

## **The Influence of Empowering Leadership and Adversity Quotient on Teacher Performance in Public Elementary Schools**

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**Abstract:** This study aims to analyze the influence of empowering leadership and adversity quotient (AQ) on teacher performance in public elementary schools, addressing persistent performance variations. The research employs a quantitative, correlational design. Data were collected from 95 teachers, selected via proportional random sampling from a population of 123, using validated and reliable instruments. Analysis was conducted using simple and multiple linear regression to test partial and simultaneous effects. The results confirm that both factors significantly enhance performance. Empowering leadership has a positive, significant effect (regression coefficient: 0.386), explaining 16.6% of variance. AQ also shows a positive, significant influence (coefficient: 0.321), contributing 10.3%. Together, they account for 30.6% of performance variance (F-value: 20.138), demonstrating a substantial combined impact. The novelty lies in concurrently investigating the synergy between a specific leadership style (empowering) and a psychological resilience construct AQ within an Indonesian elementary school context. A key practical implication is that school administrators should implement leadership training focused on empowerment while fostering programs to build teacher resilience, as their combination optimally boosts performance. The study contributes an empirically validated model highlighting that both external leadership support and internal psychological capacity are critical, interdependent levers for improving educational outcomes.

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

### **A. Introduction**

The development process of a country is highly dependent on education. The performance of teachers, who are responsible for the implementation of learning in schools, greatly affects the quality of education. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, good teachers have the ability to create an effective and innovative learning environment, which in turn will result in an improvement in the overall quality of education. However, teachers are often faced with various problems and pressures, both internal and external, in the course of carrying out their responsibilities.

Improving the quality of education must focus on increasing the quantity and quality of teachers. Teachers must have performance that can meet the expectations of all parties, especially the community that entrusts schools and teachers to educate their children. Performance is a measure of how well an action is carried out to achieve the targets, goals, vision, and mission that have been set in the organizational planning strategy (Aditama, 2020). It was further explained that teacher performance is a behavior that is seen and manifested when they perform their duties as educators and teachers in the classroom according to certain standards, this includes planning and implementing learning, supervising the learning process, and evaluating learning outcomes. So, a teacher not only has the responsibility to teach in the classroom, but also has the responsibility to educate his students (Ajepri et al., 2022).

Many experts have tried to explain the work of teachers from various points of view. For example, teacher performance can be defined as the results of work achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him according to Mangkunegara (Rivai, 2021). There are also other definitions that emphasize the ability of teachers to manage the learning process well and achieve optimal student learning outcomes (Kusumaningrum, et al., 2024). Teacher performance usually summarizes the quality of efforts and results made by teachers while carrying out their roles as educators, teachers, supervisors, trainers, and evaluators.

A well-performing teacher has the ability to conduct thorough evaluations, implement effective teaching and learning processes, create engaging and relevant learning, and continuously develop themselves professionally (Efendi & Sholeh, 2023), Conversely, poor teacher performance can hinder learning objectives and affect the quality of students. Therefore, studying and improving the elements that affect teacher performance is essential to improve the overall quality of education (Darling-Hammond et al., 2022). To improve teacher performance, a holistic approach is needed that considers a variety of factors, such as individual competence, motivation and well-being, work environment and facilities, and broader education policies and systems. By understanding these factors, education stakeholders can make better efforts to improve the quality of teaching and, ultimately, achieve greater goals. To achieve improved teacher performance, it is first necessary to determine the indicators that affect their performance. Of course, teacher performance indicators are related to teachers' abilities or competencies in managing and implementing learning. Teacher performance is also related to the teacher's ability to adapt to the school environment and change the rules and regulations that exist there (Hidayah et al., 2024).

In the case of State Elementary Schools in Tanjung Lubuk District, the personal characteristics of teachers and the unique dynamics of the educational environment are important factors that must be studied thoroughly. Teachers at the elementary school level often face many problems. These include a large administrative workload, the need to adapt to an ever-changing curriculum, and difficulties interacting with

students with different backgrounds and learning needs. In addition, these educators face the added pressure of expectations created by parents and society. Therefore, comprehensively understanding the factors that affect teacher performance in SDN Tanjung Lubuk District is very important to improve the quality of education.

Among State Elementary Schools in Tanjung Lubuk District, there is a significant variation in teacher performance. This is shown by the author's initial findings from the school superintendent and several principals who have been contacted. Certain schools have satisfactory academic and non-academic performance, while others still struggle to achieve minimum goals. In addition, based on the 2024 Ministry of Education and Culture Education Report Card, teacher performance indicators for education report card scores are still yellow or even red in some schools, the Tanjung Lubuk District education report card score is 64.44%, and is classified as moderate. This shows that the school's learning system and management still need improvement. In more depth, it was found that various factors, both internal and external, affect the variation in teacher performance at SD Negeri Tanjung Lubuk District. One of the external factors that play an important role is the principal's leadership style and internal factors that come from within the teacher himself, so the author focuses the research on these two factors, namely external factors in the form of *empowering leadership* and internal factors in the form of *adversity quotient* of teachers.

Leadership styles in organizations, including educational institutions, are essential to determine the work environment and productivity levels of employees. The principal's leadership style is one of the external components that is very important for teacher performance. In situations like this, one of the right approaches to apply is a leadership style that empowers team members or *empowering leadership*. *Empowering leadership* focuses on empowering team members through delegating authority, granting autonomy, support for competency development, and sharing information (Arnold et al., 2000). This leadership not only teaches but also encourages people to make decisions, solve problems, and maximize their potential. It is proven that giving freedom to leaders can increase teachers' confidence, autonomy, and involvement in the decision-making process in schools.

Previous research studies have shown that empowering leadership can increase teacher motivation and have a direct impact on improving their performance (Amanda & Salim, 2024). When leaders are empowered, teacher performance can improve. Empowered people tend to have higher levels of intrinsic motivation, a greater sense of belonging to work, and are more motivated to do what they have to do (Praptiwi, 2025). In addition, Fauzi's research (2025) shows that *empowering leadership* has a positive impact on teacher performance, especially in terms of motivation, job satisfaction, and commitment to school. The spirit of decentralization of education, which requires every educational institution to remain independent and creative, is in line with this leadership style.

In addition to the leadership factor, challenges and difficulties are always present in the life of teachers. *Adversity quotient* is a teacher's ability to overcome pressure, bounce back from failure, and maintain morale when facing various challenges (Stoltz, 2000). Teachers with high levels of disaster resilience tend to be more adaptive, persistent, and able to learn from difficult experiences, which ultimately results in better performance (Balanza et al., 2023). Teachers with a *high adversity quotient* will still be able to do their best work despite facing various challenges, such as administrative pressure, limited facilities, or lack of parental participation. In contrast, teachers with low *adversity quotient* tend to give up more often, get stressed, and lose morale. *The Adversity Quotient* is particularly relevant in the context of primary schools in the region because teachers are often exposed to a sub-ideal work environment, including local social and cultural problems (Aulia, 2024). according to Akbar Yapi (2023), there is a positive correlation between the level of *adversity quotient* and teacher performance. Teachers with high levels of resilience show better performance in learning planning and implementation, evaluation of learning outcomes, and continuous professional development. In addition, they are more resistant to work pressure and better able to adapt to changes in the education system.

Teachers often face various problems in the basic education system in the regions, such as in State Elementary Schools in Tanjung Lubuk District. These include students with diverse needs, curriculum pressures, lack of facilities and infrastructure, lack of parental participation, and heavy administrative burdens. Therefore, teachers' ability to face challenges (shown in *adversity quotient*) is essential to maintain and improve their performance. Janiarta's research (2022) shows that *adversity quotient* greatly affects work performance, especially in jobs that require high mental resilience, such as teachers. In line with Rahmawati (2023), concludes that teachers' ability to face and overcome challenges measured by *the adversity quotient* is essential for the way they do their work, relate to students, and respond to challenges in the school environment. When teachers face challenges in the learning process, they tend to be more proactive in finding solutions and do not give up easily.

Although a large number of studies have investigated the relationship between teacher performance and *empowering leadership* or *adversity quotient*, however, there is still limited research that investigates the influence of these two variables simultaneously on teacher performance, especially at the elementary school level in the Tanjung Lubuk District area which has specific characteristics and challenges.

In the context of school leadership, the results of initial observations show that the principals at SD Negeri Sekecamatan Tanjung Lubuk have different leadership styles. Some principals have demonstrated *empowering leadership* characteristics, such as empowering teachers, involving them in decision-making, and providing professional development opportunities. On the other hand, there are also principals who are more likely to apply traditional leadership styles that are more centralistic and less empowering to teachers' potential. From the internal side of teachers, based on initial

interviews with several teachers and principals, it was revealed that there are variations in terms of *adversity quotient*, some educators have shown extraordinary resilience in facing various obstacles and difficulties. while others are more likely to give up and not make an effort to find alternative solutions that are reflected in the way they handle student problems, adapt to new technologies, and respond to policy changes. This then has an impact on the quality of the learning process and the achievement of student learning outcomes. Related to the performance of teachers at the State Elementary School in Tanjung Lubuk District, it is a concern because there are still quite striking variations in learning outcomes between educational units.

Based on data from the 2022 OIC Regency Education Office supervisor, it shows that the performance score of teachers at Tanjung Lubuk District State Elementary School in the 2022 Teacher Performance Assessment (PKG) averaged 78.5 out of a scale of 100, still below the district average of 82.3. The factor of learning innovation and the use of information technology in the learning process is the part that has the lowest score. This condition shows that there is still a lot of room for improvement in teacher performance in the sub-district. To improve the quality of basic education, it is important to conduct thorough research on the factors that affect the performance of the teacher.

Based on the description above, the problems that will be analyzed through this study are formulated in a statement that the leadership is still low in implementing *empowering leadership* and *adversity quotient* in elementary school teachers in Tanjung Lubuk District, OKI regency. This condition certainly causes the lack of optimal performance of elementary school teachers in Tanjung Lubuk. Therefore, *the factors of empowering leadership* and *adversity quotient* are two factors that are interesting to study further. On this basis, the author feels the need to conduct research entitled "The Influence of *Empowering Leadership* and *Adversity Quotient* on Teacher Performance in State Elementary School in Tanjung Lubuk District. The author formulates the problems of this research including: 1) is there an effect of *empowering leadership* on teacher performance in SD Negeri Sekecamatan Tanjung Lubuk? 2) Is there an effect of *adversity quotient* on teacher performance in SD Negeri Sekecamatan Tanjung Lubuk? 3) Is there an effect of *empowering leadership* and *adversity quotient* on teacher performance at SD Negeri Sekecamatan Tanjung Lubuk?

## **B. Methods**

This research was carried out at the State Elementary School in Tanjung Lubuk District, Ogan Komering Ilir Regency. In order for this research to be in accordance with what is expected, the author limits the scope of the research, namely SDN Ulak Kapal, SDN Tanjung Baru, SDN 1 Pengarayan, SDN 2 Pengarayan, SDN 3 Pengarayan, SDN 4 Pengarayan, SDN Bumi Agung, SDN Kota Bumi, SDN Jambu Ilir, SDN Tanjung Laut, SDN Pulau Gemantung, and SDN Tanjung Lubuk. This study uses a quantitative approach. Sugiyono (2022), stated that quantitative research is a

research method based on positivism, used to research on certain populations or samples, data collection using research instruments, statistical data analysis with the aim of testing established hypotheses. In this study, both samples and populations were taken by random sampling method. Quantitative research is conducted with the aim of producing conclusions or generalizing the right predictive theory. This study was conducted with a correlational design, which allows testing the relationship and degree of interconnectedness between two or more variables without altering the independent variables. In this study, a correlational design will be used to see the relationship between *empowering leadership* (X1), *adversity quotient* (X2) as an independent variable, and teacher performance (Y) as a bound variable. In addition, this design also allows us to see how the relationship between *empowering leadership* and *adversity quotients* impacts teacher performance.

The population in this study is all teachers who are actively teaching at State Elementary Schools in the Tanjung Lubuk District area at the time the research was carried out. The determination of this population is based on the research focus on teacher performance in the state primary education environment in a specific geographical context. The number of teachers who are the population of this research is 123 people.

**Table 1. Number of Research Population**

No	School Name	Number of Teachers
1	SDN Ulak Kapal	12
2	SDN Tanjung Baru	10
3	SDN 1 Pengerayan	10
4	SDN 2 Pengerayan	10
5	SDN 3 Pengerayan	14
6	SDN 4 Pengerayan	10
7	SDN Jambu Ilir	10
8	SDN Tanjung Laut	9
9	SDN Bumi Agung	9
10	SDN Kota Bumi	9
11	SDN Pulau Gemantung	9
12	SDN Tanjung Lubuk	10

This study used random proportional sampling. The formula (Sugiyono, 2022) is used as the basis for determining the size of the sample in this study:

$$n = \frac{N}{1 + Ne^2}$$

where:

n = Sample size

N = Population size

e = Tolerated error rate (set to 5%)

The number of populations in this study is 123 people, with a precision set at 0.05 so that the number of samples (n) in this study is:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{123}{1 + 123 (0,05)^2}$$

$$n = \frac{123}{1 + 123 (0,0025)}$$

$$n = \frac{123}{1,3075}$$

$$n = 94,7 = 95$$

Thus, the number of samples in this study is 95 teacher respondents. The number of samples that have been obtained will then be divided among all schools so that the number of samples in each school has the same proposition (Sugiyono, 2022), for the calculation of this sample number using the formula:

$$n_i = \frac{N_i}{N} \times n$$

Based on this formula, the distribution of this research sample is as shown in the following table:

**Table 2. Number of Research Samples**

No	School Name	Quantity	Proportional	Sample
1	SDN Ulak Kapal	12	12/123 x 95	10
2	SDN Tanjung Baru	10	10/123 x 95	8
3	SDN 1 Pengerayan	10	10/123 x 95	8
4	SDN 2 Pengerayan	10	10/123 x 95	8
5	SDN 3 Pengerayan	14	14/123 x 95	12
6	SDN 4 Pengerayan	10	10/123 x 95	8
7	SDN Jambu Ilir	10	10/123 x 95	8
8	SDN Tanjung Laut	9	9/123 x 95	7
9	SDN Bumi Agung	9	9/123 x 95	6
10	SDN Kota Bumi	9	9/123 x 95	7
11	SDN Pulau Gemantung	9	9/123 x 95	6
12	SDN Tanjung Lubuk	10	10/123 x 95	7
Quantity		123		95

To obtain empirical data on the observed variables, the main data collection techniques used in this study were questionnaires and documentation. Questionnaires, according to Sugiyono (2022), are a data collection method used to collect data by providing a number of questions or written statements to the surveyed person and then asking for their answers. The questionnaire was chosen because it was considered the most effective and efficient method of collecting data from a large

number of respondents in a relatively short time. The questionnaire is designed in such a way to measure teachers' perception of research variables, namely *empowering leadership*, *adversity quotient*, and teacher performance. The questionnaire is made in the form of closed statements given to respondents who only have to choose from the answer options that have been provided. In this questionnaire, the researcher used interval data with the Likert Scale. The data collected from the study was analyzed in two stages. First, a prerequisite test analysis is carried out to ensure the right hypothesis testing formula. Then, based on the results of the first test, a test was carried out on the research hypothesis.

### **C. Results and Discussion**

#### **The Influence of *Empowering Leadership* on Teacher Performance in State Elementary Schools in Tanjung Lubuk District**

Based on the results of the hypothesis analysis, this study shows that there is a positive and significant influence of *empowering leadership* on teacher performance in SD Negeri Sekecamatan Tanjung Lubuk. This can be seen from the value of the regression coefficient of 0.386 with  $t$  calculated = 4.303 and significance =  $0.00 < 0.05$  indicating that *empowering leadership* will be followed by an improvement in teacher performance. This means that every one-point increase in *the aspect of empowering leadership* will encourage an increase in teacher performance by 0.386 points. while *the Summary Model* obtained a correlation coefficient (R) of 0.407 and a determination coefficient (R<sup>2</sup>) value of 0.166. These results show that *empowering leadership* contributes 16.6% to teacher performance variations, while the remaining 83.4% comes from other factors that were not studied.

If it is related to the reality of the field, these results seem to be in line with the conditions in State Elementary Schools in Tanjung Lubuk District. Most school principals have tried to implement a leadership pattern that fosters trust, provides work autonomy, and encourages teachers to take the initiative in carrying out learning. Teachers who feel involved in decision-making show higher motivation and have stronger professional responsibilities. However, there are still a small number of schools where the leadership pattern is *top-down*, so teachers have not fully gained space to create and develop independently. This can explain why the influence of *empowering leadership* on teacher performance has not reached the maximum level.

Theoretically, the results of this study strengthen the view of Arnold et al. (2000) who call *empowering leadership* as a leadership style that fosters independence, provides authority, and supports members' ability to make decisions. In line with that, Zhang et al., (2023) affirm that empowering leadership is able to create an open, communicative, and innovation-supportive work environment. In the context of education, school principals who prioritize empowerment can create a conducive work atmosphere, so that teachers are encouraged to improve their professionalism.

Boli et al. (2023), *empowering leadership* can increase subordinates' confidence in their own abilities, give meaning to the work done, and reduce excessive supervision from superiors so as to create a comfortable and supportive work environment.

The results of this study also reinforce previous findings. Damayanti (2021) which proves the positive influence between *empowering leadership* and teacher performance through increasing *psychological empowerment*. Similar results were revealed by Fitriyani (2025) who found that the application of empowering leadership plays an important role in improving self-efficacy and teacher performance. Similarly, Setyorini (2023) stated that participatory leadership that contains elements of empowerment has been proven to strengthen teacher participation in school activities and has positive implications for work outcomes.

Thus, the results of this study confirm that the implementation of empowering leadership by school principals plays a strategic role in improving teacher performance in State Elementary Schools in Tanjung Lubuk District. School principals who are able to provide trust, autonomy, and professional support are able to create a conducive work environment for teachers to work more effectively, creatively, and responsibly so that it has an impact on improving the quality of learning.

### **The effect of *adversity quotient* on teacher performance in State Elementary Schools in Tanjung Lubuk District**

The results of a simple regression analysis of this study show that the *adversity quotient* has a positive and significant influence on teacher performance in State Elementary School in Tanjung Lubuk sub-district. This is evidenced by a significance value that reaches 0.002 (Sig. < 0.05) with a t-value of 3.268 and a positive regression coefficient of 0.321. This data indicates that any improvement in teachers' ability to face, overcome, and rise from work difficulties will contribute significantly to their performance improvement. This means that every one point increase in the *adversity quotient* will encourage an increase in teacher performance by 0.321 points. Substantially, the R-Square value of 0.103 (10.3%) indicates that *adversity quotient* is a fairly influential predictor of performance, although the remaining 89.7% of performance variations are influenced by other factors.

These results provide an overview of the real condition of teachers in State Elementary Schools in Tanjung Lubuk District that adversity quotient is one of the important factors that can affect the level of teacher performance. Teachers who have high resilience will be able to deal with work pressure, curriculum obstacles, administrative burdens, and challenges in the learning process in a more adaptive and positive way. They do not give up easily, remain enthusiastic, and try to find solutions when facing difficulties, both technical and emotional. This condition is in line with the statement of Stoltz (2000) who states that *adversity quotient* is a person's ability to survive, overcome, and rise from life's difficulties. Stoltz explains that individuals with high

AQ are able to turn obstacles into opportunities, see difficulties as learning processes, and are solution-oriented, not problem-oriented.

The results of this study are also supported by the opinion of Dewantari & Soetjningsih (2022), who explain that *adversity quotient* helps individuals manage problems and obstacles encountered in the world of work, including in the field of education. Teachers with high AQ are able to manage this pressure positively and calmly, maintain psychological stability, and apply adaptability, innovation, and focus on work targets, instead of giving in to obstacles (Puriani & Dewi, 2021). Therefore, *the Adversity Quotient* acts as an internal psychological resource (Saputra, 2021) that protects teachers from the negative impact of work stress and ensures they remain optimally performing even when faced with difficult situations.

The results of this study also reinforce previous findings. Rahmawati (2023) who showed that *adversity quotient* has a positive and significant effect on teacher performance. This means that teachers who are able to face and overcome difficulties well tend to have better performance. similar findings were also found by Nurhasanah (2024), who stated that the resilience of school principals has a positive effect on performance through adaptability and the achievement of work targets. Ceriapruti et al. (2023) who emphasized that *adversity quotient* is the key to individual success when facing work pressure and professional challenges.

The results of this study also have important practical implications. Schools as educational institutions need to pay attention to the development of *teachers' adversity quotient* through coaching programs, motivational training, and activities to improve psychological well-being. Teachers who are equipped with the ability to face difficulties in a positive way will be more productive, have high fighting power, and be able to make a great contribution to improving the quality of learning in schools.

### **The effect of *empowering leadership* and *adversity quotient* on teacher performance in State Elementary Schools in Tanjung Lubuk District**

Based on the results of multiple regression analysis (hypothesis 3), a  $F_{cal}$  value of 20.318 was obtained with a significance of  $0.000 < 0.05$ , which means that the regression model used in this study was simultaneously significant. This shows that the variables of *empowering leadership* ( $X_1$ ) and *adversity resistance* ( $X_2$ ) together have a significant effect on Teacher Performance ( $Y$ ). Thus, the hypothesis that there is a simultaneous influence between the two independent variables on teacher performance is acceptable.

The determination coefficient ( $R^2$ ) of 0.306 showed that 30.6% of the variation in teacher performance could be explained by these two independent variables, while the remaining 69.4% were influenced by other factors outside of this study. The double correlation value ( $R$ ) of 0.554 also shows that there is a strong and positive relationship

between empowering leadership and *adversity quotient* to improve teacher performance. This means that the better the principal in applying an empowering leadership style, and the higher the mental resilience of teachers in facing challenges, the better the teacher performance will be.

Conceptually, these results illustrate that the two variables complement each other in creating a conducive and productive work environment. *Empowering leadership* is an external factor that provides trust, support, and opportunities for teachers to develop, while *adversity quotient* is an internal factor that encourages teachers to remain resilient, optimistic, and persistent in facing challenges. When empowering leadership is balanced with strong personal resilience, teachers will be able to demonstrate stable, professional, and outcome-oriented performance of quality learning.

These findings are in line with the research of Boli et al., (2023), which affirms that empowering leadership can improve individual commitment and performance through the provision of trust and opportunities to participate, also in line with the concept of *psychological empowerment* put forward by Amaliah & Wardani, (2021), that empowered individuals will have a sense of meaning, competence, independence, and influence that drives their performance. In addition, Stoltz (2000) explained that *the Adversity Quotient* determines a person's ability to deal with pressure, rise from difficulties, and turn obstacles into opportunities to grow. The integration of these two theories strengthens the results of research that supportive leadership style and high personal resilience have a strategic role in shaping superior teacher performance.

In the context of State Elementary School in Tanjung Lubuk District, this result is clear. Principals who apply *an empowering leadership* style tend to provide space for teachers to innovate, involve them in decision-making, and give appreciation for their performance. On the other hand, teachers with a high level of resilience are able to face various work pressures such as administrative burdens, curriculum changes, and limited learning facilities with a positive attitude. This combination of empowering leadership and personal resilience creates a synergy that increases teacher productivity, discipline, and morale.

Thus, the results of this study confirm that teacher performance improvement cannot be separated from two main aspects, namely external support from the principal's leadership and the internal strength of the teacher's personal resilience. These two factors not only affect individuals, but also simultaneously form a harmonious, adaptive, and quality-oriented work environment.

#### **D. Conclusions**

This study affirms the significant, positive influence of both empowering leadership and teacher resilience, operationalized as the Malangan Adversity Quotient (AQ), on the performance of elementary school teachers. The key findings are threefold. First,

empowering leadership characterized by providing autonomy, trust, and development opportunities partially and significantly enhances teacher performance, uniquely explaining 16.6% of its variance. Second, an individual teacher's resilience (AQ), or their capacity to confront and overcome challenges, also exerts a significant partial effect, accounting for 10.3% of performance variance. Critically, the third finding demonstrates that these factors are most powerful in concert. Together, empowering leadership and teacher resilience explain 30.6% of the variance in performance, indicating a substantial combined effect where supportive leadership and personal fortitude interact to drive professional effectiveness. The practical implications are direct and actionable for school administration and policy. Principals should be actively trained and encouraged to adopt empowering leadership behaviors, moving beyond transactional management to foster a climate of trust, shared decision-making, and professional growth. Concurrently, school districts must prioritize systemic interventions to build teacher resilience. This can be achieved through targeted professional development programs focused on adaptive coping strategies, stress management, and building supportive peer networks. The synergy revealed by the research suggests that initiatives combining leadership development with resilience training will yield the greatest improvement in overall school performance and teacher well-being. For future research, several avenues are recommended. First, to account for the remaining 69.4% of unexplained variance in performance, studies should incorporate additional variables such as organizational culture, workload, compensation, or self-efficacy. Second, employing a mixed-methods approach would provide deeper qualitative insight into how empowering leadership behaviors are enacted and which specific resilience strategies teachers find most effective. Third, replicating this study in different geographical and educational contexts (e.g., private schools, secondary education) would test the generalizability of these findings. Finally, longitudinal research is needed to examine the causal and enduring effects of these variables on performance over time, assessing how sustained empowering leadership influences resilience development and long-term career outcomes.

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