

The Influence Of Menyama Braya Attitude On Work Motivation And Its Impact On Teacher Performance

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Abstract

This study purpose to analyze the influence of menyama braya attitude to work motivation to teacher performance of Hindu Religious Education. This quantitative ex-post facto study was conducted on elementary school Hindu Religious Education teachers in Badung Regency with population of 281 teachers, sampling method in this study used Morgan and Krecjie formulation then confirmed by the Warwick and Lininger formula obtained 191 teachers as sample. The instrument for study used questionnaire which was distributed with googleform. The analysis of data in this study used descriptive statistics and Structural Equation Modeling with Partial Least. The results of the study showed; Menyama braya attitude has direct, positive and significant effect on work motivation with positive influence coefficient at 0.483, statistical T 6.029 and P-Value 0.000. Menyama braya has direct, positive and significant effect on teacher performance with positive influence coefficient at 0.299, statistical T 3.115 and P-Value 0.010. Work motivation has a direct, positive and significant effect on teacher performance with positive influence coefficient 0.587, statistical T 7,856 and P-Value 0.000. Menyama braya attitude have indirect influence to a teacher performance through work motivation with positive influence coefficient 0.285, Statistical T 4.503 and P-Value 0.000. The findings indicate that work motivation becomes a full mediation variable in indirect effect of menyama braya attitude on teacher performance. It is recommended to maintain menyama braya attitude to improve teacher performance, which has been proven positive and significant effect at directly indirectly influence on teacher performance.

Keywords: Menyama Braya, Motivation, Performance

INTRODUCTION

Quality education is essential part in providing employees to create prosperity and improve living standards (Basilius Redan Werang, Wolomasi, et al., 2024). Since an educated generation can lead their country to international competition, all teachers should perform with the utmost professionalism (Suwartono & Nitiasih, 2020). Critical pedagogy provides students opportunity to have experience of the vibrations and nuances of fundamental pedagogy, which strives to build a learning focused community that leads to improvements in the quality of life. The role of educators in the learning process is a fundamental condition for commitment to justice-based values, emphasizing collaborative and interactive education, embracing learner freedom, and utilizing dialogue strategies as a teaching medium (Gede Agung et al., 2024). Furthermore, teachers must have strong character and moral values. Teachers who uphold moral principles are more likely to be committed to their work, use creative teaching techniques and strategies to meet the needs of their students, and inspire and motivate their students to actively engage in the learning process (Basilius Redan Werang, Agung, et al., 2024) The teachers profile figure in the modern era is a teacher who behaves commendably and has a vision always listening and understanding with high value, teachers should always focus on how delivering happiness to the students and the students will always be reminded of the conscience-based inspiration that the teacher shared, because this part is recorded completely in their pieces of the brain so that becomes unforgettable memorable experiences (M. Yudana et al., 2024). Teaching and learning activities are designed and implemented to shape students' mindsets and behaviors, so that they are always open to new experiences, disciplined and dedicated, not an antisocial introvert, loyal to agreements and promises and emotionally able to face all forms of pressure with a cool mind However, teachers have not been able to realize that, most teachers emphasized on cognitive abilities (Jampel et al., 2023). In reality, Hindu Religious Education is often overlooked by students compared to other subjects, even though Hindu Religious Education provides a basic foundation in values and character education that provides direction and strength in deal with life's challenges.

Based on the results of preliminary research with the supervisor of Hindu religious education in Badung Regency on January 2024 teachers are still weak in the planning process, learning process and evaluation and need to improve their competency and administrative management. The results of the 2024 Badung Regency education report at the Elementary School level show that the learning quality indicators in category medium level (<https://raporpendidikan.dikdasmen.go.id>). The classroom atmosphere is starting to be conducive, psychological support and the formation of understanding from teachers are increasing. This data indicates that teacher performance still needs to be improved. Therefore, it is important for supervisory activities in the educational system by principals and supervisors, good supervision activities can develop teacher abilities, increase their sense of responsibility and discipline to do their duties so that teacher performance can also be improved (Budasi et al., 2020). National regulation Number 45 2023 point 5 states that teachers must have the lowest performance assessment results with good category as a requirement for professional allowances payment every month. Therefore, it is important for a teacher to understand more deeply about the essential teacher competencies The lowest achievement data is at the elementary school level, so in this study, elementary schools were the focus of the study. The alleged influence on teacher performance is *menyama braya* attitude. In practice, if we examine the conditions of teachers, we find that teacher's social competence is often neglected, even though it actually contributes significantly to the profession. The social competence required as guided by the sincere fulfillment of their obligations as part of the process of loving profession.

Menyama Braya as a form of *local genius* demonstrates the distinctive characteristics of local wisdom which found in Bali and has been deeply embedded in Balinese life since ancient times (Hety Diana Septika, 2020). If we look more closely, it reflects a value of togetherness, discipline, obedience and responsibility as a form of commitment. Achieving professional performance is inseparable from the inspiration that comes from Balinese teachers' responsibilities as *swadharma* (Budiantara & Ningsih, 2022). Besides work environment, work motivation is another factor that determines a person's performance. The extent of motivation's influence on a person's performance depends on the intensity of the motivation provided, and the initial steps in implementation of an activity require an internal drive to achieve maximum results, in line with the planned expectations. Providing motivation to teachers will encourage them to improve their performance. The higher a teacher's motivation, the better their performance will be consequently, one strategy to raise teacher effectiveness is to increase their motivation for their work. In addition to encouraging teachers to be dissatisfied with their work results, they are also encouraged to be more productive to achieve the best level of performance.

LITERATURE REVIEW

The social competence of a Hindu Religious Education teacher is actually closely linked to the concept of *menyama braya*, as form of maintaining harmonious relationships in order to maintain the profession and provide a comfort sense in do their duties and functions (Andriani & Yudantara, 2021). *Menyama Braya* is an activity based on a sense of sincerity in do their duties (*swadharma*) both to God and to others. If we connected the concept of *menyama braya* closely related to motto of the Ministry of Religion in Indonesia, namely Sincere Charity. *Menyama braya* as a form of local wisdom is social capital that can be used as a shared reference as a foundation or main pillar in maintaining harmony as a strong implementation of the values of tolerance with a strong foundation of the basic concepts of God and humanity. *Menyama braya* is a form of the concept of universality that is consciously applied where a person views the existence of other people as part of his own brothers and no longer views them as other people (Maulana & Frinaldi, 2024). Through the teaching of Hindu Religious Education, teachers can strengthen social competence, maintain traditions, cultivate tolerance, strengthen themselves in loving their profession, and harmonize life in harmony. It cannot be denied that many Hindu Religious Education teachers in society are religious leaders and traditional administrators, but they must understand that their main task as educators is to be smart in managing their time and there are urgent and flexible times when it is possible to do it outside of working hours, such as invitations and leading religious ceremonies, so the time outside of working hours is arranged as minimally as possible.

Menyama Braya Tradition has changes with the values and norms of society from traditional to modern if we observe that today's society has an effective and efficient lifestyle which in its development Balinese

society which was originally agrarian to the tourism and office industry which has an impact on changing the character of Balinese society. *Menyama Braya* is part for mutual cooperation tradition which is of Balinese culture which must be developed and preserved to strengthen multicultural life (Fatmawati, 2021). *Menyama braya* is a form of the concept of universality that is consciously applied where a person views the existence of other people as part of his own brothers and no longer views them as other people by prioritizing the value of tolerance. *Menyama braya* is living in harmony and peace in brotherhood which is the practice of teachings *Tat Wam Asi* as a guide to life that teaches humans to love others, which is the basis for building an attitude of tolerance and harmony in a multicultural society (Ludji et al., 2020). *Menyama braya* interpreted as a way to build social relationships with other people, not only with siblings or those who are blood related (Segara, 2019). *Menyama braya* is a form of the concept of universality that is consciously applied where a person views the existence of other people as part of his own brothers and no longer views them as other people.

Menyama Braya is a combination of the principles of solidarity and tolerance that prioritizes cooperation and mutual assistance in the differences that exist in society (Simarmata & Henry Thomas dkk, 2017). The concept of equality, fraternity, and societal recognition that we are all brothers and sisters as a social unity of brotherhood are all contained in *Menyama Braya*. Therefore, the attitude and action of considering others as brothers who ought to be invited together in both happiness and sorrow. So we can conclude that *Menyama Braya attitude* is a principle that underlies the social relations of Balinese society that combines the principles of solidarity and tolerance as a form of self-awareness based on sincerity in maintaining brotherhood towards blood relatives and others as part of one's own brothers by emphasizing the importance of mutual cooperation and cooperation, as a foundation for building a harmonious society, living in harmony and peace within a multicultural framework. Variable indicators of *Menyama Braya* attitude in this study are Solidarity, Tolerance, Cooperation, Mutual Cooperation, Sincerity, Brotherhood.

Motivation is an internal and external power that drives individuals to act and behave in achieving organizational goals based on X and Y theory which describes that every person has two sides, namely the positive side and the negative side, and only one of them is the most prominent. McClelland (1987) states that motivation is a mental condition that drives a person to achieve maximum performance. McClelland's Human Motivation Theory states three forms of needs that can motivate employees, namely the need for achievement, need for power and need for affiliation. Work motivation is the strength energy in the form of desire, volition, encouragement with stimulating power and work enthusiasm that comes from inside and outside them self or the tendency of people to move and awaken their prime energy, so that the work that must be handled can be achieved maximally effectively and efficiently (Khairiah, 2020). Work Motivation is a psychological condition that encourages employees to make efforts, influences awaken, that move employees who are directed at achieving organizational goals (I. M. Yudana et al., 2022). So, from several opinions it can be concluded that work motivation is a complex psychological condition that strengthen themselves and the surrounding environment that give power individuals to make targeted efforts toward achieving specific goals in the context of work to fulfill their needs. The indicators of work motivation in this study are the need for achievement, the need for power, the need for affiliation, supervision, reward, punishment, and responsibility.

Teacher performance is the ability and success of teachers in do learning tasks which indicated by indicators of ability to prepare plans of learning program, the ability to implement learning, the ability to establish interpersonal relationships, the ability to implement enrichment programs, the ability to implement remedial programs (Bahri & Korespondensi, 2020). Performance is the real behavior of teachers in perform their work related to their main tasks, functions and responsibilities in the learning process such as: Planning learning programs, implementing learning programs, conducting evaluations and assessments of learning outcomes and following up on assessment results (Romadhon & MS, 2021). Teacher knowledge, abilities, values, and attitudes in carrying out their responsibilities and functions are reflected in their appearance, actions, and work accomplishments. The primary task dimensions of teacher performance include planning and executing lessons, evaluating and assessing, and implementing follow-up on assessment results (Dahlan et al., 2020).

Teacher performance is the result achieved by teachers in perform teaching tasks as a performance aspect

of preparation, implementation, assessment and performance in professional development (Nabela et al., 2021). So based on that opinion it can be concluded that teacher performance is the result of work that reflects the professional competence of teachers in perform their main tasks, responsibilities effectively and efficiently form of attitudes, knowledge and skills manifested as real behavior in establishing interpersonal relationships, preparing learning program, implementing, assessing and evaluating, performing of professional development As well as implement of remedial, enrichment and follow-up of assessment results towards improving the quality of learning and achievement of student learning outcomes. The teacher performance variables in this study have the following characteristics: (1) the ability to establish interpersonal relationships (2) the ability for prepare teaching program (3) the ability for implement teaching (4) the ability for assess and evaluating (5) implementing professional development (6) implementing remedial and enrichment programs (7) following up on assessment results.

Empirical research data found a significant relationship with performance, with the culture of *Menyama braya* influencing the connection between performance and motivation in work. This finding can contribute by emphasizing the importance of strengthening the concept of local wisdom namely *menyama braya* to improve their performance (Nizar, 2022). The results of this study are in line with research conducted by Santana and Artika in 2024, which showed that hypothesis testing through SEM PLS analysis revealed that the culture of *menyama braya* has a positive and significant influence on performance. This finding indicates that the stronger the implementation of values *menyama braya*, such as solidarity and mutual cooperation, the better the performance achieved. *Menyama braya* which has long served as a guideline for Balinese society, with its concept of family and togetherness, has succeeded in improving performance. *Menyama braya* has a very broad meaning, such as considering other people as brothers, this culture can be implemented in order to achieve maximum performance. *Menyama braya* able to improve the performance of LPD in Buleleng Regency. These results are also in line with research conducted by Wiratih et al. in 2022 that found that local cultural variables, in this case, *menyama braya*, had a positive and significant effect on employee performance. This study also found that local *menyama braya* as a part from being a moderating variable, it also leads to a predictor variable or independent variable (Pitriani, 2020).

Empirical According to research findings, teacher performance is significantly impacted by work motivation. Performance is greatly influenced by teacher motivation; higher levels of motivation at work result in better performance from teachers (Munawir et al., 2022). These findings support earlier studies that demonstrated a direct and substantial positive relationship between work motivation and teacher performance, indicating that higher levels of work motivation result in better teacher performance in reaching organizational objectives (Khairiah, 2020). Motivation significantly influences performance, as research by Tandeas also demonstrated that the direct influence of motivational factors to teacher performance was significant (Vienty & Ajepri, 2022). The notion that employee performance is positively impacted by job motivation is also supported by additional research. Teacher performance is significantly impacted by work motivation; the more motivated an employee is at work, the better their performance is. This indicates that motivation and competence have a positive effect on teacher performance, meaning that the more motivated a teacher is, the better their performance. The results of previous empirical research conducted by concluded that work motivation has a significant positive effect on employee performance. Titin Eka Ardiana also strengthens that work motivation has a positive effect on accounting teacher performance with a contribution of 80.6%, the remaining 19.4% of accounting teacher performance is determined by other factors outside the research.

Based on the description, there are discrepancies between the findings of the performance evaluation of Hindu Religious Education instructors in Badung Regency and the theoretical study and earlier empirical findings. The empirical study's findings demonstrated that work motivation and the *menyama braya* attitude had a favorable and significant impact on teacher performance, ideally the performance of Hindu Religious Education teachers in Badung Regency should also be the same, but in reality, the performance is still need to be increase. Due to this difference (gap), it is necessary to conduct research to test and determine the influence of *menyama braya* attitude and work motivation on the performance of Hindu Religious Education teachers in Badung Regency. Furthermore, the goal of this study is to present

empirical data on the inclusion of work motivation variables that can indirectly mediate the influence of *menyama braya* attitude of Hindu Religious Education teachers in Badung Regency.

METHOD

This study was conducted on elementary school Hindu religious teachers in Badung Regency with a population of 281 people. The sampling technique used the Morgan and Krecjie formula, which was then confirmed by the Warwick and Lininger formula, resulting in a sample of 191 people (Agung, 2014). This research used quantitative research types *ex post facto*, This study reveals the direct influence of *menyama braya* attitude to teacher performance, the indirect influence of *menyama braya* attitude to teacher performance through by work motivation as a mediating (Arya Pering, 2020). This study describes phenomenon, events, and incidents related to theories and previous research results. This study focuses on teacher performance issues that are influenced by *menyama braya* attitude and work motivation explained with the following research design.

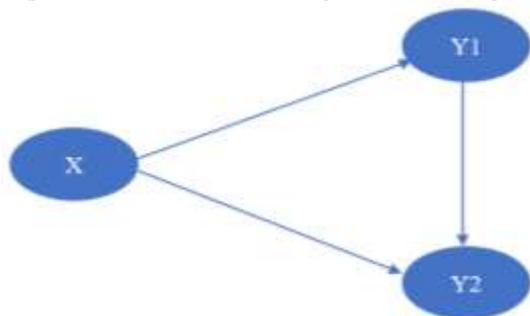


Figure (1). Research Design

The Instrument of data was analyzed in the item validity test with the provision if the number of Pearson correlation greater than r table product moment with a significance level <0.05 , it was stated valid. Instrument reliability testing by looking at Cronbach Alpha. The instrument was reliable when the Cronbach Alpha value > 0.70 . Data analysis of this research used Structural Equation Modeling with Partial Least Square (SEM PLS) using SmartPLS 3.2.9 software for Windows to get the results of the direct influence of *menyama braya* attitude and work motivation to teacher performance and the indirect influence of *menyama braya* attitudes to teacher performance through work motivation.

RESEARCH RESULT

The results of analysis of the relationship for variables that form the structural model equation of the variable of equalizing attitude with work motivation and teacher performance are shown in the figure below.

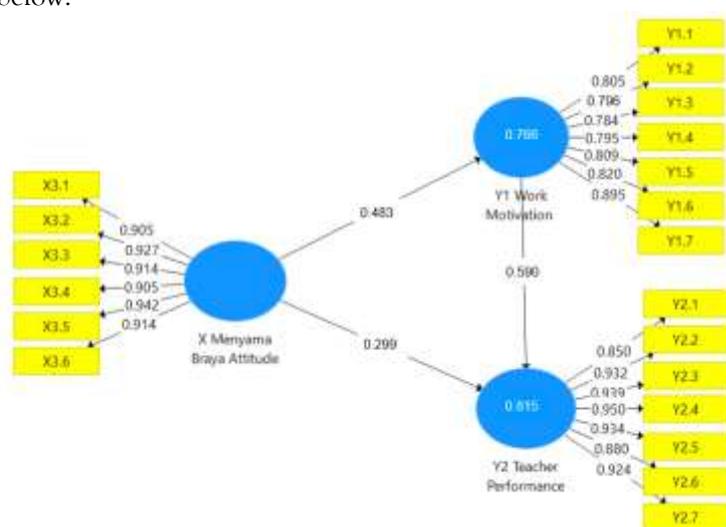


Figure (2). Outer and Inner PLS-SEM Model

The results of the outer model evaluation on the variables of *Menyama Braya's* Attitude, work motivation and teacher performance are valid and reliable, then the inner model evaluation states that the R^2 of the dependent variable is 0.766 and 0.815 meaning that the model has a good fit and forms a strong model. In addition, seen from the $Q^2 = 0.9567$, it means that the model formed from the construct has a very strong power to predict the results of the hypothesis. Thus, it can be concluded that the model structure formed from the construct is valid and reliable and has a very strong power to predict the results of the hypothesis testing (Muhammad Nusrang et al., 2023).

The results of the hypothesis testing in this study to elucidate the relationship between the *menyama braya* attitude and work motivation and teacher performance, both directly and indirectly, are shown in the table below.

Table (1). Results of Direct and indirect Influence Analysis

Direct and Indirect Influence	Sample Original (O)	Mean Sample (M)	Standard Deviation (STDEV)	T Statistics	P Values	Hypothesis
1. X1 <i>Menyama braya</i> -> Y1 Work Motivation	0,483	0,478	0,080	6,029	0,000	accepted
2. X1 <i>Menyama braya</i> -> Y2 Teacher Performance	0,299	0,101	0,093	3,115	0,010	accepted
3. Y1 Work Motivation -> Y2 Teacher Performance	0,590	0,587	0,075	7,856	0,000	accepted
4. X1 <i>Menyama braya</i> Attitude -> Y1 Work Motivation -> Y2 Teacher Performance	0,285	0,281	0,063	4,503	0,000	accepted

(Source: *Output Analisis Bootstrapping SmartPLS*)

The results of the hypothesis testing as listed in the table above are as follows: (1) *Menyama braya* attitude has a direct, positive and significant effect on work motivation at a coefficient of 0.483 with a T-Statistic is $6.029 > 1.96$, P-Value $0.000 < 0.05$ (2) *Menyama braya* attitude has direct, positive and significant effect to teacher performance with a coefficient 0.299, T-Statistic is $3.115 > 1.96$ and P-Values $0.010 > 0.05$ (3) work motivation has direct, positive and significant influence to teacher performance shown with coefficient is 0.587, T-Statistic value is $7.856 > 1.96$, P-Values is $0.000 < 0.05$ (4) *Menyama braya* has an indirect, significant effect to teacher performance through work motivation by total coefficient is 0.281, T-Statistic $4.503 > 1.96$, P-Value is $0.000 < 0.05$. Work motivation strong full mediating variable in mediating the indirect influence of teacher *menyama braya* attitudes on teacher performance.

DISCUSSION

Menyama braya as a form of local wisdom is social capital that can be used as a shared reference as a foundation or main pillar in maintaining harmony. *Menyama braya* is Solidarity, tolerance, cooperation, mutual cooperation, sincerity, brotherhood are interpreted as ways to build social relationships with others, not only with siblings or those who are still blood related (Bagus Suka Arjawa & Zulkifli, 2021). *Menyama Braya values* in the life of educators is reflected also how a teacher does their profession. *Menyama Braya* is a real manifestation of the harmony of human relations with each other, which is one of the important pillars in the concept of teachings *Tatwam Asi* and *Tri Hita Karana*. *Tri Hita Karana* contribute to human happiness, which is manifested in the interaction between individuals and God (*Parhyangan*), individuals with other humans (*Pawongan*), and individuals with their surrounding environment

(Palemahan). *Tri Hita Karana* is a concept that integrates spiritual, sociological, and ecological aspects that have an important meaning in developing and maintaining organizational harmony (Minawati et al., 2020). The reality in a place where many people work or live becomes a community with many differences in ethnicity, customs, and religion, including in educational units where many teachers from many backgrounds with diversity, so it is very important for everyone to be motivated to be tolerant, respectful, help each other and work together. Thus, *menyama braya* attitude has a significant influence on work motivation

The results of this study are in line with the research of Ida Ayu Ratih Manuari and I Gede Cahyadi Putra (2024) who conducted a study entitled "*Does Menyama Braya Moderate the Impact of Discipline and Work Motivation on LPD Performance*". This study involved all LPD employees in Mengwi District as the population. The results of the study indicate that the culture of *menyama braya* in LPD is able to strengthen the influence of employee discipline and work motivation on their performance. In 2024, a study was also conducted that aimed to explore the influence of the culture of *menyama braya* in LPD. The results of the analysis is *menyama braya* has a positive and significant influence to performance. Thus, *menyama braya* culture plays a role as important social capital that can increase the effectiveness of cooperation, innovation, and business resilience, especially in facing competitive market dynamics (Aziz, 2019). Through *menyama braya* activities, teachers can build extensive social networks. These networks can provide social support, information, and resources that are useful for teachers in carrying out their duties. *Menyama braya* values creating a positive work environment in schools. Teachers feel part of a strong, supportive community that values differences. This positive environment can increase teacher motivation and work enthusiasm. Motivated teachers tend to be more productive and perform better. It was concluded that *menyama braya* attitude influence on work motivation.

Menyama braya is a form of the concept of universality that is consciously applied where a person views the existence of other people as part of his own brothers and no longer views them as the other people (Ludji, Samiyono, & Lattu, 2020). Teachers must have high enthusiasm in *menyama braya* who must be ready when given an important role in social life and do totally activity by heart to maintain good relations and a harmonious life with others (Pitriani, 2020). A teacher must be ready as a religious leader, traditional figure, and holder of other important positions in the organization, his presence in the social community must also show his dual role as someone who respects his profession, so he must cultivate this social competence through the spirit of *Ngayah* without reward and fostering enthusiasm of *menyama braya* with spirit of *asah asih asuh*. Bring out the image of a teacher by upholding ethical and moral values so harmonious relationships with others are created. *Menyama braya* towards this profession will be firmly and comfortably embedded in oneself. *Menyama braya* activities is not a barrier or obstacle in achieving professional performance, but by managing time well it actually increases the role of the profession, fosters social competence to the maximum and provides comfort in developing Self-potential, thus significantly impacting performance. *Menyama Braya* is a combination of the principles of sincerity, solidarity, and tolerance that prioritizes cooperation and mutual assistance in society, a form of interaction with God, humans, and nature to maintain harmony. *Menyama Braya* is part tradition which is the soul of Balinese culture which must be developed or preserved for strengthen multicultural life.

Menyama braya not only a social relationship, but also reflects a philosophy of life that is implemented in various aspects of life, including in the teacher's work environment. Through *menyama braya* activities, teachers have the opportunity to interact with various levels of society. This interaction can improve teachers' ability to communicate, understand differences, and build positive relationships with others. *Menyama Braya* teach important social values, such as mutual cooperation, helping each other, and respecting differences, can serve as a foundation for teachers in building social competence. *Menyama braya* encourage collaboration and cooperation among teachers, principals, and other staff to achieve harmony. Teachers share knowledge, experiences, and resources to improve the quality of learning. Good cooperation also facilitates coordination in implementing school programs. Teachers who collaborate well tend to be more effective in carrying out their duties. *Menyama braya* facilitates effective communication within the school environment. Teachers feel comfortable expressing ideas, opinions, and concerns. Good communication can reduce miscommunication and conflict, and improve performance. Teachers who

continually develop themselves tend to perform better.

Respondents' assessment of work motivation indicates that their overall perception was good. A dominant answer with a score of 4 means that most respondents strongly agree with the statement on work motivation, with an average score in the high category. Then, in quantitative statistical analysis, the average work motivation score was in the very high category univariately. Furthermore, the results of hypothesis equation measurement technique prove that the relationship the work motivation to teacher performance from the loading factor shows a coefficient value 0.590 with T-Statistic 7.856 and P-Value 0.000 (significant). This means that H_1 accepted and H_0 rejected. It is stated that work motivation has a direct, significant influence to teacher performance. Work motivation with indicators supervision, *reward*, *punishment* and responsibility can be explained that work motivation is one way to assess how someone will work in an educational institution if someone works with strong motivation, it will certainly make them able to carry out their work optimally, obstacles during work will be able to be overcome with true enthusiasm and work motivation, especially the motivation to work as a teacher is certainly with the intention to educate. So, a person will produce good and classy results if it is based on the right motivation. That state linear with self-actualization, motivation is interpreted as a spiritual power to do the main tasks, mandated responsibilities in order to produce quality performance (Habib et al., 2022). Motivation functions as a chain reaction that starts with a felt need, then a desire or goal to be achieved, which causes efforts to achieve it, which in turn produce satisfaction or in other words, motivation aims to provide encouragement to achieve goals

Being a teacher is a noble duty with encourage motivation to put knowledge into practice. Teacher performance encompasses not only the learning process of delivering material to students but also the fostering of meaningful relationships with students, colleagues, and stakeholders, reflecting the relational aspects inherent in the teaching profession (Dantes et al., 2024). Therefore, teachers are required to develop students' potential, guide and direct, and facilitate students to improve their skills through inspiring learning. Teachers are motivated to improve the quality of learning. Thus, work motivation influences teacher performance. Research of Based on the results of the path analysis, it can be seen that the work motivation variable has an effect on teacher performance. This is supported by the total influence value (0.802) which is greater than the direct influence value (0.552). The next study was conducted (Basilius Raden Werang et al., 2019). Based on the results of data analysis and research, it can be concluded that Work motivation has a significant effect on the performance

The results of hypothesis testing using the structural equation measurement model technique prove that the relationship between *menyama braya* attitude with teacher performance through work motivation from the loading factor shows a coefficient value of 0.285 with a T-Statistic value of 4.503 and a P-Value of 0.000 (significant). This means H_1 accepted and H_0 rejected. It was stated that *menyama braya* attitude has a favorable and noteworthy indirect impact on teacher performance by motivating them to do their jobs. *Menyama Braya* contains the meaning of a social unit of brotherhood, equality, and societal recognition that we are brothers and sisters, the attitude and action of considering others as brothers who ought to be invited together in happiness and grief (Putra, 2015). *Menyama Braya* is a real manifestation of the harmony of human relations with each other, which is one of the important pillars in the concept *Tri Hit Karana*. *Tri Hita Karana* contribute to human happiness, which is manifested in the interaction between individuals and God, individuals with other humans, and individuals with their surrounding environment. *Tri Hita Karana* is a concept that integrates spiritual, sociological, and ecological aspects that are important in developing and maintaining organizational harmony (Ariawan et al., 2024). Motivation functions as a chain reaction that begins with a perceived need, then a desire or goal to be achieved, which leads to efforts to achieve it, which in turn results in satisfaction, in other words, motivation aims to provide encouragement to achieve goal (Sulindawati et al., 2022). Teachers must educate, guiding, and fostering students from diverse backgrounds, including ethnicity, customs, and religion. Therefore, teachers must be tolerant and respectful. In this regard, teachers are motivated to always foster cooperation and brotherhood at school.

Menyama Braya is a combination of the principles of sincerity, solidarity, and tolerance that prioritizes cooperation and mutual assistance amidst differences in society, a form of interaction with God, humans, and nature to maintain harmony. Moderated by strong motivation, *menyama braya* attitude emphasizes

the values of brotherhood, togetherness, Mutual cooperation and harmony in social life will make teachers comfortable in carrying out their profession. The social competence for a Hindu religious education teacher is closely linked to the concept of *menyama braya* as a form of maintaining harmonious relationships in order to maintain the profession and provide a sense of comfort in carrying out duties and functions. *Menyama Braya* is an activity based on a sense of sincerity in many activities both to God and to others. If we connect the concept of *menyama braya* closely related to the motto of the Ministry of Religion, namely Sincere Charity. *Menyama braya* as a form of local wisdom (*local wisdom*) is social capital that can be used as a shared reference as a foundation or main pillar in maintaining harmony as a strong implementation of the values of tolerance with a strong foundation of the basic concepts of God and humanity. *Menyama braya* is a form of the concept of universality that is consciously applied where a person views the existence of other people as part of his own brothers and no longer views them as other people (Santana & Artika, 2024). *Menyama braya* attitude of Hindu religious education teachers can strengthen social competence in maintaining traditions, fostering tolerance, strengthening themselves in loving their profession, harmonizing life which has great potential for achieving maximum and professional performance.

CONCLUSION

Menyama Braya Attitude is very important part to cultivate, preserve, care for and develop it in educational units so that it does not disrupt the organization but can create comfort in do the profession. *Menyama Braya Support* and strengthen organizational culture in achieving the Vision and Mission, which leads to increased performance. *Menyama braya* creating a positive work environment in schools. Teachers feel part of a strong, supportive community that have many values in differences. This positive environment can boost teacher motivation and enthusiasm. Motivated teachers tend to be more productive and perform better. *Menyama braya* encourage collaboration and cooperation between teachers, principals and other staff to create harmony with the foundation of *Tatwam Asi* and *Tri Hita Karana*.

Menyama braya support organizational culture, especially when supported by strong motivation, which will have a significant impact on organizational performance. Teachers are expected to be free from burdens and not hesitate to implementation traditions, because it's truly part of strengthening teacher's social competence. Feeling comfortable at work will have a positive and significant impact on performance. All teachers must possess work motivation to achieve professional performance and improve the quality of learning for which they are responsible. Educational institutions need to provide positive incentives, such as rewards, to teachers with excellent performance. This will foster a quality-oriented work climate. *Menyama Braya* It should not be considered a burden and an obstacle that is considered to burden teachers to develop and perform professionally, but with good time management it can actually increase the role of the profession, foster social competence to the maximum part and provide comfort sense in developing self-potential, so that it has a major effect on performance.

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