence includes understanding learning principles, effective teaching strategies, and the ability to deliver subject matter in a way that facilitates student understanding and participation. Religious teachers who have strong pedagogical competence tend to plan and implement meaningful learning and can improve students' understanding of religion.

Spiritual leadership integrates the secular realm with the spiritual realm (divinity) and predominantly depends on spiritual intelligence in leadership endeavours (Tobroni, 2010). Spiritual leadership also strongly upholds ethical and spiritual ideals. The attributes of spiritual leadership rooted in religious ethics encompass honesty, fairness, self-awareness, emphasis on virtuous actions, non-dogmatic spirituality, enhanced efficiency, the cultivation of excellence in oneself and others, receptiveness to change, discipline coupled with flexibility, relaxation paired with intelligence, and humility.

Pohan (2020) tested the effect of spiritual leadership on the performance of religious teachers with the mediation of pedagogical competence. This study was conducted on Islamic religious teachers in secondary schools in Indonesia. The study's findings demonstrate that spiritual leadership positively and significantly affects the pedagogical competence of religious educators, and that this pedagogical competence likewise positively and significantly influences the performance of religious educators. This study demonstrated that pedagogical ability can considerably and favourably mediate the relationship between spiritual leadership and the performance of religious educators.

The Influence of Individual Characteristics on the Performance of Hindu Religious Teachers Mediated by Pedagogical Competence

Based on the results of data processing, it is known that pedagogical competence (Y1) mediates positively and significantly on the influence of individual characteristics (X2) and the performance of Hindu Religion teachers (Y2). Examining the mediation effect using the VAF method obtained a value of 5.25 percent. This value is in the range of <20 percent, so this finding indicates that the pedagogical competence variable (Y1) on the influence of individual characteristics on the performance of Hindu Religion teachers in Elementary Schools in Denpasar City has no mediation effect.

This study shows that higher individual characteristics of religion teachers, such as higher levels of education or more extended work experience, directly influence their pedagogical competence. On the other hand, high pedagogical competence also contributes to improving their performance.

In this context, pedagogical competence includes understanding learning principles, effective teaching strategies, and the ability to deliver subject matter to facilitate student understanding and participation. Religion teachers with strong pedagogical competence tend to teach better, manage classes effectively, provide constructive feedback, and facilitate students' understanding of religion. Mathieu and Zajac (1990) stated that Personal characteristics (individuals) include age, gender, length of service, level of education, ethnicity, and personality. Clearly definable and accessible factors, derived mostly from an employee's personnel file, indicate that individual characteristics encompass age, gender, marital status, number of dependents, and tenure within the organization (Robbins & Judge, 2014).

The Influence of Work Experience on the Performance of Hindu Religious Teachers Mediated by Pedagogical Competence

Based on the results of data processing, pedagogical competence (Y1) mediates positively and significantly on the influence of work experience (X3) on the performance of Hindu Religion teachers (Y2). Examining the mediation effect using the VAF method obtained a value of 5.73 percent. This value is in the range of <20 percent, indicating that the pedagogical competence variable (Y1) on the influence of work experience on the performance of Hindu Religion teachers in Elementary Schools in Denpasar City has no mediation effect.

The study's results indicate that more prolonged or more work experience is directly related to increased performance of Hindu Religion teachers. However, pedagogical competence also plays an important role in bridging this relationship. Pedagogical competence includes understanding learning principles, effective teaching strategies, and delivering subject matter in a way that facilitates student understanding and participation.

In this context, high pedagogical competence can improve the performance of religion teachers even though Hindu Religion teachers have less work experience. This shows that strong pedagogical competence can compensate for work experience's limitations in influencing Hindu Religion teachers' performance.

According to Sutrisno (2019), work experience is a basis/reference for an employee to be able to place themselves in the right conditions, dare to take risks, be able to face challenges with full responsibility, and be able to communicate well with various parties to maintain productivity, performance and produce competent individuals in their fields. Then Mangkuprawira (2009) states that a person's experience at work is an accumulation of successes and failures and a combination of strengths and weaknesses in carrying out their work. Gibson et al. (2014) argue that people with experience will always be more innovative in responding to everything than those without experience.

Research conducted by Rasam, Sari, and Karlina (2019) states that competence in understanding the subject matter's substance is the key to improving teacher performance. Teachers who deeply understand the subject matter can convey information clearly and accurately and explain it adequately to students. This can help students understand concepts better and improve their academic achievement. Meanwhile, Harlina et al. (2019) stated that along with increasing work experience, teachers can continue developing their teaching skills. They can hone their teaching skills, deepen their understanding of the curriculum, and find effective teaching strategies. Work experience helps teachers face different challenges and situations, learn from those experiences, and improve their overall performance.

CONCLUSION

Based on the results of the research that has been conducted, it was found that spiritual leadership, individual characteristics, and work experience positively and significantly influence the pedagogical competence of Hindu teachers in Elementary Schools in Denpasar City. In addition, spiritual leadership, individual characteristics, and work experience also positively and significantly influence Hindu teachers' performance in Elementary Schools. Other findings indicate that pedagogical competence also positively and significantly influences teacher performance. Furthermore, pedagogical competence acts as a mediator in the relationship between spiritual leadership, individual characteristics, and work experience on the performance of Hindu teachers in Elementary Schools in Denpasar City. The results of this study confirm the importance of spiritual leadership factors, individual characteristics, work experience, and pedagogical competence in improving teacher performance so that they can contribute to improving the quality of Hindu education at the Elementary School level. This study has several limitations that need to be considered. First, this study was only conducted in Denpasar City, so the results cannot necessarily be generalized to other areas that have different social and cultural conditions. Second, this study uses a quantitative method with a survey approach, which can limit an in-depth understanding of other factors that may affect teacher performance, such as psychological aspects and the work environment. Third, the variables used in this study are still limited to spiritual leadership, individual characteristics, work experience, and pedagogical competence, so other factors may contribute to teacher performance but have not been studied. For further research, it is recommended that the scope of the research area be expanded to other areas to obtain more representative results. In addition, a qualitative or mixed-method research approach can be used to explore more deeply how the factors studied affect teacher performance in a broader context. Furthermore, future research can consider other variables, such as work motivation, teacher welfare, and institutional support, that may also affect the performance of Hindu teachers in Elementary Schools. With more comprehensive further research, the results can provide more in-depth recommendations to improve teacher performance and the quality of Hindu education.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this research.

Author Contributions

Ni Wayan Ramini Santika, drafting, writing, revising. Anak Agung Gede Agung, data analysis, instrument validation. I Made Yudana, data analysis, instrument validation. Ni Luh Gede Erni Sulindawati, data analysis. Putu Kerti Nitiasih, proofreading.

Abbreviations

PLS: Partial Least Square

Mi: Mean Ideal

SDi: Standard Deviation Ideal

VAf: Variance Accounted For

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