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THE INFLUENCE OF AUTHENTIC LEADERSHIP AND ERROR MANAGEMENT CLIMATE (EMC) ON TEACHER PERFORMANCE MEDIATED BY PERCEIVED INSIDER STATUS (PIS) AND TEACHER RESILIENCE AT THE CITRA BERKAT FOUNDATION INSTITUTION IN INDONESIA

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Abstract
This study aims to examine the influence of Authentic Leadership (AL) and Error Management Climate (EMC) on Teacher Performance (TP), mediated by Perceived Insider Status (PIS) and Teacher Resilience (TR), within the Citra Berkat Foundation in Indonesia. Using a quantitative approach with the Structural Equation Modeling–Partial Least Squares (SEM-PLS) technique, data were collected from 508 teachers across various educational levels. The findings indicate that AL and EMC do not have a direct significant effect on TP; however, both constructs indirectly influence performance through mediating variables. PIS plays a significant mediating role between AL and TP, while EMC significantly enhances teacher resilience. The study highlights that a supportive error management climate and authentic leadership increase teachers' sense of belonging and resilience, ultimately improving their professional performance. These findings provide valuable insights for educational institutions to strengthen leadership authenticity and foster an open, reflective culture that values learning from errors to enhance teacher performance and institutional sustainability.
Keywords: Authentic Leadership, Error management Climate, Teacher Performance, Perceived Insider Status, Teacher Resilience

INTRODUCTION

The education sector faced massive challenges and revolutionary changes during the COVID-19 pandemic. The pandemic altered standard systems and encouraged institutions, such as schools, to adopt adaptive teaching approaches. A school can only survive if it is able to adapt to current educational contexts and make appropriate adjustments. In reality, was unprecedented, and its implications for the education system and stakeholders were unpredictable. (Shaya *et al*., 2022). Not only related to the COVID-19 pandemic, school sustainability is an academic mission that needs to be developed regardless of any challenges or difficulties that arise. The ranks of school leaders, such as principals and vice-principals, as the peak of legal-formal authority in educational institutions, play a very crucial role in the sustainability of the school. (Pietsch *et al*., 2022). The existence of this authentic leadership is then expected to support the growth and development of resilience of employees, in the context of educational institutions, namely teachers, in the school.

Interpretively, authentic leadership is a pattern of behavior of leaders in a sphere that upholds and promotes psychological capacity and a positive ethical climate. (Griffith *et al*., 2009). In other words, authentic leadership is not centered on the authorization possessed by the leader, but on the development of optimism, confidence, resilience, and morality of individuals in an organization, initiated by the leader within the organization (Gardner *et al*., 2011). Authentic leadership results in the self-development of all those who are under the subordination of the leader. When authentic leadership manifests itself in organizations, including schools, the resilience of employees is also expected to be built so that employees, in this context, are teachers, able to adapt to all challenges that occur in their profession. (Nasab & Afshari, 2019a). Without resilience and qualified adaptability, schools face serious threats that can affect the quality and quantity of their education (Bouteraa & Bouaziz, 2022). This adaptability is closely related to how employees and the institutions where they work respond to and manage errors that occur in their work processes.

When teachers as school employees do their professional work, they are certainly inseparable from trial and error in their teaching practices (Senden *et al*., 2023). How the principal as a leader responds to the mistakes made by teachers in their work will certainly affect the mentality and resilience of the teacher. The error management climate (EMC) reflects how an organization communicates and resolves errors, shares knowledge related to previous errors as an anticipatory action, assists colleagues when they make mistakes, and quickly detects, analyzes, and troubleshoots errors (Van Dyck *et al*., 2005). The implementation of EMC provides an opportunity for teachers not to be afraid to make measurable mistakes as a common phenomenon and learning medium, as well as to motivate teachers to reflect, analyze, and discuss errors that occur. Thus, if the ability to respond positively to mistakes is juxtaposed with an authentic leadership style, it will have an impact on the performance

of teachers in doing their work (Farnese *et al*., 2019). It is undeniable that authentic leadership is closely related to how employees perform in an organization or institution, such as teachers in schools (Petzer, 2017). Exemplary leadership is needed to enhance teacher performance in a school. At a certain dimension and level, authentic leadership not only affects teacher performance, but also influences teachers' intentions to resign from their jobs (Özer *et al*., 2019). Therefore, teacher performance is a very significant capital to determine the sustainability of the school and the quality of education in it. Teacher performance includes behavioral aspects and *outcomes* of their performance (Sonnentag & Frese, 2002a). In other words, teacher performance is not only about what the teacher does but also involves an assessment and evaluative process. Conceptually, work performance can be defined as a person's ability to perform activities that contribute to the development of an organization's core capabilities (Qalati *et al*., 2022). Bonding between leaders and teachers is an effective tool in the workplace because it impacts the resilience of the teacher and ultimately affects their performance.

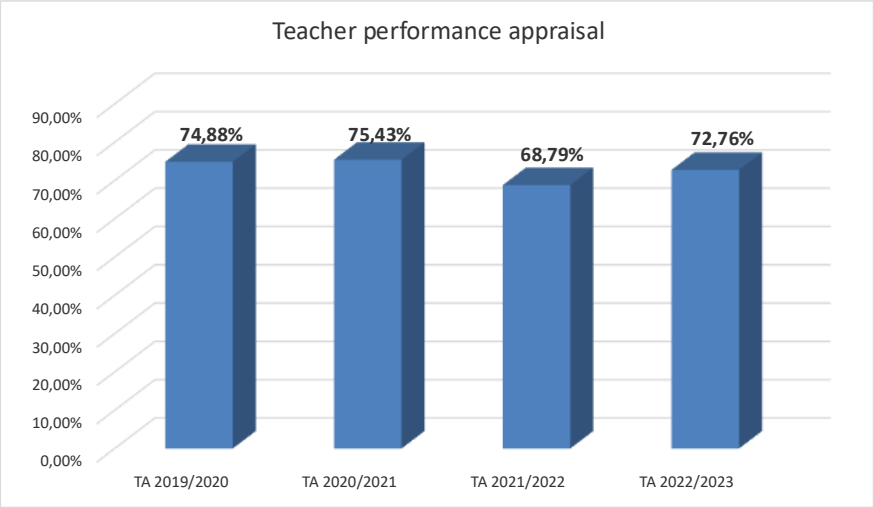

Figure 1 Teacher Performance Assessment at YCB
Source: Yayasan Citra Berkat (2024)

As shown in Figure 1, teacher performance assessments experienced an increase in the second year of the pandemic (2020), reaching 75.43% compared to 74.88% in the previous year. However, a significant decline in teacher performance occurred in the third year of the pandemic (2021), dropping by nearly 7% to 68.79%. This condition is believed to have occurred when teachers' optimism to return to in-person teaching at school was at its peak, coupled with the transition from the 2013 curriculum to the Merdeka Curriculum. This transition required teachers to adapt to new approaches and the use of technology-based teaching tools (Maksum et al., 2022). Although teacher performance assessments rebounded in 2022, the score still did not reach the established threshold of 80%, achieving only 72.76%.

In the world of education that continues to undergo changes and complexity, teacher performance is an important indicator in ensuring the success of the teaching and learning process. Teacher performance includes not only the ability to deliver material, but also the skills to adapt, face challenges, and support student development holistically. Two factors that are increasingly receiving attention in improving teacher performance are error management climate and authentic leadership. Both have great potential in creating a positive, reflective work environment and supporting teachers' professional growth.

Error management climate refers to the extent to which an organization treats mistakes as part of the learning process. In the context of schools, this means an open attitude to mistakes made by teachers, both in teaching, planning, and interaction with students. This climate emphasizes the importance of talking openly about mistakes, sharing experiences, and learning from them for future improvements. In this situation, teachers do not feel afraid or embarrassed when they make mistakes. Instead, they feel supported to reflect, find solutions, and develop themselves. This is especially important in the context of education, where the dynamics of the classroom and the character of students often require teachers to make quick decisions that have the potential to lead to mistakes.

In general, the education system and situation in Indonesia and the world have changed due to the COVID-19 pandemic which has had an impact on the sustainability of schools as educational institutions and the performance of teachers in carrying out their vocations as educators (Abdullah et al., 2020). The performance in question is related to the role of authentic leadership style and habituation in the management of errors or errors that have a direct effect on teacher performance or with the intermediary of PIS and teacher resilience, especially after the COVID-19 pandemic which has resulted in the erosion of students' learning skills (learning loss). Referring to this, research on the relationship between authentic leadership variables and teacher performance is still very limited, especially in the scope of schools with teachers as employees, so there is a research gap that requires more in-depth testing (Li & Zhang, 2022a).

This research aims to answer and prove existing research questions and hypotheses, so that comprehensive results can be obtained. In addition, broadly speaking, this study refers to one specific objective, namely to measure the magnitude and direction of the relationship between the independent variables of Authentic Leadership and Error

Management Climate (EMC) to the dependent variables of Teacher Performance, either directly or moderately by the variables of Perceived Insider Status (PIS) and Teacher Resilience. The purpose of this goal is to formulate teacher performance that is supportive of school sustainability and so that a constructive leadership model can be carefully analyzed and designed. Thus, the specific objectives of the research are:

1. To examine and analyze the significant effect of the error management climate (EMC) on teacher performance.
2. To examine and analyze the significant effect of authentic leadership on teacher performance.
3. To examine and analyze the significant effect of the error management climate (EMC) on teacher resilience.
4. To examine and analyze the significant effect of the error management climate (EMC) on teachers' Perceived Insider Status (PIS).
5. To examine and analyze the significant effect of authentic leadership on teacher resilience.
6. To examine and analyze the significant effect of authentic leadership on teachers' Perceived Insider Status (PIS).
7. To examine and analyze the significant effect of Perceived Insider Status (PIS) on teacher performance.
8. To examine and analyze the significant effect of teacher resilience on teacher performance.
9. To examine and analyze the significance of teacher resilience as a mediator between the Error Management Climate (EMC) and teacher performance.
10. To examine and analyze the significance of Perceived Insider Status (PIS) as a mediator between authentic leadership and teacher performance.

METHOD

Research Object

This study analyzes the influence of authentic leadership (AL) and error management climate (EMC) variables on teacher performance, both directly and mediated by perceived insider status (PIS) and teacher resilience/*resiliensi guru (*RG). Thus, the object of research as an independent variable (independent) is AL and EMC, while the object of research that is a dependent variable (bound variable) is employee performance. Referring to this variable, the respondents in this study are cross-level teachers in schools under the auspices of the Citra Berkat Foundation (YCB).

Population and Sample

Populations and samples are important components of statistics and research. A population is an entire group of individuals or objects that are the focus of the research while a sample is a subpart of the population that is chosen to be measured or observed. The purpose of sampling is to get a representative picture of the population without having to research the entire population, which is often impractical. Good sampling techniques ensure that the sample can provide valid conclusions about the population as a whole.

Data Collection Methods

Procedurally, this research begins with problem identification, new concept propositions, basic theoretical models, empirical research models, research hypotheses, research instrument development, data elicitation through questionnaires, testing of research instruments, data processing using the SmartPLS application, discussion of research findings, and conclusion of research results. The primary data in this study used questionnaires that were distributed to teachers and vice principals across levels. In addition to questionnaires, interviews, observations, and document analysis are also used as secondary data (Creswell, 2012). The data obtained are then triangulated to obtain research findings so that further recommendations can be formulated.

Data Analysis Methods

Quantitative research using the path analysis method was carried out to determine the influence between independent variables and dependent variables, which are mainly used to test the strength of the direct and indirect relationships between various variables (Sandjojo, 2011). Therefore, this study measures the influence of independent variables that have occurred on dependent variables statistically. Data analysis needs to be carried out to process the data that has been obtained through research instruments so that it can produce findings and conclusions of the research (Sugiyono, 2015). In this study, the data analysis techniques used are measurement models (outer models), structural models (inner models), and hypothesis tests.

Data processing was carried out with Partial Least Square Structural Equation Modeling (PLS-SEM) and using SmartPLS 4 data management device (Hair et al., 2017; Hair, Risher, Sarstedt, and Ringle, 2019). Processing with this technique was carried out because of the large number of samples, namely 508 respondents. Models with a theoretical basis are still tentative or not yet strong, such as the variable "error management climate," which is a new construct, so it is necessary to look for patterns in the data and little prior knowledge about how these variables are interrelated. For this reason, the test of the influence between constructs is predictive and one-way and non-repetitive. In addition, it is necessary to test the representation of indicators against latent variables. Normal data distribution perception is ignored when the data distribution is skewed and pointed (kurtosis). The focus of the analysis was variance not covariance and prediction of endogenous variables (Explained variance = R2).

RESULTS AND DISCUSSION

Data analysis

The PLS-SEM (Partial least Square Structural Equation Modelling) method is used to analyze the relationship between latent variables, both with its indicators and with other latent variables. Latent variables are variables that cannot be measured directly but are measured based on their indicators. A model that states the relationship between latent variables and their indicators is called a measurement model (measurement model/outer model) while a model that states the relationship between latent variables is called a structural model (structural model/inner model).

The path diagram of the Structural Equation Modelling (SEM) Outer Model and Inner Model can be seen in the following image:

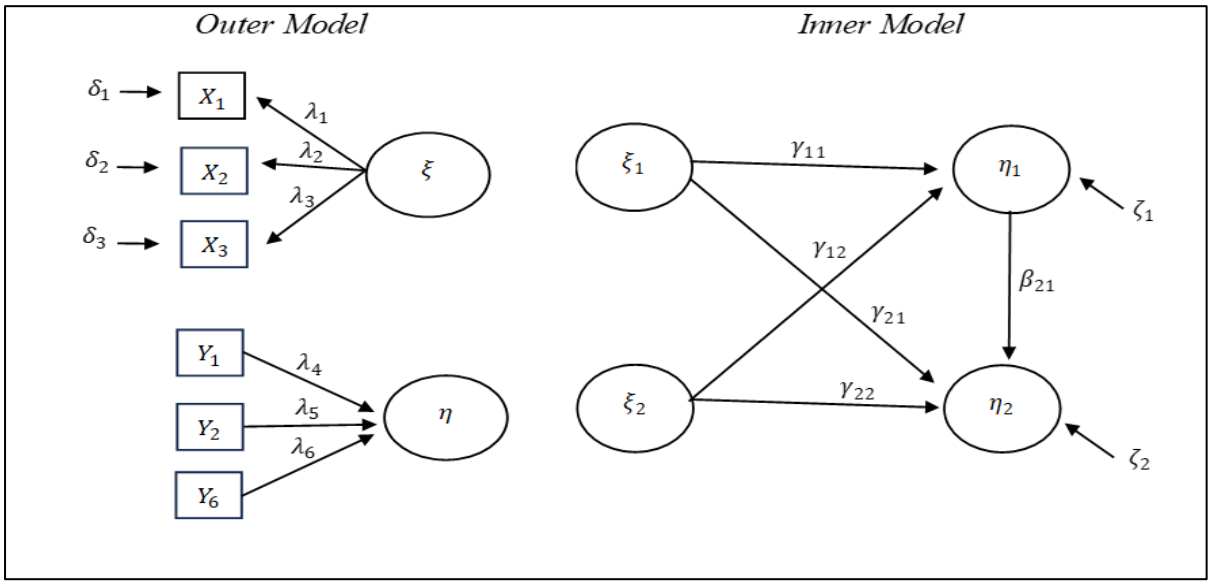

Figure 2 Outer and Inner Model
Source: Research data (2025)

Model PLS-SEM

The first important step in research involving the application of PLS-SEM is to prepare a diagram that illustrates the research hypothesis and visually displays the relationship of the variables to be studied. This diagram is often referred to as a path chart. The path chart consists of two elements, namely the outer model (a model that expresses the relationship between the indicator variable and its latent variable) and the inner model (a model that expresses the relationship between the latent variables). In this study, the initial diagram of the model was obtained as follows:

Model 1 (Early Model)

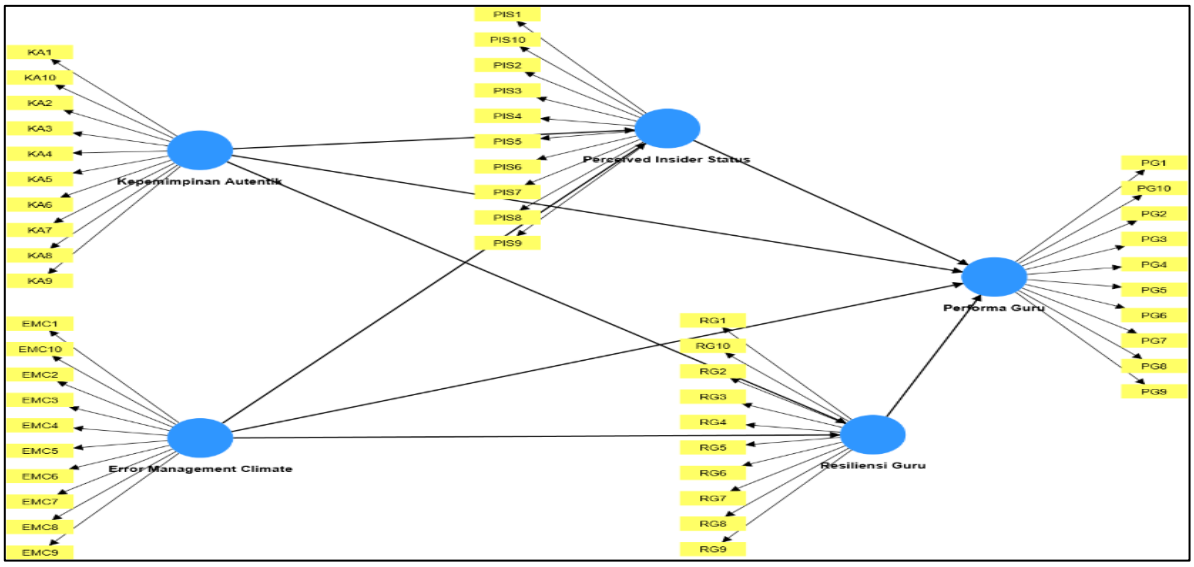

Figure 3 Inner and Outer Model Initial Models
Source: Data processing results with PLS (2025)

KA = Authentic Leadership
PIS = Perceived Insider Status
EMC = Error Management Climate
RG = Teacher Resilience (*Resiliensi Guru*)
PG = Teacher Performance

Letting variable (blue circle):
1. Authentic Leadership
→ Measured by KA1 to KA10 indicators
2. Error Management Climate
→ Measured by EMC1 to EMC10
3. Perceived Insider Status
→ Measured by PIS1 to PIS10
4. Teacher Resilience
→ Measured by RG1 to RG10
5. Teacher Performance
→ Measured by PG1 to PG10

The next steps taken to obtain the measurement model are as follows:
1. Outer Loading
Outer Loading is the correlation of an indicator with the latent variable it forms. If the estimated value of outer loading > 0.7, then the indicator is said to be quite good at reflecting the latent variable being measured. Here are the results of the outer loading for Model 1.

Table 1 Outer Loading Model 1 Results

Error Management Climate	Authentic Leadership	Perceived Insider Status	Teacher Performance	Teacher Resilience
EMC1	0.68			
EMC10	0.805			
EMC2	0.538			
EMC3	0.76			
EMC4	0.728			
EMC5	0.832			
EMC6	0.8			
EMC7	0.817			
EMC8	0.773			
EMC9	0.741			
KA1		0.78		
KA10		0.814		
KA2		0.861		
KA3		0.834		
KA4		0.855		
KA5		0.766		
KA6		0.808		
KA7		0.8		
KA8		0.875		
KA9		0.8		

PG1			0.759	
PG10			0.2	
PG2			0.626	
PG3			0.806	
PG4			0.765	
PG5			0.762	
PG6			0.724	
PG7			0.791	
PG8			0.738	
PG9			0.688	
PS1		0.661		
PS10		0.801		
PS2		0.738		
PS3		0.809		
PS4		0.807		
PS5		0.791		
PS6		0.805		
PS7		0.787		
PS8		0.783		
PS9		0.765		
RG1				0.668
RG10				0.749
RG2				0.656
RG3				0.721
RG4				0.754
RG5				0.696
RG6				0.724
RG7				0.739
RG8				0.724
RG9				0.788

Source: Data processing results with PLS (2025)

From table 1, the indicators EMC1, EMC2, PG2, PG9, PG10, PIS1, RG1, RG2, RG5 were excluded because they had an outer loading value of < 0.7. With the release of these indicators, a new model or model 2 is obtained as can be seen in the table below:

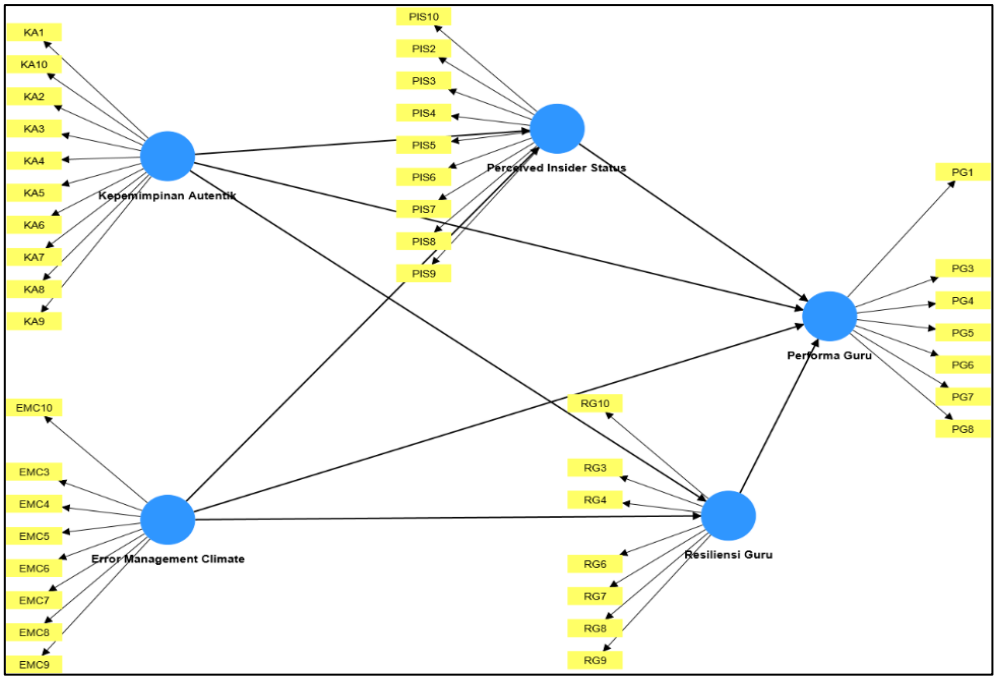

Figure 4 Outer Loading Model 2 Results
Source: Data processing results with PLS (2025)

Here are the results of Outer Loading Model 2. Found all Outer Loading > 0.7 except RG3 and RG6:

Table 2 Outer Loading Model 2 Results

	Error Management Climate	Authentic Leadership	Perceived Insider Status	Teacher Performance	Teacher Resilience
EMC10	0.82				
EMC3	0.756				
EMC4	0.74				
EMC5	0.834				
EMC6	0.814				
EMC7	0.815				
EMC8	0.787				
EMC9	0.738				
KA1		0.779			
KA10		0.813			
KA2		0.861			
KA3		0.833			
KA4		0.855			
KA5		0.765			
KA6		0.808			
KA7		0.801			
KA8		0.875			
KA9		0.802			
PG1				0.747	
PG3				0.826	
PG4				0.79	
PG5				0.778	
PG6				0.755	
PG7				0.808	
PG8				0.727	

PIS10			0.813		
PIS2			0.711		
PIS3			0.8		
PIS4			0.813		
PIS5			0.811		
PIS6			0.816		
PIS7			0.771		
PIS8			0.805		
PIS9			0.787		
RG10					0.815
RG3					0.668
RG4					0.771
RG6					0.694
RG7					0.759
RG8					0.779
RG9					0.853

Source: Data processing results with PLS (2025)

Because it has an outer loading < 0.7, RG3 and RG6 are removed, so that a new model or model 3 is obtained as follows:

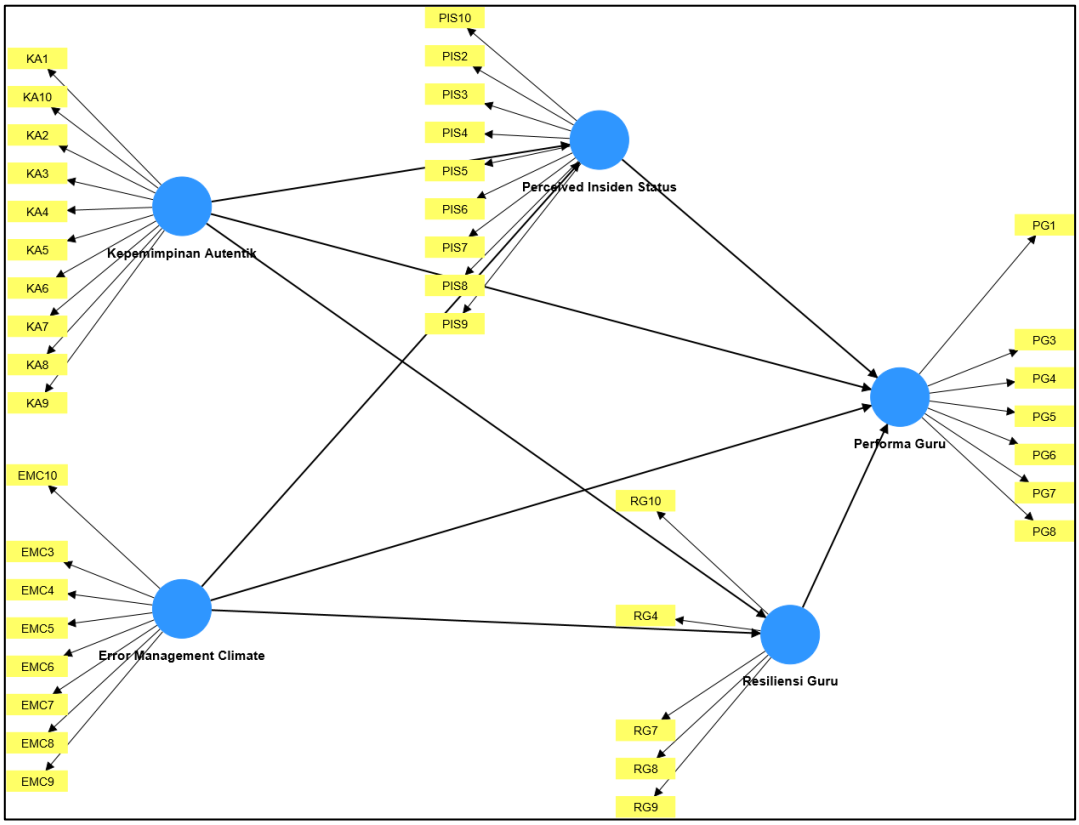

Figure 5 Outer Loading Model 3 Results
Source: Data processing results with PLS (2025)

Referring to Figure 5, it is found that all *the outer loadings* of the Model 3 are greater than 0.7, as can be seen in the table below:

Table 3 Outer Loading Model 3 Results

	Error Management Climate	Authentic Leadership	Perceived Insider Status	Teacher Performance	Teacher Resilience
EMC10	0.82				

EMC3	0.76				
EMC4	0.741				
EMC5	0.834				
EMC6	0.812				
EMC7	0.812				
EMC8	0.784				
EMC9	0.741				
KA1		0.779			
KA10		0.813			
KA2		0.861			
KA3		0.832			
KA4		0.855			
KA5		0.765			
KA6		0.808			
KA7		0.801			
KA8		0.876			
KA9		0.802			
PG1				0.745	
PG3				0.826	
PG4				0.792	
PG5				0.777	
PG6				0.756	
PG7				0.809	
PG8				0.726	
PIS10			0.813		
PIS2			0.711		
PIS3			0.8		
PIS4			0.813		
PIS5			0.811		
PIS6			0.816		
PIS7			0.771		
PIS8			0.805		
PIS9			0.787		
RG10					0.858
RG4					0.75
RG7					0.799
RG8					0.829
RG9					0.897

Source: Data processing results with PLS (2025)

Indirect Relationships / Mediation Effects

Table 4 Indirect (Mediated) Relationships Between Variables

Path		Coefficient Path	P-values	Confidence Interval	
				2.5%	97.5%
	Error Management Climate -> Teacher Resilience -> Teacher Performance	0.034	0.290	-0.028	0.099

	Authentic Leadership -> Perceived Insider Status -> Teacher Performance	0.133	0.000	0.071	0.203

Source: Processed data using PLS (2025)

Based on the results in Table 4, it can be concluded that Perceived Insider Status serves as a mediating variable between Authentic Leadership and Teacher Performance, whereas Teacher Resilience is not a mediating variable between Error Management Climate and Teacher Performance.
By removing the non-significant paths, the best model obtained is shown below, referred to as

Model 5:

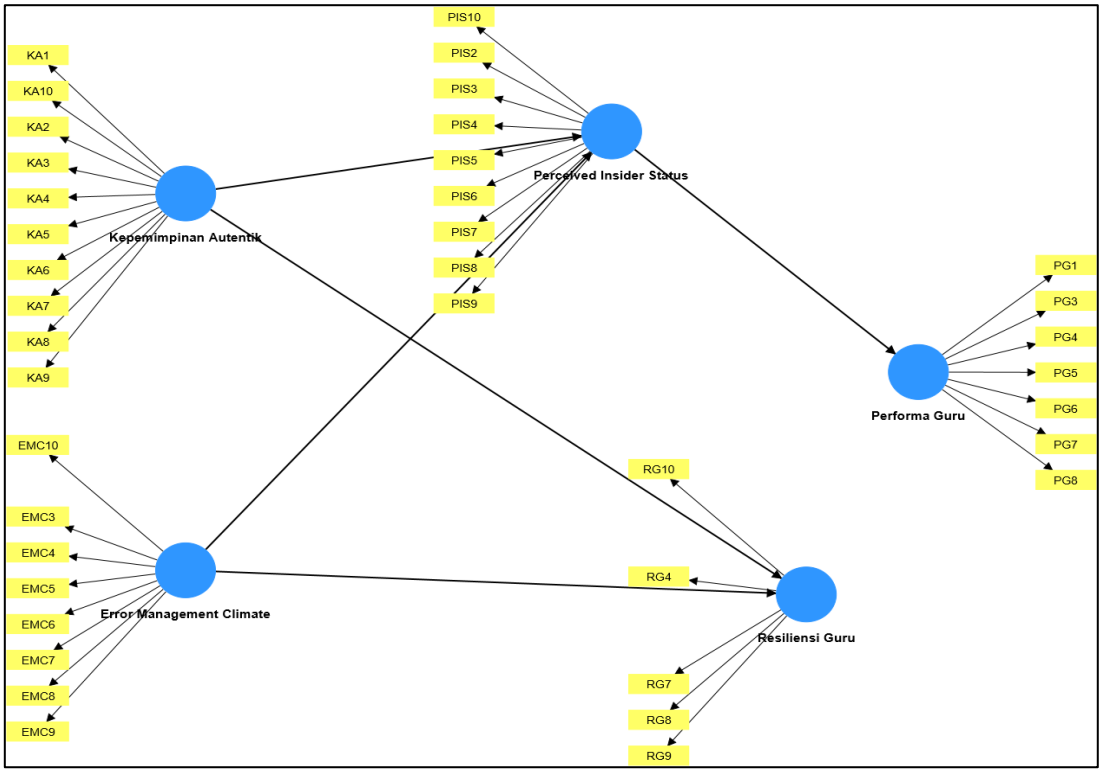

Figure 6 Model 5 (Best Model)
Source: Processed data using PLS (2025)

Reliability and Validity
After checking the outer loading, the reliability of the composite and the convergent validity of the indicator will be checked. The reliability of the composite is seen from Cronbach's alpha/rho a/rho c values. The three values must be > 0.7. Convergent validity is seen from AVE (the magnitude of the variability of latent variables that can be explained by indicator variables). The indicator value of a latent variable is good enough if it has an AVE > 0.5. The following are the results of reliability and validity on Model 3.

Tabel 5 Reliability and Validity

	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Error Management Climate	0.913	0.914	0.929	0.622
Authentic Leadership	0.946	0.947	0.953	0.672
Perceived Insider Status	0.926	0.927	0.938	0.628
Teacher Performance	0.89	0.892	0.914	0.603
Teacher Resilience	0.884	0.886	0.916	0.686

Source: Processed data using PLS (2025)
Based on the reliability and validity calculations in table 5, it was found that all AVE values were greater than 0.5, which means they met the requirements

Discriminant Validity
The next stage is the examination of the validity of the discriminator. Discriminant validity is carried out to measure the correlation between indicator variables in a latent variable and the correlation of indicators with other

latent variables. The discriminant validity test was carried out by paying attention to the Fornell-Lacker, Cross Loading, and HTMT values.

1. Fornell Lacker

Fornell Lacker's criterion is to compare the root of AVE with the correlation between latent variables. The root of AVE can be seen on the diagonal of the matrix below. The root of AVE must be greater than the correlation between latent variables. Here are the results of Fornell-Lacker on Model 2.

Table 6 Discriminating Vassals Fornell Lacker

	Error Managemen t Climate	Authentic Leadership	Perceived Insider Status	Teacher Performance	Teacher Resilience
Error Management Climate	0.789				
Authentic Leadership	0.696	0.82			
Perceived Insider Status	0.735	0.67	0.793		
Teacher Performance	0.499	0.475	0.601	0.777	
Teacher Resilience	0.686	0.623	0.779	0.512	0.828

Source: Data processing results with PLS (2025)

From Table 6, it can be concluded that all Fornell-Lacker criteria or discriminant validity are met for all constructs, since the root value of each construct is higher than the correlation between other constructs. These results show that each construct in this model measures different concepts and does not overlap, making the model structurally worthy of further analysis.

Cross Loading

The cross-loading criterion is to calculate the correlation between the indicator of a latent variable and another latent variable. An indicator is declared valid discriminating if outer loading > cross loading.

Table 7 Discriminating Validity Cross Loading

	Error Management Climate	Authentic Leadership	*Perceived Insider Status*	Teacher Performance	Teacher Resilience
EMC10	0.82	0.579	0.627	0.421	0.623
EMC3	0.76	0.677	0.572	0.35	0.545
EMC4	0.741	0.444	0.651	0.414	0.567
EMC5	0.834	0.534	0.598	0.381	0.568
EMC6	0.812	0.48	0.532	0.41	0.468
EMC7	0.812	0.468	0.494	0.385	0.444
EMC8	0.784	0.442	0.527	0.408	0.476
EMC9	0.741	0.735	0.598	0.369	0.593
KA1	0.555	0.779	0.495	0.372	0.486
KA10	0.578	0.813	0.528	0.388	0.519
KA2	0.615	0.861	0.568	0.358	0.543
KA3	0.499	0.832	0.47	0.416	0.428
KA4	0.578	0.855	0.581	0.373	0.486
KA5	0.451	0.765	0.486	0.4	0.442
KA6	0.615	0.808	0.573	0.416	0.508
KA7	0.585	0.801	0.526	0.363	0.487
KA8	0.602	0.876	0.609	0.399	0.584
KA9	0.601	0.802	0.621	0.41	0.59
PG1	0.35	0.325	0.435	0.745	0.378
PG3	0.385	0.352	0.446	0.826	0.378
PG4	0.409	0.365	0.51	0.792	0.374
PG5	0.415	0.388	0.458	0.777	0.396
PG6	0.336	0.331	0.425	0.756	0.341
PG7	0.421	0.418	0.515	0.809	0.446

PG8	0.384	0.391	0.46	0.726	0.457
PIS10	0.58	0.522	0.813	0.478	0.623
PIS2	0.619	0.605	0.711	0.34	0.618
PIS3	0.625	0.619	0.8	0.527	0.644
RGPIS4	0.618	0.582	0.813	0.538	0.659
PIS5	0.559	0.447	0.811	0.464	0.569
PIS6	0.563	0.514	0.816	0.488	0.648
PIS7	0.57	0.573	0.771	0.41	0.661
PIS8	0.533	0.431	0.805	0.509	0.566
PIS9	0.564	0.462	0.787	0.509	0.558
RG10	0.608	0.493	0.627	0.38	0.858
RG4	0.564	0.532	0.715	0.543	0.75
RG7	0.491	0.503	0.604	0.359	0.799
RG8	0.536	0.534	0.596	0.39	0.829
RG9	0.622	0.508	0.66	0.422	0.897

Source: Data processing results with PLS (2025)

Interpretation per construct table 7:
1. Authentic Leadership All indicators (KA1–KA10) have a loading between 0.779 – 0.876 → good and reliable
2. Perceived Insider StatusAll loading is between 0.711 – 0.816, and looks very strong since nothing below 0.7
3. Teacher Performance Loading between 0.726 – 0.826, which indicates that all indicators are strong and valid
4. Teacher Resilience (*Resiliensi Guru*) Loading is between 0.75 – 0.897, which indicates all other indicators are very strong.
5. Error Management ClimateAll indicators are very powerful, with loading between 0.741 – 0.834, so nothing needs to be removed

Based on the above results, it can be concluded that the validity *of cross-loading* is qualified with loading ≥ 0.7 or very close. Thus, no indicator should be removed, and the validity of the above construct is very strong.

HYPOTHESIS TESTING CONCLUSION

From the analysis of the data above, it can be concluded that Error Management Climate (EMC) has no effect on Teacher Performance (PG). Authentic Leadership (KA) has no effect on Teacher Performance (PG). Error Management Climate (EMC) has a positive effect on Teacher Resilience (RG). Error Management Climate has a positive effect on Perceived Insider Status (PIS). Authentic Leadership (KA) has a positive effect on Teacher Resilience (RG). Authentic Leadership (KA) has a positive effect on Perceived Insider Status (PIS).

Perceive Insider Status (PIS) has a positive effect on Teacher Performance (PG). Teacher Resilience (RG) does not have a positive effect on Teacher Performance (PG). Teacher Resilience (RG) does not mediate Error Management Climate (EMC) on Teacher Performance (PG). Perceived Insider Status (PIS) mediates Authentic Leadership (KA) and Teacher Performance (PG). Thus, there are 6 hypotheses accepted in the tests carried out. On the other hand, there are 4 test hypotheses that were rejected.

Based on the above conclusion points, Authentic Leadership has a positive impact on Perceived Insider Status, which in turn improves Teacher Performance. In addition, Error Management Climate (EMC) increases Teacher Resilience, which then also contributes to improving Teacher Performance. Thus, this model shows that authentic and transparent leadership factors, accompanied by a good organizational culture in managing work errors and teacher resilience, have an important role in improving teacher performance.

Importance-Performance Map Analysis (IPMA)

IPMA or performance importance map analysis is a method in data analysis, especially in the framework of Partial Least Squares Structural Equation Modelling (PLS). This method is used to evaluate latent constructs or variables in the model by taking into account two main dimensions:

1. Importance: Measures how much an influence a latent construct or variable has on the target construct (usually based on the coefficient path).
2. Performance: Assessing the performance or achievement of the construct in the model. The average *score* of these variables is usually normalized to a scale of 0–100. This shows how well the performance or perception of the construct is currently.

The purpose of IPMA is to assess the priorities of the development strategy by identifying which variables have a great influence (*importance*) on the results, but have low performance. In addition, IPMA helps prioritize actions based on the combination of these two dimensions, so that practical decision-making can be made to determine which areas should be improved first. In IPMA, constructs/indicators that have a great influence on the target construct but have low performance are the top priorities to be improved.

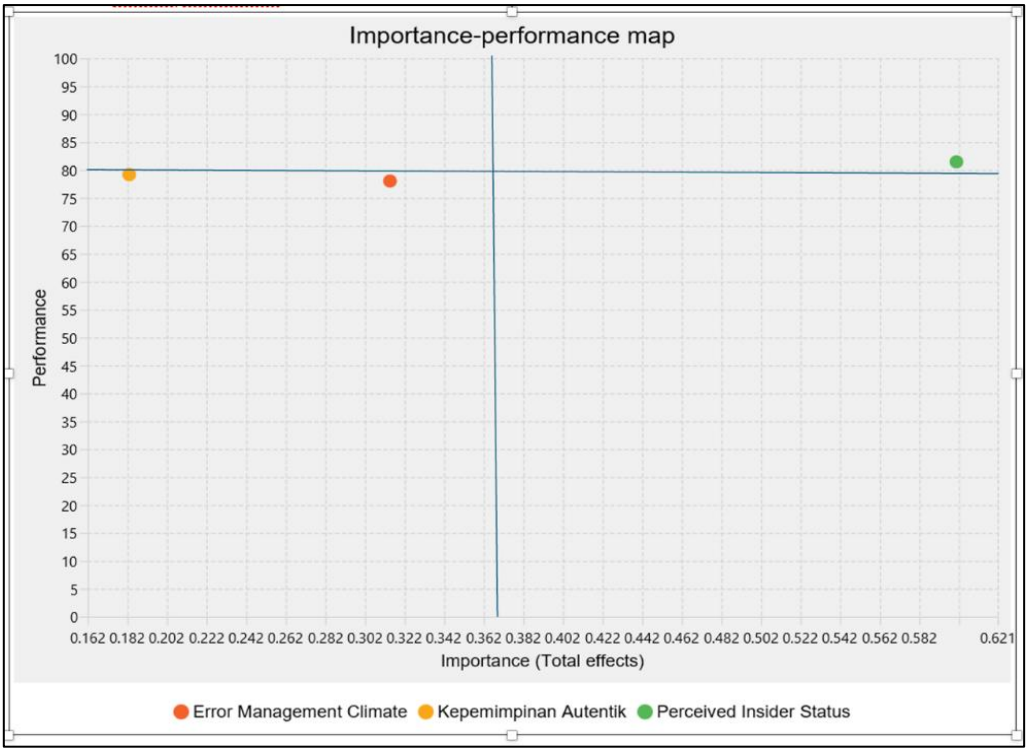

Figure 7: IPMA for Constructing Teacher Performance
Source: Data processing results with PLS (2025)

The X axis (Total Effects) in Figure 7 is Importance, which explains how much the construct affects the Teacher's Performance, while the Y axis is Performance, which is the score or performance value of each construct on a scale of 1-100. The coordinates of each construct can be seen in Table 6 below:

Table 8 Coordinates of Teacher Performance Construct Quadrant

	Importance	Performances
Error_Management_Climate	0.314	78.039
Authentic Leadership	0.183	79.182
Perceived_Insider_Status	0.601	81.476
Average	**0.366**	**79.56566667**

Source: Data processing results with PLS (2025)

Based on the IPMA data above, it can be concluded that the highest improvement priority is Error Management Climate, which has a significant influence, although its performance is still below that of Perceived Insider Status, which has high influence and performance. Therefore, Error Management Climate is a priority construct for improvement. Efforts to improve the error management climate in the work environment can make a significant contribution to improving overall teacher performance. The follow-up that needs to be done is to keep the Performance for Perceived Insider Status from falling because it is the main force in improving teacher performance, and needs to be maintained or even improved to achieve maximum results.
On the other hand, additional monitoring and support are required for Authentic Leadership. Although it has been implemented quite well, the impact on Teacher Performance is not as big as other constructs. Nevertheless, this construct is still relevant to support because it can provide an indirect influence through other mediating variables. Overall, IPMA provides strategic direction in managerial decision-making and education policies, where the improvement of Error Management Climate can have a significant additional impact on teacher performance if it is improved to a higher level of performance.

IPMA for Indicators
Figure 6 below shows the analysis of *the Importance-Performance Map* (IPMA) at the indicator level on the dependent variable of Teacher Performance. Each point represents one indicator of the exogenous construct, with the horizontal axis indicating *total effects* (*importance*) and the vertical axis indicating *performance*.

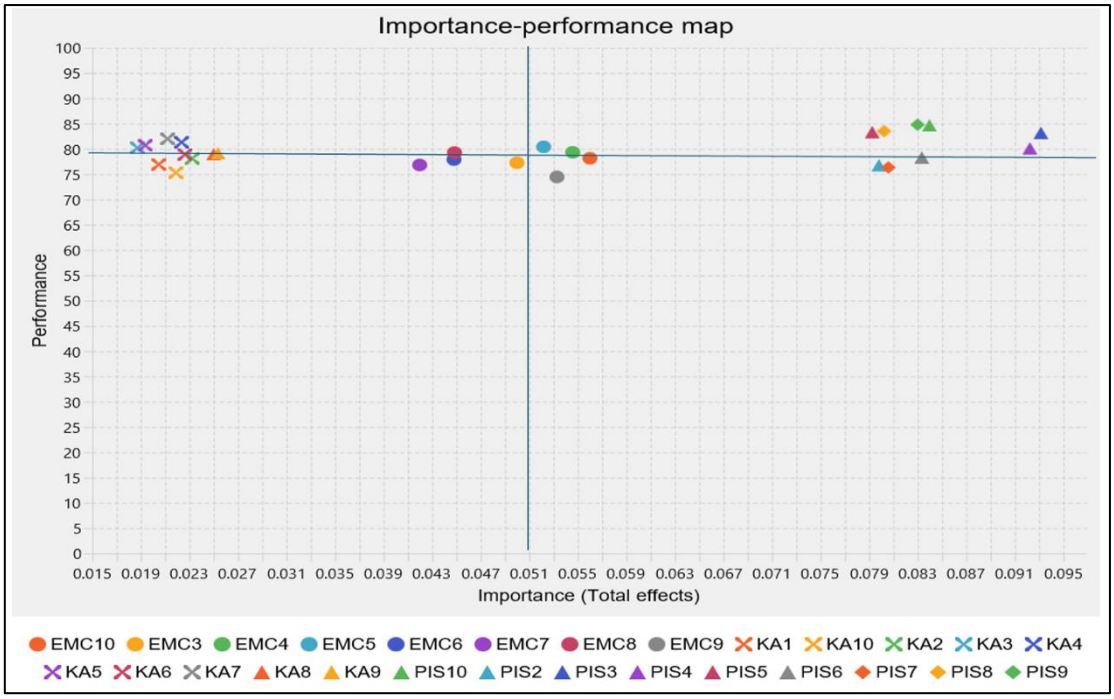

Figure 8 IPMA Indicator

Source: Data processing results with PLS (2025)

The results based on Figure 8 can be described as follows:

1. The indicators with the highest total effect are several indicators from the Perceived Insider Status (PIS) construct, such as PIS10, PIS5, and PIS4, which show the most significant contribution to improving teacher performance, accompanied by relatively high performance. This confirms that the perception of individuals as part of the organization has an important role in shaping or improving teacher performance.
2. Indicators from the Error Management Climate (EMC) construct, such as EMC5 and EMC6, also show a fairly high level of importance, although their performance is still slightly below the indicators of the PIS. This indicates that improving performance on this indicator has great potential to improve overall teacher performance.
3. In contrast, most indicators of Authentic Leadership (KA), such as KA1, KA2, and KA6, despite having high performance (above 75), show lower importance values than other indicators. This indicates that although authentic leadership is appreciated by teachers, its direct impact on teacher performance is relatively limited.

Thus, the strategy to improve teacher performance can be focused first on indicators that have a high total effect but have not yet been maximized, such as several items from the Error Management Climate. Meanwhile, the indicator of Perceived Insider Status, which has high values in both dimensions, can be maintained as an organizational strength.

The combination of a fault management climate and authentic leadership creates a strong foundation for improving teacher performance. Authentic leadership is the main catalyst in building an error management climate. Authentic leaders tend to view mistakes as learning opportunities and don't treat mistakes as personal failures. When school leaders are open to mistakes and encourage reflective discussion, teachers will feel more comfortable acknowledging their shortcomings and looking for solutions. This creates a dynamic and professional development-oriented work environment.

The interaction between these two factors also results in an increase in the perceived insider status of teachers towards their work environment. They feel an important part of the institution, feel appreciated for their contribution, so they feel comfortable with the school where they work. This feeling increases teachers' engagement and responsibility towards their assignments, which ultimately has a direct impact on improved performance.

CONCLUSION

This study aims to examine and empirically test the influence of Authentic Leadership (KA) and Error Management Climate (EMC) on teacher performance mediated by perceived Insider Status (PIS) and teacher resilience within the Citra Berkat Foundation (YCB). A quantitative approach using the Structural Equation Modeling – Partial Least Squares (SEM-PLS) technique was used to analyze the causal relationship between variables from data obtained from 508 teachers across levels (kindergarten to high school).

In general, the findings of the study confirm that Authentic Leadership (AL) and error management climate (EMC) do not have a significant effect on teacher performance directly (direct effect). In other words, the dependent variable is not affected by the two independent variables. PIS itself also directly has a positive and significant effect on improving teacher performance. Based on these findings, it can be concluded that authentic leadership

and good work error management can foster a teacher's sense of ownership of the school where they work and will ultimately improve their work performance.

These results reinforce the main theories that underlie the research, namely Authentic Leadership Theory (Walumbwa et al., 2008), Self-Determination Theory (Deci & Ryan, 2015), Organizational Learning Theory (Argyris & Schon, 1996), and positive psychological concepts regarding the status of psychological membership in organizations. This research also succeeded in formulating and testing an integrative model that comprehensively explains the path of influence between these variables. Understanding the importance of error management climate and authentic leadership to increase teachers' inner and emotional attachment to schools has great implications for school development. School management needs to design policies that encourage openness to mistakes and create support systems for learning from experience. Teacher training programs should include aspects of error management, critical reflection, and open communication. On the other hand, the selection and development of school leaders must consider the aspect of authenticity in leadership. School principals need to be equipped with empathy skills, open communication, and high personal integrity. That way, they can build healthy working relationships and support teacher development in a sustainable manner.

Although the benefits of climate error management and authentic leadership are very clear, especially in fostering resilience and a sense of ownership of teachers towards their schools, their implementation in schools is not always easy. Rigid organizational cultures, evaluation systems that emphasize quantitative results, and a lack of leadership training are major challenges. Strategies that can be taken include: building a school culture that supports continuous learning, reviewing the reward system to be based not only on final performance, but also on process, and providing regular training for leaders and teachers on the importance of error management and authentic leadership.

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