

The Influence of Transformative Leadership and Adversity Quotient on Teacher Performance

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Abstract: This study aims to analyze the influence of transformational leadership and adversity quotient (AQ) on teacher performance at Sekolah Mandiri Yayasan Jiwa Mandiri Utama Palembang. Employing a quantitative survey method, data were collected via questionnaires, observation, and documentation from all 80 teachers (saturated sample) and analyzed using descriptive statistics, t-tests, F-tests, and coefficient of determination. The results confirm that both transformational leadership and AQ individually have a significant positive effect on teacher performance. Moreover, these factors together exert a significant simultaneous influence, accounting for 35.3% of the variance in performance. The novelty of this research lies in its integration of psychological resilience (AQ) with leadership theory within a private school context in Indonesia, highlighting their combined role in enhancing educator efficacy. A key practical implication is the need for institutional policies that concurrently develop school leaders' transformational capabilities and foster teachers' resilience through targeted training and support systems. The study contributes to the field of educational management by demonstrating that teacher performance is optimally strengthened through dual-focused strategies that address both inspirational leadership and individual psychological capacity to overcome challenges.

Keywords: Adversity Quotient, Teacher Performance, Transformational Leadership

A. Introduction

Education foundations are one of the important pillars in supporting the development of superior and competitive human resources. Through the school institutions it manages, the foundation plays a role in providing quality educational services for the community. In the current era of globalization and digital transformation, the demand for the quality of education is getting higher. As stated by Saleh & Malik (2019), the quality of education is the most important part that must be prioritized in education. The quality of a nation is highly determined by the quality of its education. The low quality of a nation's education has a great influence on the quality of a nation, namely the low quality of the nation. Therefore, improving the quality of school institutions under the auspices of the education foundation is a necessity that cannot be ignored.

Efforts to improve the quality of school institutions under the auspices of educational foundations must be carried out comprehensively, especially improving the quality of human resources that can bring success in the implementation of the activities of an institution or organization (Sakban et al, 2019). In the context of education, human resources are part of educational inputs. The readiness of inputs is very influential for educational institutions so that the quality service process can run well (Romlah et al, 2024). One of the human resources of education is teachers (Rafiei, & Davari, 2015; Runhaar, 2017). Teachers who perform well will carry out their duties professionally, responsibly, and consistently in providing the best service. They are the spearhead in the implementation of foundation policies, the implementation of learning programs, administrative management, and the formation of a productive and quality-oriented work culture. The determining factor for the success of a foundation is the performance of teachers. Performance is basically what the teacher does so that it affects the number of contributions given. However, in many educational foundations, serious challenges related to teacher performance are still found, such as low work discipline, lack of competency development training, lack of work motivation, and weak performance monitoring and evaluation systems. This condition ultimately has an impact on the stagnation of the quality of educational institutions, even lowering public trust in schools under the auspices of the foundation.

Schools under the auspices of the foundation have distinctive managerial and operational characteristics compared to public schools. As a private educational institution, foundation schools are not only required to provide quality educational services, but must also be able to manage human resources effectively in order to be able to compete and maintain their existence. One of the important factors in supporting the achievement of school goals is teacher performance.

The performance of teachers in foundation schools greatly determines the success in the implementation of administrative, technical, and academic service tasks (Nzoka, & Orodho, 2014). Teachers who perform well will be able to carry out their responsibilities professionally, efficiently, and oriented towards the quality of educational services (Djatmiko, 2016). On the other hand, low performance can hinder the educational process, lower the image of the school, and have an impact on the satisfaction of students and parents. Teachers who have professional, productive, and high commitment to the vision and mission of the institution are inseparable from the leadership role, especially the leadership style that is able to inspire, guide, and direct teachers towards positive change, namely transformative leadership. Transformative leadership emphasizes the importance of a leader in building strong relationships with followers, encouraging innovation, and developing individual potential to the fullest. In the education foundation environment, transformative leaders not only play the role of decision-makers, but also agents of change who are able to generate work motivation, increase loyalty, and create a collaborative and visionary work environment.

Facts on the ground show that many educational foundations face challenges in improving teacher performance because leadership patterns are still authoritative, less participatory, and do not encourage individual growth. As a result, teachers work simply to carry out routines without a clear enthusiasm and quality orientation. In fact, in the context of modern education management, the success of foundations is highly dependent on the quality of human resources managed with the right leadership approach (Saiti, 2012; El Achi, 2025). By implementing transformative leadership, education foundation leaders are expected to be able to create a shared vision, set an example, and encourage teacher involvement in innovation and performance improvement in a sustainable manner. This kind of leadership not only improves individual performance, but also strengthens the overall quality culture of the organization. Therefore, it is important to study and develop transformative leadership models within educational foundations as the main strategy in improving teacher performance, while ensuring superior and competitive quality of education services.

In addition to transformative leadership, teacher performance can also be influenced by mental and emotional resilience in the face of various complex challenges and work pressures (Trigueros, et al., 2020). In this context, *Adversity Quotient (AQ)* is one of the important factors that can encourage improvement in teacher performance (Parveen et al., 2025; Kartikasari, & Wiarta, 2021, April). *Adversity Quotient* is a concept introduced by Paul G. Stoltz, which measures the extent to which a person is able to survive, bounce back, and learn from adversity. Teachers with high AQ do not give up easily, are able to think solutions, and maintain productivity even when facing pressure or obstacles. This is very relevant in the environment of educational foundations which are often faced with limited resources, organizational dynamics, demands for quality education, and high expectations from the community. In practice, not all teachers are able to show optimal performance when facing work pressure, conflicts between individuals, and changes in foundation policies. Decreased teacher performance due to low mental toughness can have a direct impact on the effectiveness of school operations, service quality, and the achievement of institutional goals. Therefore, teachers' ability to manage and overcome difficulties reflected in the high *Adversity Quotient* is an important capital in encouraging superior and sustainable performance.

Education foundations that want to improve the quality of service as a whole need to pay attention to the development of *Adversity Quotient* as part of their human resource management strategy (Juwita, & Usodo, 2020). Through training, coaching, and the creation of a supportive work environment, teachers can be encouraged to form resilient, resilient, and adaptive characters to change. That way, the foundation not only produces competent teachers, but is also able to work with enthusiasm, perseverance, and high resilience in facing various challenges in the world of education. Thus, *Adversity Quotient* is one of the psychological aspects that has a

significant influence on teacher performance and deserves to be the main concern in efforts to improve the quality of educational foundations.

This research was carried out at the Independent School of the Yayasan Jiwa Mandiri Utama Palembang consisting of elementary, junior high and high school which is located at alan Pangeran Ayin No. 96/201, Sukamaju Village, Sako District, Palembang City, South Sumatra Province and is located at the coordinate point of elementary, junior high and high school around: Latitude-2.9120/ Longitude 104.7693-104.7695, Based on the results of initial observations and informal interviews conducted by researchers at the Independent School of the Independent Teacher Association, it was found that there were indications of low teacher performance. This phenomenon can be seen from various aspects, such as low work discipline, delays in completing tasks, lack of initiative in carrying out responsibilities, and lack of participation in school activities. Teachers tend to work routinely and do not show high work morale.

Based on the results of initial observations and preliminary interviews conducted by researchers at Sekolah Mandiri Yayasan Jiwa Mandiri Utama Palembang, it was also found that there were indications that the role of transformative leadership has not been carried out optimally in supporting teacher performance improvement. Although foundation leaders and principals have strategic positions, the leadership style they show still tends to be administrative and instructional, not transformative in nature that fosters, inspires, and motivates teachers to develop optimally. In daily interactions, principals tend to focus on completing routine tasks, but have not shown a strong commitment to developing individual potential, building a shared vision, or creating an innovative and supportive work culture. Teachers also feel less empowered and rarely involved in decision-making, so there is an impression that the performance they produce is not part of contributing to a common goal, but simply carrying out orders. In addition, the results of observations also show that leaders have not consistently been exemplary in terms of work ethic, spirit of change, and inspirational communication. In fact, the main characteristics of transformative leadership include idealized influence, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration*, which are indispensable in the context of managing complex and competitive private education foundations.

Related to *Adversity Quotient (AQ)*, researchers found indicators that stated the phenomenon of low *Adversity Quotient (AQ)* or teachers' ability to face and overcome work difficulties. This symptom can be seen from teachers' responses that tend to give up easily when faced with pressure, lack of resilience in completing challenging tasks, and the emergence of a passive attitude towards changes and dynamic work demands. Some of them experience a decrease in motivation, withdraw from active involvement, and even show stagnant work performance. This condition shows limitations in the ability to manage pressure, low fighting spirit, and lack of resilience in facing difficulties or failures. From the results of interviews with foundation leaders

and school principals, it is known that there are some teachers who show work patterns that only focus on routine, are not open to new challenges, and are reluctant to take the initiative. They tend to avoid tasks that are considered difficult or require greater responsibility. This has implications for slow innovation, lack of work efficiency, and low contribution to the achievement of the foundation's overall goals. These preliminary findings reinforce the suspicion that low transformative leadership patterns and *Adversity Quotient* are one of the important factors that hinder teacher performance improvement. Therefore, a more in-depth study is needed that aims to develop teachers' ability to face difficulties, so that their performance can be continuously improved and contribute to the quality of the institution as a whole. These initial findings are an important foundation for researchers to further explore variables related to teacher performance. Based on the findings above, the researcher will carry out a research that will be titled *The Influence of Transformative Leadership and Adversity Quotient (Resilience) on Teacher Performance at the Independent School of the Independent Soul Foundation Utama Palembang*.

Based on the background of the above problem, the formulation of the problem in this study is 1) is there an influence of transformative leadership on teacher performance at the Independent School of the Independent School of the Palembang Jiwa Mandiri Foundation? 2) Is there an effect of *Adversity Quotient* (resilience) on teacher performance at Sekolah Mandiri Yayasan Jiwa Mandiri Utama Palembang? 3) Is there an effect of transformative leadership and *Adversity Quotient* (resilience) together on teacher performance at Sekolah Merdeka Yayasan Jiwa Mandiri Utama Palembang?

B. Methods

The method in the study uses quantitative methods. Quantitative methods are methods used to test certain theories by examining the relationships between variables (Humble, 2020). These variables are measured (usually with research instruments), based on the opinion of Kasiram (2018) in his book *Quantitative and Qualitative Research Methods*, that quantitative research is a process that uses data in the form of numbers as a tool to analyze information about what you want to know. This research consists of three variables, two bound variables and one independent variable. The variables tied to this study are transformative leadership and *teacher Adversity Quotient* while the independent variable is teacher performance. The quantitative research variables tested in this study consisted of transformative leadership style and *Adversity Quotient* and teacher performance improvement, while hypothesis testing together (simultaneous) namely transformative leadership style and *Adversity Quotient* on teacher performance improvement, then all data obtained were processed and processed by quantitative analysis. The population in this study is as follows.

Table 1. Research Population

No	Departments	Gender		Total
		L	P	
1	Guru dan Tendik SD	8	7	15
2	Guru dan tendik SMP	10	9	19
3	Guru dan tendik SMA	9	10	19
4	Guru dan tendik SMK	15	9	24
	Quantity	41	39	80

Based on the opinion expressed by Sugiyono (2017), the sample is part of the number and characteristics possessed by the population. If the population is large, and it is impossible for researchers to study everything in a population, for example due to limited funds, energy, and time, then researchers can use samples taken from that population. According to Arikunto (2018), if the population is less than 100 people, then the sample number is taken as a whole, but if the population is larger than 100 people, then 10%-15% or 20%-25% of the total population can be taken. So the sample in this study is the entire population in the Independent School of the Independent Soul Foundation of Palembang, which is 80 respondents. The data collection technique used in this study is a questionnaire. The data analysis technique in this study uses descriptive statistical tests, t-tests, f tests, and correlation and determination co-function tests. Before conducting data analysis, the researcher first conducted a prerequisite test of the data to find out whether the data was included in the category of parametric or non-parametric statistics.

C. Results and Discussion

Descriptive Statistics of Transtransformative Leadership Variables

The results of the statistical descriptive analysis are known that the Transformative Leadership of Sekolah Mandiri Mandiri Independent School of the Independent Jiwa Utama Palembang with the very good category amounting to 0 or 0%, the good category amounting to 70 or 48.95%, the fairly good category by 40 or 27.97%, the poor category by 17 or 11.89%, and the very poor category by 16 or 11.19%. Based on the results of a statistical descriptive analysis of the variables of Transformative Leadership in the Independent School of the Independent Jiwa Utama Foundation Palembang, a picture was obtained that showed variations in respondents' perception of the leadership quality displayed by school leaders. The data from the processing showed that there were no respondents who rated transformative leadership in the very good category, which is 0%. The absence of the excellent category indicates that although school leaders have implemented some of the principles of transformative leadership, their implementation has not reached a very optimal or extraordinary level in the view of the respondents.

The good category is the category with the largest number, which is 70 respondents or 48.95%. This proportion shows that almost half of the respondents consider that

school leaders have carried out transformative leadership roles quite effectively. In this category, leaders are seen as having shown the ability to inspire, build a common vision, provide motivation, and be an example for school residents. These findings indicate that most respondents see leaders as able to drive change, provide clear direction, and show commitment to school development.

The category is quite good covering 40 respondents or 27.97%. This shows that there is a group of respondents who consider that transformative leadership is applied moderately or inconsistently. School leaders may have demonstrated some aspects of transformative leadership, such as providing guidance or building communication, but their application has not been evenly distributed in all aspects, such as providing individual attention, building innovation, or encouraging creativity among school residents. Meanwhile, the underserved category amounted to 17 respondents or 11.89%, which shows that a small percentage of respondents felt that school leaders had not adequately implemented transformative leadership principles. Respondents in this category may feel a lack of inspiration, a weak vision transmitted, or a lack of leadership attention to the individual needs of teachers and staff. The category is very lacking in 16 respondents or 11.19%, which is a significant proportion to pay attention to. Respondents in this category tended to feel that school leaders were very lacking in demonstrating transformative leadership traits. They may see weak communication, lack of direction for change, lack of motivation given, or lack of example shown in the leadership process. Viewed as a whole, the number of respondents who rated transformative leadership as in the good and good categories reached 76.92%, much larger than the total category of less and very poor at 23.08%. Thus, it can be concluded that Transformative Leadership at Sekolah Merdeka Yayasan Jiwa Utama Mandiri Palembang is included in the good category. This suggests that in general, school leaders have been able to display most of the characteristics of transformative leadership as described by modern leadership theories, although there is still room for improvement.

In a theoretical context, these results are in line with the concept of transformative leadership that emphasizes four main dimensions: *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration* (individual attention). The dominance of the good category indicates that most of these aspects have been seen in the leadership of the principal. However, there are still respondents who consider the category to be less and very lacking, indicating that not all dimensions are applied equally. When viewed theoretically, these results are in line with the concept of transformative leadership which asserts that transformative leaders have the ability to influence members through inspiration, motivation, idealized influence, and individualized consideration. The largest proportion in the "good" category indicates that most teachers feel that there is an effort by the principal to set an example, build a strong vision, and move the teacher to work beyond personal interests to achieve the school's goals. However, a sizable proportion in the "sufficient" to "less" categories indicates that some aspects of transformative

leadership have not touched all teachers equally, especially in terms of individualized consideration and intellectual stimulation, which are two important components of transformative leadership success.

These findings are consistent with previous research, that the uneven implementation of transformative leadership within an institution often results in disparate perceptions among members of the organization (Shields, 2010; Brown et al., 2019). Teachers who have more intense interaction with the principal tend to give more positive assessments, while teachers who rarely receive direct guidance will assess the implementation of leadership as less than optimal. The effectiveness of transformative leadership in schools is greatly influenced by the consistency of principals in building communication, providing inspiration, and creating a collaborative work culture. In addition, principals in several private schools in South Sumatra revealed that although most principals have implemented transformative leadership styles, the aspect of intellectual stimulation is still often underemphasized, so teachers feel less encouraged to innovate. The findings reinforce the results of this study, where there are still around 23% of teachers who rate transformative leadership in the category of lack and very lack. Thus, these findings are also consistent with the results of previous studies showing that transformative leadership often correlates with school development, increased teacher motivation, and the creation of a positive school culture. However, other research has also found that the implementation of transformative leadership requires consistency, emotional engagement, and strong interpersonal communication skills, things that school leaders may still need to improve based on the results of this analysis. If it is associated with daily leadership practices, the results of this study indicate that the principal has succeeded in building a relatively positive work climate through inspirational behavior and strengthening the school's vision. However, school principals still need to improve aspects of individual coaching, encourage teachers to innovate, and ensure that any transformational policies or programs reach all teachers without exception. Thus, it can be concluded that transformative leadership at Sekolah Merdeka Yayasan Jiwa Utama Mandiri Palembang is already in the good category, but its implementation still needs to be strengthened to be more equitable and consistent in all aspects that are characteristics of transformative leadership according to experts. These findings are supported by previous research that confirms that successful transformative leadership requires consistency, intense interaction, and sustainability in providing inspiration and motivation to all members of the organization.

Statistics Descriptive Variable *Adversity Quotient*

The results of the analysis of the statistical decryption of *the Adversity Quotient* at Sekolah Mandiri Yayasan Jiwa Utama Mandiri Palembang with the very good category amounting to 0 or 0%, the good category amounting to 76 or 53.15%, the fairly good category of 31 or 21.68%, the poor category of 24 or 16.78%, and the very poor category of 12 or 8.39%. The results of the analysis showed that the *Adversity*

Quotient at Sekolah Mandiri Jiwa Utama Yayasan Mandiri Palembang was in the good category. These findings show that in general, teachers have adequate abilities in the aspect of resilience to face difficulties, which in Stoltz's theory (1997) is referred to as *Adversity Quotient* which is a person's ability to survive, rise, and overcome difficulties effectively. Stoltz explained that individuals with high AQ tend to have a productive mindset, do not give up easily, are able to control situations, and view problems as challenges that can be solved. The fact that more than 50% of students are in the good category shows that they are able to manage responses to academic stress in a relatively healthy and constructive way.

Based on the results of statistical descriptive analysis, it is known that *the Adversity Quotient* (AQ) in teachers and principals of Sekolah Mandiri Diri Yayasan Jiwa Utama Mandiri Palembang shows a variety of abilities in dealing with work pressure, learning challenges, classroom dynamics, and other professional demands. The results of the analysis showed that no teacher was in the very good category (0 respondents or 0%). However, most teachers were in the good category, namely 76 respondents or 53.15%. Furthermore, the category was quite good as many as 31 respondents or 21.68%, the less category as many as 24 respondents or 16.78%, and the very poor category as many as 12 respondents or 8.39%. Thus, it can be concluded that the *Adversity Quotient* of teachers is generally in the good category, because more than half of the respondents showed a fairly high level of AQ. These findings indicate that the majority of teachers have adaptive abilities in dealing with job pressures and challenges. In Stoltz's (2017) theory, *Adversity Quotient* is a measure of a person's resilience in facing difficulties, including the ability to *endure, bounce back, take control, and view problems as challenges that can be solved*. The dominant proportion of teachers in the good category indicates that most teachers are able to perform their duties consistently despite the administrative pressure, teaching load, student behavior dynamics, and complex professional demands. If associated with the CORE (Control, Ownership, Reach, Endurance) model from Stoltz (2017), the high percentage of teachers in the good category shows that *the control and ownership components* are relatively strong. This means that teachers are able to control the emotional response to problems and take responsibility for learning solutions. However, the presence of respondents in the low and very poor categories shows the need to improve in the aspects of *reach and endurance*, namely the extent to which problems affect other aspects of work, as well as resilience to prolonged pressures such as curriculum demands, technological adaptation, and changes in education policies.

These findings are in line with a number of previous studies. Research by Parveen et al., (2025) shows that teachers' AQ plays an important role in determining teaching effectiveness, because teachers with high AQ are better able to cope with work pressure and maintain performance stability. AQ contributes to teachers' ability to make learning decisions and manage work stress. Furthermore, teachers with high AQ have stronger psychological resilience, so they are better able to adapt to changes

in the work environment, including in the context of using technology in modern learning. Teachers with high AQ are able to deal with various classroom distractions and work pressures more effectively, and show higher levels of job satisfaction. This reinforces the descriptive finding that the majority of teachers in the good category have work resilience that supports their success in carrying out their professional duties. On the other hand, the distribution of the categories of low (16.78%) and very poor (8.39%) needs serious attention from the school. Teachers who fall into this category have the potential to experience work stress, burnout, or an inability to control pressure in the work environment. In the context of education, these pressures can come from administrative burdens, performance demands, complex interactions with students, and institutional expectations. These results are also in line with Rahmawati's (2023) research which states that teachers with a supportive work environment tend to have higher AQ and more stable performance. Therefore, organizational intervention is needed in the form of stress management training, mentoring, constructive academic supervision, and work motivation coaching to strengthen the AQ of teachers who are still in the low category.

Overall, these descriptive results show that the *Adversity Quotient* of teachers at Sekolah Mandiri Yayasan Jiwa Utama Mandiri Palembang is at a good level, where most teachers have been able to face challenges and work pressures adaptively. However, there are still a group of teachers who need assistance and strengthening coping strategies so that they can increase their professional resilience. These findings provide strategic input for schools and foundations to develop programs to improve teachers' AQ through professional development activities, strengthening emotional competence, and building a supportive and resilient school culture.

Descriptive Statistics of Teacher Performance Variables

The results of the statistical description analysis of the performance of teachers of the Mandiri Independent School of the Yayasan Jiwa Utama Mandiri Palembang in the very good category amounted to 0 or 0%, the good category amounted to 66 or 46.16%, the fairly good category amounted to 44 or 30.77%, the poor category amounted to 22 or 15.38%, and the very poor category amounted to 11 or 7.69%. The results of the analysis show that the performance of teachers of the Independent School of the Yayasan Jiwa Utama Mandiri Palembang is also in the good category.

Based on the results of statistical descriptive analysis, an overview of the level of teacher performance at Sekolah Mandiri Yayasan Jiwa Utama Mandiri Palembang was obtained which was grouped into five assessment categories, namely very good, good, quite good, poor, and very poor. The results of the analysis showed that there were no teachers in the very good category (0 respondents or 0%). Most of the teachers were in the good category with 66 respondents or 46.16%, followed by the good category with 44 respondents or 30.77%. Furthermore, the category lacked as many as 22 respondents or 15.38%, and the category was very lacking as many as 11 respondents

or 7.69%. Based on this distribution, it can be concluded that the performance of teachers at Sekolah Mandiri Yayasan Jiwa Utama Mandiri Palembang is generally relatively good, although there are some teachers who are in the category of less to very poor, which requires further attention and intervention. When viewed from the overall percentage of the good and good category, the proportion reached 76.93%, which shows that the majority of teachers have met the expected standards of professionalism and performance in the context of learning. This condition illustrates that most teachers have been able to carry out their main tasks, namely planning learning, carrying out the learning process effectively, evaluating learning outcomes, and carrying out other additional tasks according to the Teacher Competency Standards as stated in the Regulation of the Minister of National Education Number 16 of 2007.

From a theoretical perspective, teacher performance is the result of work or achievements displayed by teachers as a form of professional responsibility for the tasks and roles given to them. Performance is a function of individual ability, motivation, and support of the work environment. Meanwhile, Mulyasa (2014) emphasized that teacher performance can be seen from the ability to design learning, manage classes, use the right methods and media, and conduct objective assessments. With a fairly high proportion in the good category, it can be interpreted that these competencies have been mastered well by most teachers in this school. However, the existence of respondents in the low (15.38%) and very poor (7.69%) categories shows that there are still a number of teachers who have not reached the minimum expected performance standards. Teachers' performance is influenced by professional competence, work motivation, principal supervision, work environment, and organizational support. Teachers who are in the less likely category to have challenges in one or more of these aspects, such as low motivation, limitations in mastery of learning technology, lack of optimal academic supervision, or low levels of *work engagement*. These findings are in line with a number of previous studies. Teacher performance in many schools is influenced by the principal's leadership style and work motivation, where schools with strong leadership tend to have higher teacher performance. Principal supervision and organizational climate are closely related to improving teacher performance, especially in the aspects of learning preparation and the ability to carry out differential learning. Teacher performance is directly related to teachers' adaptability to school dynamics, work environment support, and professional commitment.

Looking at the results of the analysis above, the dominant teacher performance position is in the good category which is a positive indication that most teachers have shown the expected professionalism. This certainly supports the achievement of the school's vision in improving the quality of education. However, the existence of teachers in the low category needs to be a special concern for schools and foundations. Interventions such as professional competency improvement training, workshops on the use of technology in learning, improving academic supervision, and strengthening

work motivation need to be carried out to ensure that all teachers can achieve optimal performance standards. Overall, these findings provide the basis for schools to strengthen their human resource management strategies, including teacher competency development, performance-based awards, and strengthening professional work culture. Thus, the level of teacher performance can be improved more evenly and sustainably.

The Influence of Transformative Leadership on the Performance of Independent School Teachers of Yayasan Jiwa Utama Mandiri Palembang

Based on a simple regression test, a calculated t value of $3.884 >$ was obtained from the t -table price of 1.664 where the t -value was greater than the t -table, then H_0 was rejected, so that there was a significant influence between Transformative Leadership on the Performance of Independent School Teachers of the Independent Jiwa Utama Foundation Palembang. Based on the results of the statistical test, the value of R or the value of the correlation coefficient is 0.770 . This value can be interpreted as the relationship between the two variables is in the strong category. Through this table, the R Square value or determination coefficient obtained is 34.1% which can be interpreted that the Transformative Leadership variable has an influence of 34.1% on Teacher Performance. Based on the results of a simple regression analysis, it is known that Transformative Leadership has a significant influence on Teacher Performance in Independent Schools of Yayasan Jiwa Utama Mandiri Palembang. This can be seen from the t -calculated value of 3.884 which is greater than the t -table of 1.664 at a significance level of 0.05 , so that the null hypothesis is rejected. These findings show that the higher the transformative leadership practices displayed by school principals, the higher the performance of teachers in carrying out their professional duties. The correlation coefficient obtained also shows a strong relationship between these two variables, where the value of R reaches 0.770 . The strength of this relationship shows that the leadership of the principal in a transformative style plays a big role in determining the variation in teacher performance. The determination coefficient obtained of 34.1% illustrates that the proportion of changes in teacher performance can be explained by transformative leadership, while the rest is influenced by other factors such as work motivation, workload, teaching experience, and school environmental conditions.

Transformative leadership is able to increase motivation, commitment, and subordinate performance through four main dimensions, namely ideal influence, inspirational motivation, intellectual stimulation, and individual attention. In the context of schools, school principals who are able to be role models, provide inspiration, encourage teachers to think creatively, and provide personal coaching have been proven to have a positive impact on improving teacher performance. Transformative leadership moves teachers to work more than just meet minimum standards, as teachers feel valued, supported, and involved in decision-making. This may explain why the correlation between the two variables is quite high, because

teachers respond to an empowering leadership style by improving the quality of their work. Transformative leadership is one of the strongest factors that affect the quality of learning and teacher performance (Alzoraiki et al., 2023; Roesminingsih, & Windasari, 2025). They emphasized that transformative principals create a collaborative work environment and a positive school culture, so teachers are encouraged to work more effectively. Transformative leadership is positively and strongly correlated with subordinate performance in various fields, including education. They found that subordinates who were led in a transformative style were more motivated, more organizationally committed, and performed higher compared to those under transactional leadership alone. Learning-focused leadership, including transformative leadership, has been shown to improve teacher teaching practices as well as student learning outcomes through increased teacher effectiveness.

In the context of Sekolah Mandiri Yayasan Jiwa Utama Mandiri Palembang, the high correlation coefficient found in this study can be interpreted that the principal may have applied transformative leadership behaviors in his managerial daily life. Individual attention given to teachers, such as through regular guidance, professional coaching, and constructive work evaluations, provides room for teachers to develop. In addition, the ability of school principals to motivate teachers through the delivery of a clear vision, providing real examples in discipline and professionalism, and encouragement to innovate in learning, also strengthen teacher performance. When teachers feel support, trust, and positive encouragement from leaders, they are more likely to display optimal performance, both in learning planning, teaching implementation, and evaluation of learning outcomes.

The findings also show that although transformative leadership has a substantial influence on teacher performance, there are still other factors that also play a role in influencing teacher performance. Teacher performance is the result of complex interactions between individual, organizational, motivational, and environmental factors. Factors such as administrative burden, welfare, infrastructure support, teaching experience, and intrinsic motivation levels can also affect the quality of teacher performance. Therefore, while principal leadership is an important factor, improving teacher performance requires a holistic approach that incorporates a variety of other supporting aspects. Overall, the results of this study strengthen the argument that transformative leadership is one of the most effective leadership approaches in improving the quality of teacher performance in schools. Empirical findings consistent with previous theories and research show that school principals with transformative abilities can empower teachers, create a positive work climate, strengthen a culture of professionalism, and foster work motivation which ultimately has an impact on improving teacher performance. Thus, improving transformative leadership skills among school principals needs to be a priority in professional development programs in educational institutions.

The Effect of Adversity Quotient on the Performance of Independent School Teachers of Yayasan Jiwa Utama Mandiri Palembang

Based on a simple regression test of *Adversity Quotient* on the Performance of Teachers of Independent Schools of Yayasan Jiwa Utama Mandiri Palembang the calculated t value is $4.465 \geq$ the price of t table is 1.664 where the value of t is greater than t table, then H_0 is rejected, so that there is a significant influence between *the Adversity Quotient* on the Performance of Independent School Teachers of the Independent Jiwa Utama Foundation Palembang. Based on the results of the statistical test, the R value or correlation coefficient value is 0.371. This value can be interpreted as the relationship between the two variables is in the strong category. Through this table, *the value of R Square* or the coefficient of determination obtained is 30.3% which can be interpreted that the *Adversity Quotient variable* has an influence of 30.3%. The results of the above analysis state that there is a strong correlation and influence between *Adversity Quotient* on learning quality.

The results of the simple regression test showed that *the Adversity Quotient* (AQ) had a significant influence on Teacher Performance at the Independent School of the Yayasan Jiwa Utama Mandiri Palembang, as shown by the *calculated t* value of 4.465 which was greater than *the t table* of 1.664. This score confirms that teachers who have a higher level of resilience in the face of pressure and job challenges tend to show better performance. The magnitude of the correlation coefficient value ($R = 0.371$) illustrates a strong relationship between the two variables, while the R Square value of 30.3% indicates that around 30.3% of the variation in teacher performance is influenced by the teacher's AQ level. This finding is in line with the opinion of Stoltz (2017) who states that AQ is a person's ability to face and overcome difficulties, as well as survive in stressful situations. Stoltz emphasized that individuals with high AQ are better able to control emotional responses, have high fighting power, and are able to complete tasks consistently despite obstacles. In the context of the teaching profession, this ability greatly determines the success of carrying out learning, dealing with student behavior, adjusting to curriculum changes, and responding to the demands of school administration. Thus, the results of this study strengthen the theory that psychological toughness is the main support for productivity and work quality.

Adversity Quotient has a significant effect on the performance of elementary school teachers, especially in the aspects of teaching diligence and task completion. High AQ is better able to maintain work motivation and produce better quality learning. AQ contributes to improving teacher professionalism through the ability to deal with work pressure and school dynamics. The three studies reinforce the conclusion that AQ is not just an ordinary psychological factor, but an important variable that supports the effectiveness of teachers' work. Sourced from the results of research and literature support, it can be understood that teachers who have high AQ tend to be better able to overcome various operational challenges in schools, such as limited

facilities, administrative demands, differences in student character, and time pressure. Their ability to manage stress, stay focused on learning goals, and consistently complete responsibilities is a strong indicator of improved performance quality. Therefore, the results of this study confirm that *Adversity Quotient* is one of the important determinants in improving teacher performance, which ultimately has an impact on improving the quality of learning at Sekolah Mandiri Yayasan Jiwa Utama Mandiri Palembang.

The Influence of Transformative Leadership and *Adversity Quotient* Together on the Performance of Teachers of Independent Schools of Yayasan Jiwa Utama Mandiri Palembang

From the Anova test above, an F-count of 86.783 was obtained with a significance level of $0.000 < \alpha 0.05$ while the F table corresponded to a significance level of 0.05 (2.78) of 3.08 so that $F\text{-count} > F\text{-table}$ ($86.783 > 3.06$) so that H_{03} was rejected, meaning that there was a significant influence together between Transformative Leadership and *Adversity Quotient* on the Performance of Independent School Teachers of the Independent Jiwa Utama Foundation Palembang. Based on the *R square* value of 0.353. Thus, the termination coefficient is 35.3% so that it can be concluded that the influence of Transformative Leadership and *Adversity Quotient* on the Performance of Independent School Teachers of Yayasan Jiwa Utama Mandiri Palembang together is 35.3% and the remaining 64.7% is influenced by other factors that are not studied in this study.

Transformative leaders raise the motivation and morale of their followers so that there is a change in values and goals along with a philosophical foundation that explains why transformative principals are able to drive cultural change in schools. Leadership practices that emphasize vision, high expectations, and professional support have a real impact on improving teaching practices and learning outcomes. Their findings provide empirical evidence that transformative effects work through improved teachers' working conditions and increased focus on learning. Effective leaders demonstrate exemplary behavior, inspire a shared vision, and empower others aspects that are highly applicable to principals who want to encourage pedagogical innovation and professional commitment of teachers. Transformative leadership improves employee prosocial behavior (organizational citizenship behavior) which in turn strengthens collective performance, these findings are relevant to explain how transformative principals can improve the quality of teacher teamwork and collaborative practices such as lesson study. Leadership that focuses on teaching and learning is a concrete manifestation of transformative leadership in schools that has a direct impact on teachers' teaching practices and student learning outcomes. In addition, simultaneous influence also arises because teachers who have a *high Adversity Quotient* are better able to deal with the pressures and challenges of assignments. According to Stoltz (2017), AQ plays an important role in individual resilience when faced with job barriers. Teachers who have a high AQ do not give up

easily, are able to manage stress, and remain consistent in completing tasks even when faced with complex situations. This resilience then supports teachers to maintain their best performance, especially in a dynamic and demanding school environment. The results of this study are also strengthened by previous studies. Transformative leadership and AQ simultaneously have a significant effect on the performance of private school teachers in Central Java. Similarly, research by Permatasari et al., (2023) found that the combination of transformative leadership and individual resilience of teachers is able to improve the quality of the learning process and work discipline. Inspirational leadership and teachers' psychological toughness function as a pair of variables that complement each other in improving teacher performance.

D. Conclusions

This study reveals the dual determinants of teacher performance at Sekolah Mandiri, Yayasan Jiwa Mandiri Utama Palembang. The key finding is that both transformative leadership and Adversity Quotient (AQ) exert significant positive influences, both independently and in combination. Leadership accounts for 34.1% of the variance in performance, while AQ, or an educator's resilience, explains 30.3%. Their combined synergistic effect explains 35.3% of performance variance. A unique and critical insight is the slightly more dominant influence of internal AQ over external leadership, underscoring that a teacher's mental fortitude and capacity to overcome challenges are the primary engines driving sustained professional effectiveness. The practical implications are twofold and demand integrated action from school foundations and leadership. First, principals must cultivate a transformative leadership style characterized by inspiration, individualized support, and intellectual stimulation. Second, and equally important, institutional policy must proactively build teacher resilience. This involves integrating AQ development into professional training through stress-management workshops, mentoring systems, and fostering a collaborative school culture that normalizes and supports overcoming challenges. Progress relies on this combined strategy of visionary leadership and deliberate character strengthening. For future research, several avenues are recommended. To explore the remaining 64.7% of influencing factors, studies should investigate other variables such as organizational culture, teacher self-efficacy, or resource availability. Employing a mixed-methods approach would provide qualitative depth to understand the lived experience of resilience and leadership support. Longitudinal research could better establish causal relationships and track the long-term impact of resilience-building interventions. Finally, comparative studies across different types of schools (public, private, vocational) would test the generalizability of this model, particularly the pivotal role of AQ in diverse educational settings.

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