

## **The Effect of Empowering Leadership and Adversity Quotient on Teacher's Performance**

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**Abstract:** This study aims to examine the individual and simultaneous influence of empowering leadership and adversity quotient (AQ) on the performance of kindergarten teachers. Employing a quantitative survey method with a correlational approach, data were collected via questionnaires from 58 teachers in Ilir Barat I District, Palembang City, and analyzed using correlation and multiple regression. The results confirm significant positive influences: empowering leadership alone explains 43.9% of performance variance ( $r=0.664$ ), while AQ alone explains 58.6% ( $r=0.766$ ). Simultaneously, both variables account for 59.3% of performance variance ( $r=0.770$ ), with the regression equation  $\hat{Y} = 36.606 + 0.15X_1 + 0.585X_2$ . The novelty lies in empirically testing this specific variable combination within early childhood education, a less explored context. A key practical implication is the need for integrated professional development programs that combine leadership empowerment with resilience training to optimize teacher efficacy. This study contributes concrete empirical data and a predictive model to the educational management literature, highlighting the substantial role of psychological resilience alongside leadership in enhancing teacher's performance.

**Keywords:** Adversity Quotient, Empowering Leadership, Teacher's Performance

### **A. Introduction**

Education is the process of changing the attitudes and behaviors of a person or group of people so that education is the main part of the development of a nation (Supratikto et al., 2014). According to Sampurno & Wibowo (2015), education plays an important role in developing human resources. Hartanto & Purwanto (2019) added that education is an effort to actively realize the learning process to develop the potential of students to have personalities, intelligence, and skills that are useful for themselves, the environment, the nation, and the country. According to Yussof et al., (2014) therefore teachers are one of the determining factors to improve the quality of education. In accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system, teachers are professionals who have the obligation to plan and carry out the learning process, assess learning outcomes, carry out guidance, and training, and are committed to improving the quality of

education.

One of the things that affects a teacher's ability is empowering leadership, which is a leadership style that focuses on empowering teachers under the guidance of the principal. The principal must be able to motivate teachers who are colleagues as well as subordinates to achieve their best potential, with psychological empowerment. Psychological empowerment is a mediating variable that can be seen to the extent of the influence of Empowering Leadership on performance which is influenced by the level of Psychological Empowerment possessed by teachers who are trusted by the principal as their leaders. Currently, according to Zhang & Bartol (2010), the responsibility of the principal as a leader not only gives autonomy to the teachers who are colleagues as well as their subordinates, but also must check whether the teachers as subordinates feel empowered or not in completing the work given to the learner in the classroom.

Teachers as employees who have experienced empowerment according to Ahearne et. al., (2013), will have greater confidence in doing work and positively affect their performance, they will show a tendency to work independently and show an increase in the capacity of their abilities. The delegation of the authority of the principal as the leader of the educational institution to the teachers shows that the leader entrusts and frees his work to the teachers who obtain this authority.

The main focus of Empowering Leadership is a leader who can empower his subordinates by providing motivation, understanding the behavior and will of subordinates, and involving subordinates in decision-making. According to Amundsen & Martinsen (2014), there are three processes in implementing Empowering Leadership, namely: power sharing, motivational support, and development support. The division of power emphasizes that the principal as the leader needs to delegate to his subordinates, the teachers, to make decisions and exchange information and coordinate. The principal as a leader in the school needs to provide motivational support so that teachers as their subordinates have the initiative to have an attitude of autonomy in work.

This empowerment according to Chen et al., (2019), allows teachers to believe that they have the flexibility and competence to carry out important tasks. This condition makes teachers will become more dedicated in their work because the feeling of "involvement" is stronger both in work and decision-making within the school institution. With Empowering Leadership, the performance of teachers can be improved directly if a leader is able to empower teachers effectively.

Based on the results of Goleman's research cited by Gitosaroso (2012), it is stated that failure is often experienced by people with high IQ, while success is often obtained by people with moderate IQ. It is possible that this can happen because people who have a moderate IQ are more able to control themselves, be enthusiastic and diligent and

are able to have high motivation. Emotional intelligence shows a person's ability to understand one's own feelings, understand the feelings of others, be able to motivate oneself and be able to motivate others (Muttaqiyathun, 2021).

Increased adversity intelligence and emotional intelligence are thought to change after receiving treatment from social inquisitor. Social inquiry is a manifestation of the *ikuir* learning model that is oriented towards social interaction between individuals. Social inquiry is present as an effort to improve interpersonal relationships between societies which are currently starting to grow high intolerance through democratic means. Social inquiry seeks to reflect on solutions to handle a wide range of information in the form of concepts and values. Reflective thinking will be able to improve the concept of a society's mindset.

The performance of teachers so far seems less than optimal. Teachers carry out their duties only as routine activities, lacking creativity. Innovation for teachers is relatively closed and creativity is not part of achievement. The performance of teachers in educational institutions is a crucial issue and requires each institution to organize and improve according to the dimensions of space and time. Especially for educational institutions that are appointed to carry out their main duties and functions in a disciplined and timely manner. This demand is a global trend that inevitably, like it or not, must be fulfilled in order to harmonize the performance of teachers in educational institutions, which accelerate external change by using various approaches. Efforts to improve the performance of teachers in educational institutions continue to be carried out by, among others, improving the quality of teachers, improving the ability of human resources to solve various problems and growing the responsibility of educational institutions to problems and demands from within the educational institution itself and from outside.

Currently, the performance of kindergarten teachers in Ilir Barat I Palembang sub-district is not optimal. Like humans, of course, every teacher has his own weaknesses. Teachers who have weaknesses, usually close themselves off when they are introverts. But there are also masking one's weaknesses by manipulating behavior, such as attracting the attention of others and acting deviantly. It lies in the training of habits and lack of discipline. There is also because he himself is not good at studying in teacher education, is not capable of teaching, and is indifferent in making preparations and planning assignments. It may also be because it is difficult to adjust at home or in society. There are also emotional causes, such as fear of failure, feeling insecure, stressed at work or being given too many extra tasks, being too selfish. One of the weaknesses of teaching is the weakness in the teacher's person. The manifestation of these weaknesses can be seen in: 1) Disturbances in the voice when speaking, such as swallowing words, unclear speaking time, voice too weak, too fast to speak and so on; 2) Disturbances in external style and personal core, e.g. dressing too conspicuously and excessive or even too chatty makeup; 3) Personality and personal disorders, such as irritability, oversensitivity, distrust and misunderstanding, and so on. This third

point is currently being evaluated in kindergarten teachers in Ilir Barat I sub-district of Palembang.

The development of self-control basically goes hand in hand with a person's age. Older people are expected to have better self-control than teenagers and children. However, some cases show the opposite, where some of these problems are also carried out by adults. Teachers who have grown up with increasing age and knowledge, of course, are expected to have higher self-control than their students. The reality is that there are still many teachers who are less controlled. Of course, it would be strange if increasing age is not balanced with the ability to control oneself, even doing as you please by allowing behavior that is more selfish without paying attention to the consequences that will be obtained.

Based on a brief interview with Rina Ramadhania, S.Pd and Mrs. Ariesty Amaniar, S.Pd as the classroom teacher. And Rina Ramadhania, S.Pd as the principal at Cipta Kreatif Bangsa Palembang Kindergarten that there are still some teachers who do not understand about the delegation of authority and the giving of trust in Empowering Leadership or still lack understanding of spiritual and emotional intelligence in adversity quotient and minimal self-control. This needs to be tested statistically, so that the researcher is interested in this problem with the title "The Influence of Empowering Leadership and Adversity Quotient on Teacher's performance". Based on the background of the problem, the author formulates the following problems: 1) Is there an influence of Empowering Leadership on Teacher's performance in Kindergarten in Ilir Barat I Palembang District? 2) Is there an influence of Adversity Quotient on Teacher's performance in Kindergarten in Ilir Barat I Palembang District? 3) Is there an influence of Empowering Leadership and Adversity Quotient together on the performance of teachers in kindergarten in Ilir Barat I sub-district of Palembang? Then the hypotheses proposed in this study are: 1) There is an influence of Empowering leadership on teacher's performance in Ilir Barat I Kindergarten, Palembang City; 2) There is an influence of Adversity quotient on the performance of kindergarten teachers in Ilir Barat I District, Palembang City; and 3) There is an influence of Empowering Leadership and adversity quotient together on the performance of kindergarten teachers in Ilir Barat I District, Palembang City.

## **B. Methods**

This research was conducted in kindergartens in Ilir Barat I District, Palembang City, South Sumatra Province. The place is in three schools in Ilir Barat I District, Palembang City, namely Cipta Kreasi Bangsa Kindergarten, IT Izzudin Kindergarten, Bina Ilmi Kindergarten for the 2025/2026 Academic Year. The study time of this research is scheduled for 3 months from June to September 2025, starting from preliminary surveys, on-site data collection, to the completion of this research.

This study uses correlation and regression research methods. The focus of this study

is to find out how much the influence of empowering leadership and adversity quotient on the performance of kindergarten teachers in Ilir Barat I District, Palembang City. Therefore, quantitative research methods are used to obtain relevant and accurate data and provide appropriate responses to the problem being studied. According to Sugiyono (2022), the quantitative research method refers to a research approach based on the philosophy of positivism. This approach is used to study specific sample groups and populations using random techniques and survey tools. The data analysis carried out is quantitative or statistical and aims to test the hypotheses that have been previously identified. The selection of this research method was based on the researcher's desire to obtain an overview of the impact of empowering leadership and adversity quotient on the performance of kindergarten teachers in Ilir Barat I District, Palembang City. In this study, the population is all teachers who are on duty at Ilir Barat I Kindergarten, Palembang City. More information about the population of this study can be seen in table 1 below.

**Table 1. Research Population**

| No    | School Name                 | Teachers of TY | Teachers of PTK | Number of Teachers |
|-------|-----------------------------|----------------|-----------------|--------------------|
| 1     | TK Cipta Bina Kreasi Bangsa | 17             | 19              | 36                 |
| 2     | TK IT Bina Ilmi             | 8              | 7               | 15                 |
| 3     | TK IT Izzudin               | 10             | 12              | 22                 |
| 4     | TK Islam Az Zahrah          | 8              | 11              | 19                 |
| 5     | TK IT Keynan                | 3              | 6               | 9                  |
| 6     | TK Aisyiyah 14              | 6              | 7               | 13                 |
| 7     | TK IT Uswatun Hasanah       | 3              | 5               | 8                  |
| 8     | TK Harapan Bunda            | 4              | 6               | 10                 |
| 9     | TK Kinder Place             | 2              | 3               | 5                  |
| 10    | TK IT Al Hidayah            | 1              | 3               | 4                  |
| Total |                             | 62             | 79              | 141                |

Based on the table above, it can be seen that the number of teachers who serve in Kindergarten in Ilir Barat I District, Palembang City as the population in this study. Due to the large number of populations, this study requires a research sample that is representative of the population.

The population in this study is 141 people, so the relaxation of the presentation used is 10% and the results of the calculation can be rounded, to find out the sample from this study. Based on the use of the Slovin formula, from a population of 141 people, the sample used in this study was 58 teachers. The researcher selects the sample by identifying characteristics that are relevant to the research objectives. With the hope of answering the research questions, the sample number was 58 people consisting of 35 Foundation Permanent Teachers and 23 PTK teachers in 3 (three) kindergartens in Ilir Barat I District, Palembang City. For more clarity about the sample of this study, you can see the following table:

**Table 2. Research Sample**

| No | School Name                 | Age Teacher<br>30-40 | Age Teacher<br>40-50 | Age Teacher<br>+50 | Number of<br>Teachers |
|----|-----------------------------|----------------------|----------------------|--------------------|-----------------------|
| 1  | TK Cipta Bina Kreasi Bangsa | 10                   | 10                   | 6                  | 26                    |
| 2  | TK IT Bina Ilmi             | 4                    | 4                    | 6                  | 14                    |
| 3  | TK IT Izzudin               | 5                    | 5                    | 8                  | 18                    |
|    | Total                       | 19                   | 19                   | 20                 | 58                    |

Arikunto (2019) argues that research requires data. Data collection requires a method of providing information and classifying the collected data. In addition, Sugiyono (2017) the method of data collection is a technique used to collect information. The data collection technique in this study is a questionnaire. Then the data analysis method in this study uses simple relationship techniques and multivariate regression with the help of SPSS for Windows version 26. The process of conducting the analysis consists of: (1) descriptive analysis, (2) testing of the conditions of the analysis, and (3) testing hypotheses.

### C. Results and Discussion

#### **The Influence of Empowerment Leadership (X1) on Teacher's performance (Y) in Kindergartens in Ilir Barat I District, Palembang City**

The test results show that empowering leadership (X1) has a significant influence on teacher's performance (Y). Based on the results of the second study at SMP Negeri Se, Mesuji District, the influence of empowering leadership applied by the principal has a good impact on teacher's performance. The same condition in this study also shows that the influence of empowerment leadership has a positive influence on teacher's performance, because this leadership style encourages independence, intrinsic motivation, and teachers' participation in decision-making. Research results based on interviews with teachers show that leaders who give autonomy and trust to teachers will have an impact on increasing motivation, job satisfaction, and ultimately better teacher's performance (Rayan et al., 2019; Rochani & Wijayati, 2020).

The results of correlation analysis of data from the two variables resulted in a product-moment  $r$  correlation coefficient of 0.664. Based on the data obtained, it is known that  $r_{X1Y} > r_{table} = 0.663 > 0.227$ , then  $H_0$  is rejected and  $H_a$  is accepted. Then it can be concluded that there is a positive influence between empowerment leadership and teacher's performance. This shows that the value of the correlation coefficient between empowerment leadership (X1) and teacher's performance (Y) is significant. This means that there is a positive and significant influence of empowerment leadership on the performance of student teachers.

As for the regression analysis model which shows how good the regression model formed by the interaction of the two variables is obtained, the value of the determination coefficient (KD) =  $R \text{ Square} \times 100\% = 0.439 \times 100\% = 43.9\%$  which can

be interpreted that empowerment leadership has a considerable influence because the contribution value of 43.9% to teacher's performance while the other 56.1% is influenced by other factors outside of empowerment leadership.

From the table of coefficients, a regression equation model was obtained:  $\hat{Y} = 10.03 + 0.73X_1$ . From this equation, it can be read that every 1 point increase in empowerment leadership ( $X_1$ ) will be followed by an increase in teacher's performance ( $Y$ ) by 0.73 points. The final conclusions that can be drawn based on the results of data processing and various findings in the field show that empowerment leadership has a positive and significant influence on teacher's performance, but the level of determination is quite good, which is around 43.9%. Thus, the better the empowerment leadership, the better the performance level of teachers in the school will be.

Based on the results of the first hypothesis test, it also supports the results of previous research related to empowerment leadership issues as has been done by Silaban (2022) who stated that the correlation coefficient between AQ and teacher's performance is 0.770 at a significance level of 0.000. This shows that there is a very significant relationship between adversity quotient and the performance of teachers at SMAN 1 Kotabaru, West Kalimantan. Alfaruqy et al., (2023) stated that in their research, it was found that the adversity quotient (AQ) variable has a regression coefficient of 0.321, meaning that every increase in the AQ variable by 1%, there will be an increase in performance by 32.1% assuming that other variables are considered constant. The significance of the AQ variable is  $0.0002 < \alpha = 5\%$ . Therefore, partially AQ has a significant effect on performance (Alfaruqy et al., 2023). Ratnamurni, et al., (2025) stated that there was a significant contribution of adversity quotient (AQ) to the performance of teachers and students of SMAN 1 Cimahi; the amount of contribution was (R square  $\times$  100%) 19.1%.

The results of this research are in line with the theory of Empowerment Leadership (EL), which is the ability of a person to observe difficulties and process these difficulties with their intelligence so that it becomes a challenge to solve them. Especially in the achievement of a goal, ideals, expectations and most importantly personal satisfaction from the results of the work/activity itself. This study at least provides input for people who think that a high Intelligence Quotient (IQ) and Emotional Quotient (EQ) can be more easily achieved. However, Intelligence Quotient (IQ) and Emotional Quotient (EQ) are not the only predictors of success. As many researchers are determined to find ways to succeed, be happy and be satisfied in life, another breakthrough in understanding the way to succeed.

Thus, teachers should have all the indicators of empowerment leadership to support the success of performance. Therefore, teachers must have: 1) Control (patience). Patience is very much a must for teachers because teachers who are patient will not be easily discouraged and will always try and find a way out; 2) Ownership or optimistic and unyielding Teachers who have an optimistic nature are usually used to

hard work and a pessimistic educator will see a unique and creative child as a bad boy. On the contrary, an optimistic educator sees the child as a gifted child who must be developed and directed to a better direction. Optimistic educators can transmit the spirit and energy of a hopeful life in welcoming the future. So that students have the motivation to be enthusiastic about learning in order to welcome their future with joy; 3) Reach (Big Soul) Teachers who have a big heart will not be easily depressed by the arrival of problems. They always look at problems from a positive perspective. A teacher with a big soul, able to measure things through high and noble things; and 4) Endurance (Jihâd) Jihâd is an educator who earnestly teaches, imparts knowledge and educates students who demand knowledge.

### **The Effect of Adversity Quotient (X2) on Teacher's performance (Y) in Kindergarten in Ilir Barat I District, Palembang City**

The effect of adversity quotient (X2) which has a positive effect on teacher's performance (Y) in this study is supported by the study of Ridjal et al., (2022). According to the study of Ridjal et. al. (2022) teachers with adversity quotient have a significant effect on the performance of teachers and employees at SMK Madania Sidoarjo. According to him, with a high adversity quotient, teachers tend to be more able to face difficulties, turn them into opportunities, and remain optimistic at work. It can also improve teacher professionalism and contribute to higher work performance.

The product-momentum correlation coefficient between the two variables is 0.766. Based on the data obtained, it is known that  $r_{X_2Y} > r_{table} = 0.766 > 0.227$ , so  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that there is a positive influence of Adversity Quotient on Teacher's performance. In the regression analysis model, an R-Square value or determination coefficient (KD) = 58.6% was obtained, which can be interpreted as having an influence on a fairly high level because the contribution value was 58.6% to teacher's performance. The other 41.4% were influenced by other factors outside the adversity quotient.

Furthermore, from the table of coefficients, a regression equation model was obtained:  $\hat{Y} = 39.67 + 0.68X_2$ . From this equation, it can be read that every 1 point increase in adversity quotient (X2) will be followed by an increase in teacher's performance (Y) by 0.68 points. The conclusion that can be drawn is that there is a positive and significant influence of adversity quotient on the performance of teachers with a fairly high level of contribution. The better the adversity quotient that the teacher has, the better the level of teacher's performance. The results of this second hypothesis test also support the results of previous research related to the adversity quotient problem as has been done by Janiarta (2022), the results of his research stated that the resulting sig value was 0.002. The regression coefficient shows a value of 0.465 This means that the influence of spiritual intelligence is significant on employee performance, as well as positive (Janiarta, 2022). Siphai (2025) obtained the spiritual quotient (X2) result of

0.000 < a significant level indicated  $\alpha$  0.05. Thus, statistically the spiritual quotient variable in this study has a significant influence on the performance of employees of the Palu Ministry of Health Polytechnic. So this shows that the independent variable, namely spiritual quotient, has a positive and significant effect on the performance of students at University's Students in the Northeast, Thailand. Thus the third hypothesis is accepted (Siphai, 2025). Juwita, et. al., (2020) obtained the results of the regression equation:  $Y = 22.633 + 0.440 X$ . From the analysis,  $t_{hit} = 4.631$  and  $p\text{-value} = 0.000 < 0.05$  or  $H_0$  were rejected. Thus, spiritual intelligence affects the performance of teachers at SMA Negeri 1 Muara Enim. The results of the study are in line with the statement that Spiritual Quotient (SQ) is the foundation needed to function IQ and EQ effectively (Juwita et al., 2020).

In a specific context, adversity quotient (AQ) is the intelligence to face and solve the problem of meaning and value, namely the intelligence to place human behavior and life in the context of a broader and richer meaning, the intelligence to judge that a person's actions or way of life are more meaningful than others. Adversity quotient (AQ) allows:

1. Humans to be creative, change rules and situations.
2. Giving the ability to differentiate.
3. Giving a sense of morality, the ability to adjust rigid rules accompanied by understanding and love.
4. High self-awareness, flexibility, rich in vision and values, and a holistic and non-partisan view of life, being able to distinguish between good and evil, being able to adjust and have good morals, these abilities must be possessed by teachers and will affect the quality of their performance.
5. Having peace of mind, a calm mind will be able to focus more on improving performance.
6. Have a good attitude. The good attitude exemplified by the teacher will be seen by the students, then the students will be reluctant to the teacher and will follow him.

### **The Effect of Empowerment Leadership (X1) and Adversity Quotient (X2) Simultaneously on Teacher's performance (Y) in Kindergarten in Ilir Barat I District**

The effect of empowerment leadership (X1) and adversity quotient (X2) on teacher's performance (Y) is supported by a study by Wahyuti et al., (2025) at State Junior High School in Mesuji, OKI. According to him, simultaneously, empowerment leadership (Wahyuti & Lestari, 2024) and adversity quotient have a positive and significant influence on teacher's performance. This means that the better the empowering leadership and the toughness of a teacher, the better the performance of the teacher. To measure the correlation coefficient between empowerment leadership (X1) and adversity quotient (X2) on teacher's performance (Y) in kindergarten in Ilir Barat I District, Palembang City, a different method was used than before.

The method used is with a regression menu in the SPSS program to determine the R-value of the double correlation coefficient of educational background and adversity quotient simultaneously on teacher's performance based on the R value of **0.770**. Based on the data obtained, it is known that  $r_{X1 \times X2} > r_{table} = 0.770 > 0.227$ , then  $H_0$  is rejected and  $H_a$  is accepted. Then it can be concluded that there is a positive relationship between empowerment leadership and adversity quotient on Teacher's performance (Amanda et al., 2024; Damayanti, 2021).

Furthermore, to see the level of contribution, an R Square value or coefficient of determination (KD) = 59.3% was obtained, which can be interpreted that empowerment leadership and adversity quotient simultaneously have an influence at a low level because the contribution value was 59.3% to teacher's performance. The other 40.7% were influenced by other factors outside of empowerment leadership and adversity quotient. Furthermore, from the coefficients table, the regression equation model  $\hat{Y} = 36.606 + 0.15X_1 + 0.585X_2$  was obtained. From this equation, it can be read that every increase of 1 point in empowerment leadership ( $X_1$ ) and adversity quotient ( $X_2$ ) together will be followed by an increase in teacher's performance ( $Y$ ) by 0.153 points.

The conclusion that can be drawn is that based on data in the field, it is known that there is a positive and significant influence between empowerment leadership and adversity quotient both partially and simultaneously on the performance of teachers with a high level of contribution. The better these two aspects, the better the performance level of student teachers. Teachers who have empowerment leadership and adversity quotient will be well met, namely 1) the quality of work by making teaching program planning quickly, mastering the subject matter and assessing the progress of teaching and learning; 2) Speed/accuracy of work by completing teaching programs according to the academic calendar; 3) Initiative in work by using media in learning and using varied methods in learning.

#### **D. Conclusion**

This study provides robust empirical evidence that both empowering leadership and adversity quotient (AQ) are significant, positive determinants of kindergarten teacher's performance in Ilir Barat I District, Palembang City. The key findings confirm that AQ exerts a stronger individual influence, explaining 58.6% of the variance in performance, compared to empowering leadership's 43.9%. Notably, when combined, these factors synergistically account for 59.3% of performance variance, as captured in the regression equation  $\hat{Y} = 36.606 + 0.15X_1 + 0.585X_2$ . This indicates that while a teacher's internal resilience (AQ) is the primary driver, its impact is meaningfully amplified within a school climate characterized by distributed authority, autonomy, and support from leaders. The novelty of this research lies in quantitatively validating this specific dual-factor model within the early childhood education context, highlighting how psychological resilience and empowering

management practices are inextricably linked to professional efficacy. The practical implication is clear: school principals and district supervisors must adopt a dual-pronged strategy for teacher development. Institutional policies should systematically integrate empowering leadership practices such as delegating meaningful decision-making and fostering collaborative goals with targeted training programs designed to build teachers' adversity quotient. Workshops on stress management, adaptive problem-solving, and maintaining professional integrity under pressure are essential. By simultaneously cultivating a supportive ecosystem and strengthening individual resilience, schools can significantly enhance overall instructional quality and teacher well-being. For future research, it is recommended to expand this inquiry through longitudinal designs to establish causality and observe the long-term stability of these relationships. Replicating the study across diverse geographical and cultural settings would test the model's generalizability. Furthermore, incorporating qualitative methods could uncover the nuanced mechanisms through which leadership empowers teachers and how AQ manifests in daily classroom challenges. Finally, investigating additional moderating variables, such as school culture or teacher self-efficacy, could refine the model and offer deeper insights into the complex dynamics of teacher's performance.

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