Fostering Exemplary Leadership: The Role of Local Wisdom in Cultivating Positive School Climate

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Abstract: - Exemplary Leadership (EL) is the basis for building a school environment in an educational landscape that never stops developing. However, we found that the School Climate (SC) we fight for had not been gotten yet. This study examines the dynamic interactions between EL, *Piil Pesenggiri* (PP), and SC in educational settings in Indonesia. The research was designed in a quantitative survey, with data collected via Google Forms. The respondents included principals and teachers from 15 districts in Lampung Province. The results of data processing assisted by SEM Amos 23 showed that EL had a direct effect on PP (.800) and a significant impact on SC (.021). EL shows a large and strong direct influence on PP but the influence on SC is 0.21, it turns out that the impact of EL on SC increases to .053 through PP. In this way, PP becomes a mediator for the influence of EL on SC, where PP is local wisdom. The results of this research open up a new understanding of the importance of integrating local wisdom into leadership development programs and coaching potential leaders to navigate and improve the quality of the school climate. This research contributes to school management practices for policymakers, administrators, and practitioners seeking to develop effective educational leadership practices.

Key Words: - Educational Settings, Exemplary Leadership, Indonesia, Leadership Development, Local Wisdom, Mediation Effect, Piil Pesenggiri, Quantitative Survey, School Climate.

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1 Introduction

Education is growing dynamically, including in a patrilineal cultural landscape such as in Indonesia, and Exemplary Leadership (EL) in shaping the school environment is becoming the main thing. The Principal holds a meaningful impact in creating a school climate to succeed. Therefore, the principal's success is beyond the bookkeeping task; he should inspire, motivate, and enable teachers and students to higher achievements. To have a conducive school climate, we shift to *PiiI Pesenggiri* (PP), a Lampungnese local wisdom.

Research on EL has revealed the robustness to encourage the follower's heart to transform and it is popular in educational settings also. Principals who implement EL illuminate such qualities as empathy, intelligence, and vision to not be misleading in fostering a conducive learning environment. EL practiced by the principal creates innovation, collaboration, and inclusivity, [1].

To have the desired school climate, the school needs more than a good leader, a prerequisite visionary principal to be the model, [2]. The principal demands thorough steps to facilitate complicated interplay among melted culture and local wisdom. Assimilating PP needs to be implemented. The essence of local pride PP adheres to the principles of mutual respect, harmony, and shared prosperity. Relying on the belief that each individual plays a significant role in contributing to society, PP offers a framework as a mediator for

conflict resolution by relying on the importance of empathy, understanding, and achieving understanding.

The core of our exploration lies in understanding how PP mediates the relationship between EL and School Climate (SC) formation. Through integrating local pride (local wisdom) into leadership practice, we hypothesize that leaders can optimize the principles to grow trust, cohesion, and resilience in the school community. As we know some local practices impact negatively, like practices of local politics, [3]. Through the proactive involvement of PP, leaders can gain respect, empower the stakeholders to make meaningful contributions and grow an environment where diversity is celebrated and holds the differences, [4].

This article aims to contribute to the educational leadership discourse by highlighting the transformative potential of integrating local wisdom into leadership practice. This research explores the PP (local wisdom) as a mediation of EL and SC. We present insights that are grounded in theory and can be applied practically. In addition, our study of PP highlights the global relevance of Indigenous knowledge in contemporary educational contexts, transcending geographic and cultural barriers.

Through empirical presentation, we show how PP can present data on leadership methods to create an inclusive, fair, equitable, and resilient school climate. Highlighting the synergistic relationship between EL and local wisdom (PP), we strive to inspire educational administrators to adopt culturally responsive leadership practices, which uphold diverse viewpoints and optimize local collective wisdom.

The essence of this article is to advocate for a paradigm shift in educational leadership that embraces embedded values and the transformational power of inclusive leadership practices. Through carrying out PP as a compass principle, leaders can create a school climate to foster academic achievement and the holistic development of everyone in the education ecosystem.

2 Literature Review

2.1 School Climate (SC)

The school climate referred to in this research is the overall positive atmosphere, culture, and relationships within an educational institution. School climate is a complex, multifaceted concept in which student achievement, socio-emotional well-being, and affect overall student development, [5]. As teachers and policymakers become increasingly aware of the importance of the contribution and role of SC in achieving educational outcomes, school climate becomes the focus of attention.

SC is the quality of culture in school life, including security, bond, good for teaching and learning implementation, and tangible circumstances. Efficacious SC endorses care, respect, support, and collaboration among the school members. Hence, SC is created good for having productive circumstances, [6].

Research discovers a prominent SC in many facets of teachers' and student's lives in school. SC becomes requisite to achieve higher academic attainments, improve presence rates, and diminish disciplinary practices, [5], [7], [8]. A productive SC determines multiplying contentment, retention, and teaching, [9], [10].

Creating or making better SC needs thorough steps that aim at numerous components of teaching operation. SC encourages and establishes productive connections among educators, disciples, and employees to generate learning circumstances that nurture tangible and psychological well-being, [5], [11].

To sum up, SC is the foundation of academic topography that has a massive impact on learners, teachers, and society. In other words, SC becomes a prerequisite to optimal academic attainments and embodies better teacher and student psychological well-being. This research seeks to create a productive educational atmosphere.

2.2 Exemplary Leadership (EL)

EL is a starting point for success in numerous fields of people's lives, including schooling. EL influences management, creativity, truthfulness, empathy, and productive relationships to create a cultural institution and to transform shifts. EL becomes a solution in a complicated and turbulent institution, [12].

EL transfigures trust and cooperation among the followers. EL leads to thinking of the future, being moral and responsible in making decisions, and enabling to reach shared targets. By implementing EL, the principal is productive in triggering sustainability, creativity, and shifts, [13], [14].

This study will discover the influence of EL on organizational achievement and staff engagement in educational settings. EL proved that it relates to better results because it makes better teacher engagement and productive institution, [12], [14], [15]. Further, EL endorses sustainable progress, flexibility, and adjustment to navigate challenging schooling topography.

EL is good for sustainable organizational development but it needs intentional husbandry. EL can lift the productivity of leadership acts since it nurtures the togetherness of the members in executing the programs. EL promotes clear relations through mentoring and coaching, [12], [15].

Therefore, we can summarize that EL practice functions facilitate and accelerate conducive institutional shifts and continuous development. EL is effective for creativity in embodying productive institutional effectiveness. It provides the vision, morality, and empathy of members.

2.3 *Piil Pesenggiri* (PP)

PP denotes the values are rooted and grown in the Lampung tribes, of Indonesia [16]. PP leads Lampung tribes to live together in respect. Lampung tribes are so proud of the guidelines. Therefore, they keep practicing their values. PP characterizes the illumination of peace, comfort, and harmony, [16], [17].

Lampung tribes are so proud of this local wisdom and tend to preserve it since it reflects: (1) Togetherness of life: The life facets are guided and make the people live together in harmony. (2) *Spiritual Connection*: PP is not only physical but also symbolic of spiritual enlightenment, connecting the individual to his or her cultural heritage and spiritual roots. (3) *Resilience and Adaptability*: In the face of modernization and external influences, PP functions as a resilience compass, reminding society of the importance of preserving a unique identity based on cultural practices that have proven to be compatible with the times, [16], [17].

PP is the nature, behavior, and outlook on the life of the Lampung people. PP has the following elements: (a) *Piil Pesenggiri* which means never backing down and not wanting to lose in attitude and behavior, (b) *Bejuluk Adek*, which means like a good name and an honorable title, (c) *Nemui Nyimah*, which means likes to receive and give in happy and sad situations, (d) *Nengah Nyappur*, means likes to socialize and consults in resolving a problem, (e) *Sakai Sambayan* means likes to help and work together in kinship and neighborhood relations, [16].

Based on the presented exposition, we hypothesize that exemplary leadership has a weak direct influence on school climate, thus necessitating the inclusion of mediating variables to foster school climate.

3 Method

3.1 Population, Sample and Sampling

This article is part of dissertation research that only focuses on the influence of exemplary leaders on school climate which Lampung local wisdom variable PP mediates. The population of this study was the principals as the unit of analysis and teachers as respondents from 15 districts (regencies and cities) in Lampung Province all teachers in K-12 (Senior High School) Lampung Province involving 208 teachers who passed the screening from a total of 300 teachers who returned questionnaires. Sampling is carried out with a simple random sampling technique where respondents have identical characteristics so that they meet the requirements for a simple random sampling technique, [18], [19].

3.2 Questionnaire

The research, the use of data collection instruments that are standardized and commonly used in similar research is a priority. The instrument was sent to potential respondents via Google Form [20], to facilitate the data collection. The EL instrument used in this research adopted the scale [21], Meanwhile, the PP instrument is the product of this dissertation. In addition, the academic atmosphere instrument used to measure this concept was taken from public domain sources, namely Delaware Positive Behavior Support (DE-PBS) and School Climate & Student Success (SCSS) Projects, [22]. Data was analyzed using SEM Amos 23. The test result is presented as follows.

Table 1. Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P
PP	<---	EL	.560	.064	8.788	***
SC	<---	EL	.022	.115	.193	.847
SC	<---	PP	1.000			

Table 1, (see appendix for the complete one), indicates relationships among variables within the model. For instance, the estimate from EL to PP suggests a significant relationship, showing that for every unit increase in EL, there is a corresponding increase of 0.56 units in PP (C.R. = 8.788, $p < 0.001$). Conversely, the relationship between EL and SC lacks significance, with the estimate indicating a minimal increase of 0.022 units in SC for every unit increase in EL, supported by a non-significant critical ratio (C.R. = 0.193, $p = 0.847$). Moreover, the score estimate from PP to SC remains fixed at

1.000, indicating a direct relationship between the variables without estimation. These results underscore the importance of interpreting regression weights' significance in understanding variable interplay within structural models.

Evaluation of the table reveals key statistical indicators. The estimate represents regression coefficients, indicating variable relationships. The standard error (S.E.) measures coefficient stability. The critical ratio (C.R.) assesses the significance of regression coefficients, with higher values indicating greater significance. P-values indicate statistical significance, with values below certain thresholds (typically 0.05 or 0.01) suggesting significance. All indicators display very low p-values (<0.01) and high C.R. values (all >3), signifying statistical significance. Additionally, the low standard error values denote stable estimates.

In conclusion, the significant C.R. values and low p-values indicate a robust regression or structural model, effectively explaining relationships among included variables. Consequently, the instruments employed in this analysis exhibit validity and reliability, enabling informed decision-making and interpretation within the study's context. The significant relationships between independent and dependent variables suggest that the factors considered genuine impacts on the dependent variable under study. Therefore, we get the goodness of fit as presented in Table 2.

Table 2. The Goodness of Fit

Indices	Cut Off Value	Got	Remarks
CMIN/DF	≤ 2.00	1.763	Good fit
RMSEA	≤ 0.08	0.061	Good fit
GFI	≥ 0.90	0.637	Accepted fit
AGFI	≥ 0.90	0.615	Accepted fit
TLI	≥ 0.95	0.832	Accepted fit
CFI	≥ 0.95	0.837	Accepted fit
RMR	< 0.05	0.02	Good fit

Table 2 comprises various fit indices employed in Structural Equation Modeling (SEM) analysis alongside commonly utilized cutoff values to ascertain the adequacy of the model about empirical data. Below are explanations for each index and their respective conclusions:

CMIN/DF: This is the Chi-Square value divided by degrees of freedom. A lower value indicates a better fit of the model with the data. In this table, the cutoff value is ≤ 2.00. The attained value is 1.763, indicating a good fit of the model with the data.

RMSEA (Root Mean Square Error of Approximation): It measures how well the model fits the population being considered. A lower value indicates a better fit of the model. The cutoff value is ≤ 0.08. The achieved value is 0.061, indicating a good fit of the model with the data.

GFI (Goodness of Fit Index): It assesses how well the model fits the actual covariance pattern of the data. The cutoff value is ≥ 0.90. The attained value is 0.637, indicating an acceptable level of fit of the model with the data.

AGFI (Adjusted Goodness of Fit Index): It is the adjusted version of GFI. The cutoff value is ≥ 0.90. The attained value is 0.615, suggesting an acceptable level of fit of the model with the data.

TLI (Tucker-Lewis Index): It measures the improvement in model fit compared to the null model. The cutoff value is ≥ 0.95. The attained value is 0.832, indicating an acceptable level of fit of the model with the data.

CFI (Comparative Fit Index): It measures how well the model improves fit compared to the null model. The cutoff value is ≥ 0.95. The attained value is 0.837, indicating an acceptable level of fit of the model with the data.

RMR (Root Mean Square Residual): It represents the average value of residuals between the proposed model and empirical covariance. A lower value suggests a better fit of the model. The cutoff value is < 0.05. The attained value is 0.02, indicating a good fit of the model with the data.

In conclusion, based on the fit index values presented in the table, the evaluated model demonstrates a good fit with the data, with most fit indices meeting or approaching the provided cutoff values. However, it is always essential to consider the research context and holistic interpretation of various fit indices to draw accurate conclusions regarding the adequacy of the SEM model with the data.

4 Results and Discussion

4.1 Results

We start presenting the result by the Standardized Regression Weights as shown in Table 3.

Table 3. Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
PP	<---	EL	.800
SC	<---	EL	.021
SC	<---	PP	.668

Table 3 presents the output derived from a Structural Equation Modeling (SEM) analysis,

showcasing parameter estimates. Each row within the table denotes a specific relationship or path between two variables under scrutiny within the model. Adjacent to the left-hand side of the arrow (<---) lies the dependent variable (or the influenced variable), whereas on the right-hand side of the arrow resides the independent variable (or the causative variable). The numerical values positioned on the right-hand side represent estimation coefficients, elucidating both the magnitude and directionality of the relationship between the independent and dependent variables.

Based on the table provided, it can be inferred that the variable EL (independent variable) exerts a significantly positive influence on the variable PP (dependent variable) with an estimated coefficient of 0.800. Additionally, the variable EL also exhibits a significantly positive effect on the variable AK (dependent variable) with an estimated coefficient of 0.021. Moreover, the variable PP (independent variable) demonstrates a significantly positive impact on the variable SC (dependent variable) with an estimated coefficient of 0.668.

Therefore, it can be concluded that there exists a significant relationship among the variables of EL, PP, and SC within the tested Structural Equation Model (SEM). The variable EL exhibits a meaningful direct influence on both PP and SC. Moreover, the variable PP also exerts a significant direct impact on the variable SC. Then, we present the Standardized Direct Effects as in Table 4.

Table 4. Standardized Direct Effects (Group number 1 - Default model)

	EL	PP	SC
PP	.800	.000	.000
SC	.021	.668	.000

Table 4 presents the results of a path analysis illustrating the direct relationships among three variables in a structural model. The considered variables are EL, PP, and SC. The figures in the table cells are estimates of standard regression coefficients indicating the strength and direction of the relationships between these variables.

From Table 4, it can be inferred that there is a significant direct relationship between EL and PP, with a standard regression coefficient of 0.800. This indicates that exemplary leadership has a significant impact on PP. There is also a significant direct relationship between PP and SC, with a standard regression coefficient of 0.668, suggesting that PP significantly influences the SC atmosphere. However, there is no significant direct relationship between EL and SC, with a regression coefficient of only 0.021. This indicates that the direct impact of exemplary leadership on the school climate atmosphere is not significant in this model.

Overall, the results of this path analysis indicate that exemplary leadership has a significant impact on PP, which in turn affects the SC atmosphere. However, directly, exemplary leadership does not have a significant impact on the SC atmosphere. This provides insights into the relationships between these variables within the context of the studied structural model. It is shown in Table 5.

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

	EL	PP	SC
PP	.000	.000	.000
SC	.534	.000	.000

Table 5 illustrates standardized direct and indirect effects among variables within a structural model. In this representation, rows delineate influencing variables, while columns depict recipient variables. For instance, a value of .534 in the cell intersecting the row of SC and the column of EL denotes the standardized indirect effect from the variable EL to SC through the intermediary variable PP.

The inference drawn from this model underscores a significant indirect influence from EL to SC mediated by PP, as indicated by the standardized indirect effect value of .534. No other variables exhibit a meaningful indirect effect on SC. Thus, within this framework, PP appears to function as a mediator between EL and SC.

The tabulated data stems from Structural Equation Modeling (SEM) analysis, focusing on the interplay among three constructs: EL, PP, and SC. The table is partitioned into Standardized Direct Effects and Standardized Indirect Effects sections.

In the Standardized Direct Effects segment, values elucidate the direct associations between the variables listed on the side of the column and those listed at the top of the row. For example, a coefficient of .800 at the intersection of PP and EL signifies a robust and positive direct association between PP and EL. Conversely, the coefficient of .021 at the junction of SC and EL denotes a weaker yet positive direct relationship between SC and EL.

Conversely, in the Standardized Indirect Effects segment, coefficients portray indirect connections between variables listed on the side of the column and those on the top of the row through intervening variables. For instance, the coefficient of .534 at the intersection of SC and EL suggests a substantial and

positive indirect association between SC and EL via PP.

The result discovers the impact of being an act of mediation PP between EL and SC where the score of direct effect is smaller than indirect effect. Hence, we conclude that PP mediates and makes EL better function to affect the SC.

4.2 Discussion

Based on the theoretical study, we write the hypothesis that EL effects directly small scores on SC. Thus, it is important to have an intervening variable to boost the EL on SC.

Interaction among EL, PP, and SC is a valuable search for educational background. The finding result discovers the relation and impact among the variables. This finding enriches the choices of leadership practices in navigating the institution (school) successfully.

This empirical fact reveals the strong evidence that it is important to integrate local values in running the leadership practice. Local values (PP) contribute to boosting the results. Local values have a good impact since they are familiar to local people and better understood by local people to implement to accelerate EL. In this case, EL has all the good qualities that need local value to make it succeed.

The finding is supported by [23], whose research says that PP has a productive impact on Indonesian schooling [24], [25], [26]. Other research found that EL highlighted a significant contribution of cultural values to running constructive leadership, [27], [28], [29].

This research resulted in a smaller direct impact between SC and EL, therefore it is in line with the previous study, [30], [31], [32], [33]. School climate encompasses the overall atmosphere, culture, and environment within a school, including elements like interpersonal relationships, organizational structure, and shared values, [34], [35], [36]. Although a positive school climate is crucial for creating conducive learning environments, its direct effect on exemplary leadership might be less significant compared to the influence of cultural values embedded in PP, [37], [38], [39].

An empirical study reveals that SC significantly affects learners' attainment and relates to educators' satisfaction, the direct effect of EL is relatively modest, [40]. This shows that SC depends on productive leadership, other causes like local wisdom and principal qualities are essential to boost EL practices, [23], [41], [42].

Furthermore, the statistical analysis shows a meaningful connection between SC and EL mediated by PP. The result, pivotal, PP bridges the impact of the larger institutional atmosphere within any institution of EL conducts, [43], [44].

The mediation function of PP underscores the meaning of incorporating local wisdom into leadership programs, especially in schooling background, [45], [46], [47]. The principal promotes PP in making a productive environment with EL implementation to reach higher outcomes, [48].

To sum up, the statistical result reveals multiple interactions among EL, PP, and SC. PP stands for mediation of the impact of EL and SC. Comprehend the connection between the three variables creates better outputs and outcomes

5 Conclusion

SEM Amos explains to us to have a deep comprehension of the connection between Exemplary Leadership (EL), Piil Pesenggiri (PP), and School Climate (SC). EL impacts significantly on PP and SC, the PP makes a stronger impact on the EL on SC. Therefore, it is important to take into account the local wisdom to run productive leadership in every background leadership practice. These findings highlight the importance of incorporating cultural values into leadership development programs and organizational practices within educational institutions, providing valuable insights for policymakers, administrators, and practitioners seeking to foster effective leadership practices in schools.

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APPENDIX

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
PP	<---	EL	.560	.064	8.788	***	par_73
SC	<---	EL	.022	.115	.193	.847	par_74
SC	<---	PP	1.000				
Kedis	<---	SC	.705	.144	4.906	***	par_62
HSK	<---	SC	.663	.132	5.002	***	par_63
Keam	<---	SC	.802	.155	5.173	***	par_64
P	<---	PP	1.000				
Nyi	<---	PP	1.278	.131	9.732	***	par_65
Nya	<---	PP	1.142	.129	8.836	***	par_66
BBA	<---	PP	1.092	.126	8.673	***	par_67
SS	<---	PP	1.266	.130	9.758	***	par_68
CP	<---	EL	.811	.080	10.195	***	par_69
EOA	<---	EL	.857	.069	12.342	***	par_70
EH	<---	EL	.905	.089	10.135	***	par_71
ISV	<---	EL	1.034	.073	14.138	***	par_72
MW	<---	EL	1.000				
KKeam1	<---	Keam	1.000				
KKeam2	<---	Keam	.924	.079	11.629	***	par_1
KKeam3	<---	Keam	1.034	.079	13.056	***	par_2
KKeam4	<---	Keam	.960	.077	12.513	***	par_3
KKedis1	<---	Kedis	1.000				
KKedis2	<---	Kedis	1.125	.132	8.509	***	par_4
KKedis3	<---	Kedis	1.045	.120	8.676	***	par_5
KKedis4	<---	Kedis	.965	.121	7.993	***	par_6
KKedis5	<---	Kedis	1.038	.117	8.904	***	par_7
KKedis6	<---	Kedis	.428	.180	2.385	.017	par_8
HSK1	<---	HSK	1.000				
HSK2	<---	HSK	.958	.097	9.826	***	par_9
HSK3	<---	HSK	1.112	.102	10.853	***	par_10
HSK4	<---	HSK	1.128	.103	10.922	***	par_11
HSK5	<---	HSK	1.052	.102	10.309	***	par_12
HSK6	<---	HSK	1.054	.105	10.012	***	par_13
HSK7	<---	HSK	1.154	.106	10.933	***	par_14
HSK8	<---	HSK	.967	.105	9.187	***	par_15
HSK9	<---	HSK	1.125	.102	11.034	***	par_16
HSK10	<---	HSK	1.106	.103	10.717	***	par_17
P1	<---	P	1.000				
P2	<---	P	1.017	.111	9.198	***	par_18
P3	<---	P	1.223	.116	10.529	***	par_19
P4	<---	P	1.122	.114	9.812	***	par_20
P5	<---	P	1.383	.121	11.471	***	par_21
P6	<---	P	1.304	.115	11.318	***	par_22
P7	<---	P	1.123	.118	9.544	***	par_23
Nya4	<---	Nya	1.000				
Nya3	<---	Nya	1.115	.082	13.600	***	par_24
Nya2	<---	Nya	.958	.082	11.740	***	par_25
Nya1	<---	Nya	.979	.091	10.783	***	par_26
BBA4	<---	BBA	1.000				
BBA3	<---	BBA	1.240	.100	12.407	***	par_27
BBA2	<---	BBA	1.000	.101	9.859	***	par_28
BBA1	<---	BBA	.900	.091	9.835	***	par_29
SS5	<---	SS	1.000				
SS4	<---	SS	1.054	.061	17.185	***	par_30
SS3	<---	SS	1.039	.065	15.961	***	par_31
SS2	<---	SS	1.025	.063	16.188	***	par_32
SS1	<---	SS	1.021	.066	15.400	***	par_33
Nyi1	<---	Nyi	1.000				
Nyi2	<---	Nyi	1.058	.072	14.731	***	par_34
Nyi3	<---	Nyi	1.027	.070	14.578	***	par_35

			Estimate	S.E.	C.R.	P	Label
Nyi4	<---	Nyi	1.018	.066	15.327	***	par_36
Nyi5	<---	Nyi	1.050	.072	14.521	***	par_37
Nyi6	<---	Nyi	1.056	.074	14.260	***	par_38
EOA6	<---	EOA	1.000				
EOA5	<---	EOA	1.025	.095	10.808	***	par_39
EOA4	<---	EOA	1.140	.099	11.495	***	par_40
EOA3	<---	EOA	.845	.087	9.711	***	par_41
EOA2	<---	EOA	1.121	.090	12.439	***	par_42
EOA1	<---	EOA	1.030	.092	11.183	***	par_43
CP6	<---	CP	1.000				
CP5	<---	CP	1.014	.105	9.701	***	par_44
CP4	<---	CP	.965	.107	8.979	***	par_45
CP3	<---	CP	1.124	.116	9.665	***	par_46
CP2	<---	CP	.632	.123	5.146	***	par_47
CP1	<---	CP	.875	.112	7.840	***	par_48
EH6	<---	EH	1.000				
EH5	<---	EH	1.042	.105	9.908	***	par_49
EH4	<---	EH	.992	.098	10.071	***	par_50
EH3	<---	EH	1.047	.098	10.675	***	par_51
EH2	<---	EH	1.108	.109	10.137	***	par_52
EH1	<---	EH	1.103	.107	10.335	***	par_53
MW3	<---	MW	.999	.068	14.723	***	par_54
MW2	<---	MW	.862	.069	12.464	***	par_55
MW1	<---	MW	1.011	.067	15.045	***	par_56
ISV5	<---	ISV	.896	.069	12.942	***	par_57
ISV4	<---	ISV	.979	.064	15.224	***	par_58
ISV3	<---	ISV	.956	.076	12.518	***	par_59
ISV2	<---	ISV	1.017	.067	15.245	***	par_60
ISV1	<---	ISV	.833	.065	12.756	***	par_61
MW6	<---	MW	1.000				
MW5	<---	MW	.852	.067	12.651	***	par_75
MW4	<---	MW	.962	.068	14.104	***	par_76
ISV6	<---	ISV	1.000				

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
PP	<---	EL	.800
SC	<---	EL	.021
SC	<---	PP	.668
Kedis	<---	SC	.954
HSK	<---	SC	.894
Keam	<---	SC	.893
P	<---	PP	.876
Nyi	<---	PP	.943
Nya	<---	PP	.871
BBA	<---	PP	.862
SS	<---	PP	.914
CP	<---	EL	.905
EOA	<---	EL	.967
EH	<---	EL	.953
ISV	<---	EL	.980
MW	<---	EL	.951
KKeam1	<---	Keam	.803
KKeam2	<---	Keam	.752
KKeam3	<---	Keam	.825
KKeam4	<---	Keam	.797
KKedis1	<---	Kedis	.634
KKedis2	<---	Kedis	.707
KKedis3	<---	Kedis	.725
KKedis4	<---	Kedis	.653
KKedis5	<---	Kedis	.750
KKedis6	<---	Kedis	.177
HSK1	<---	HSK	.685

			Estimate
HSK2	<---	HSK	.729
HSK3	<---	HSK	.812
HSK4	<---	HSK	.818
HSK5	<---	HSK	.767
HSK6	<---	HSK	.743
HSK7	<---	HSK	.818
HSK8	<---	HSK	.678
HSK9	<---	HSK	.827
HSK10	<---	HSK	.801
P1	<---	P	.696
P2	<---	P	.676
P3	<---	P	.779
P4	<---	P	.724
P5	<---	P	.855
P6	<---	P	.842
P7	<---	P	.703
Nya4	<---	Nya	.778
Nya3	<---	Nya	.880
Nya2	<---	Nya	.776
Nya1	<---	Nya	.722
BBA4	<---	BBA	.773
BBA3	<---	BBA	.843
BBA2	<---	BBA	.684
BBA1	<---	BBA	.683
SS5	<---	SS	.848
SS4	<---	SS	.893
SS3	<---	SS	.857
SS2	<---	SS	.864
SS1	<---	SS	.839
Nyi1	<---	Nyi	.822
Nyi2	<---	Nyi	.841
Nyi3	<---	Nyi	.836
Nyi4	<---	Nyi	.863
Nyi5	<---	Nyi	.834
Nyi6	<---	Nyi	.824
EOA6	<---	EOA	.769
EOA5	<---	EOA	.715
EOA4	<---	EOA	.753
EOA3	<---	EOA	.651
EOA2	<---	EOA	.803
EOA1	<---	EOA	.736
CP6	<---	CP	.700
CP5	<---	CP	.733
CP4	<---	CP	.675
CP3	<---	CP	.730
CP2	<---	CP	.381
CP1	<---	CP	.586
EH6	<---	EH	.663
EH5	<---	EH	.768
EH4	<---	EH	.783
EH3	<---	EH	.839
EH2	<---	EH	.789
EH1	<---	EH	.807
MW3	<---	MW	.816
MW2	<---	MW	.733
MW1	<---	MW	.826
ISV5	<---	ISV	.757
ISV4	<---	ISV	.840
ISV3	<---	ISV	.740
ISV2	<---	ISV	.841
ISV1	<---	ISV	.749
MW6	<---	MW	.851
MW5	<---	MW	.740

			Estimate
MW4	<---	MW	.794
ISV6	<---	ISV	.838

Contribution of Individual Authors to the Creation of a Scientific Article (Ghostwriting Policy)

- Wina Astuti and Poniman contributed by providing ideas, setting goals and directions, and providing sources of learning materials.
- Bujang Rahman and Hasan Hariri were responsible for data management, assisting, and analysis of data collection.
- Farida Aryani organized and performed data collection and assisted in data analysis.
- Faisal Kamal visualized the data analysis results, submitted, and coordinated project management.

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