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Effect Of *Empowering Leadership* And *Work Engagement* Towards School Teacher Performance Private Basis In Kalidoni District

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Abstract

This research aims to empirically analyze and test the influence of the variables Empowering Leadership and Work Engagement on the Performance of Private Elementary School Teachers in Kalidoni District. The improvement of basic education quality is highly dependent on teacher performance, which is influenced by leadership and work engagement factors. This study utilizes a quantitative approach with a survey method. The research population consists of all Private Elementary School teachers located in the Kalidoni District area. Sampling and data analysis techniques were conducted to test the hypotheses, including validity testing, reliability testing, descriptive analysis, and regression analysis (likely multiple regression, F-test, and t-test) to examine the partial and simultaneous influence of the independent variables (Empowering Leadership and Work Engagement) on the dependent variable (Teacher Performance). The research concludes that an empowering leadership style and a high level of work engagement are crucial factors contributing to the improvement of Private Elementary School Teacher Performance in Kalidoni District. The implication of this study is the importance for principals to implement a leadership style that provides autonomy and support to teachers, as well as the need for management strategies to enhance teachers' sense of ownership and dedication to their duties.

Keywords: Empowering Leadership, Work Engagement, Teacher Performance, Elementary School

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INTRODUCTION

Basic education is foundation main in development source Power quality human resources. School base No only become place Study for participant educate , but also as environment beginning formation character development cognitive , affective , and psychomotor. In this context, the role of the teacher is vital. Teachers are not just instructors, but also facilitators, motivators, and role models for students.

However, in the face of the ever-changing dynamics of education, many elementary schools face challenges in improving teacher performance. These challenges stem from curriculum complexity, administrative pressures, demands for professionalism, and expectations from parents and the community. Therefore, improving teacher performance has become a primary focus of education reform, particularly in building sustainable, high-quality elementary education that is oriented toward student learning outcomes.

According to Puspitasari et al. (2022), teacher performance has a positive correlation with student achievement and overall educational quality. In this context, it is important to examine the factors that influence teacher performance, including the principal's leadership style and the level of teacher work engagement *in* carrying out their duties.

Empowering leadership is a leadership style that grants autonomy, trust, and responsibility to subordinates to make decisions, solve problems, and develop their potential. In a school context, a principal who adopts an empowering leadership style *will* provide space for teachers to be creative, innovative, and take ownership of their tasks.

Numerous studies have shown that *empowering leadership* significantly contributes to increased work motivation, job satisfaction, and organizational commitment. Research by Zhang and Bartol (2020) in *the Journal of Organizational Behavior* found that *empowering leadership* positively impacts individual initiative and task performance by fostering self-confidence and a sense of meaningfulness in the work.

According to Bakker and Albrecht (2021) , *work engagement* is a crucial indicator in assessing the quality of human resources because it directly relates to productivity, creativity, and resilience to work stress. In educational settings, emotionally and cognitively engaged teachers demonstrate higher performance and positively impact student learning.

In a study by Rahmawati & Handayani (2022) , it was found that teachers with high work engagement demonstrated an intention to develop innovative learning strategies and build good relationships with students and parents. Factors influencing this *work engagement* such as support organization , leadership transformational , and empowerment work . So , the

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relationship between *empowering leadership* and *work engagement* become important For reviewed Because both of them each other influence and together can increase teacher performance . Teacher performance includes all over activity professional teachers in planning , implementing , and evaluating the learning process . In addition that , teacher performance is also related with interpersonal behavior , ethics professional , and contribution to development school. Optimal performance is characterized with consistent presence , effectiveness in manage class , and achievements results Study tall students.

Research by Wahyudi & Mardiana (2020) find that *empowering leadership* own contribution significant to improvement teacher performance, because capable create a sense of trust self and responsibility high level of responsibility . On the other hand, *work engagement was* also found as an important mediator in connection between environment teacher work and performance . Research the confirm that optimize teacher performance requires approach holistic strategy , involving factor leadership as well as psychological teacher work such as involvement work. Although various study has done in a way separated about influence *empowering leadership* to performance or connection *work engagement* with performance, however still very little research that is simultaneous study influence *empowering leadership* and *work engagement* to school teacher performance basic , especially in the Indonesian context. This is where location urgency from study This.

Based on data from the Ministry of Education, Culture , Research and Technology (Kemendikbudristek) in 2023, it was found that that more of 40% of teachers in schools base Still face challenge in implementation effective learning , including low initiative in designing innovation learning . Meanwhile that , report Research and Development Agency Ministry of Education, Culture, Research and Technology 2022 shows that schools that have head school with style leadership participatory and empowering show improvement quality learning by 25% compared to school with leadership authoritarian . The data strengthened with findings from Siregar & Simbolon (2021) that *empowering leadership* contribute to improvement engagement and loyalty teacher work at school basis in the North Sumatra region. Research the conclude that head capable schools empowering teachers through delegation not quite enough responsibility , appreciation , and trust self will build climate productive work . Conditions This show that improvement teacher performance is need urge in the context of educational reform basic . For that's important For study more in factors that influence teacher performance in general comprehensive. Two of them are increasing get attention in study academic and practical education is style empowering leadership and engagement work (*work engagement*) .

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Teacher performance is reflection from achievement duties and responsibilities the answer in educate, teach , guide , evaluate , and develop self in a way professional . According to Minister of National Education Regulation No. 16 of 200 , teacher performance includes mastery competence pedagogical , professional , social , and personality that must be actualized in practice everyday . However in The reality on the ground is that there are many school teachers base face constraint both internal and external external causes decline performance.

Therefore that, leadership head school as figure central in environment school become key important in push teacher performance . In context this, approach *empowering leadership* become very relevant . *Empowering leadership* No only impact direct to teacher performance, but also in No direct through improvement *work* engagement. Empowering leaders give room for teachers to grow, learn, and take decision, which is in the end increase involvement they in work.

RESEARCH METHODS

This study uses a quantitative approach. The purpose of this study is to evaluate the influence between variables through numerical data processing and statistical analysis. The quantitative approach is considered appropriate because it is able to explain objectively and measurably the relationship between empowering leaders, work engagement, and teacher performance. Causal associative research aims to determine the relationship and influence between variables. This study specifically aims to determine the extent to which *empowering leadership* and *work engagement* partially or simultaneously influence the performance of elementary school teachers.

Population in this study This study involved all permanent teachers in Private Elementary Schools in Kalidoni District in Palembang City. They included both classroom teachers and subject teachers who had worked for at least one year. This was considered a sufficient amount of time to assess the principal's leadership and level of engagement in their work. The number of samples taken proportionally from each school that was the subject of the study was taken randomly proportionally. For example, if the population (N) consists of 128 teachers, then If e = 0.05 (5%), then the number of samples used is 97 teachers.

Data collection was carried out using limited observation (if necessary): Used to ensure that the questionnaire data was valid, especially those related to teacher behavior and the work environment. So that using a closed questionnaire, the main instrument is a Likert scale with answer choices of 1–5 (Strongly Disagree to Strongly Agree). This questionnaire was created using previously validated instruments for variables that promote work engagement and leadership

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(Arnold et al., 2000; Schaufeli et al., 2002).

With use statistics descriptive , mean, median, mode, and standard values deviation used For describe data distribution for each variables research (*empowering leadership, work engagement* , and teacher performance). These results help explain , for example , whether teachers generally evaluate head school they are very empowering (high mean), or whether teacher performance tends to even (standard) deviation low). For ensure that the regression model you will use free from bias and statistical errors . Using the Normality Test (Kolmogorov–Smirnov), Multicollinearity Test , and Heteroscedasticity Test .

RESULTS AND DISCUSSION

This research was conducted at a private elementary school in Kalidoni District, representing schools with varying characteristics in terms of management, human resources, and students' socioeconomic backgrounds. The research locations were selected purposively, considering that these schools had a representative number of teachers and diverse principal leadership styles.

Amount respondents study A total of 97 classroom teachers were recruited . Respondents' educational backgrounds varied, from Diploma (D2/D3), Bachelor's (S1), to Postgraduate (S2). The age range of respondents was also quite broad, from young teachers under 30 to senior teachers over 45.

Descriptive Statistics of Variables

Table 1. Statistics Descriptive Variables Study

		Minimum	Maximum	ean	Standard Deviation	Category
Empowering Leadership	7	129	150	41.48	3,927	Tall
Work Engagement	7	132	150	41.09	4,164	Very high

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Teacher Performance	7	131	150	41.11	4,444	Very high
Valid N (listwise)	7					

Source : Results SPSS 2025 data processing

Description : The average value shows that third variables is in the category good – high , so that condition empirical Enough support For analyzed more continued . Statistical results descriptive This show that level Leadership Empowerment , Engagement Work , and Teacher Performance in sample of 97 respondents This is at a very high level and has very consistent (homogeneous) data distribution .

The Influence of Empowering Leadership on Teacher Performance .

Table 2 .

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	46,531	16,174		2,877	,005
	Empowering Leadership	,276	,110	,244	2,500	,014
	Work Engagement	,394	,104	,369	3,786	,000
a. Dependent Variable: Teacher Performance						

Source : SPSS 2025 data results

Analysis results regression partial (t-test) shows that variables *Empowering Leadership* own significant and positive influence to Teacher Performance . Influence This No just coincidence , but rather significant in a way statistics . This is indicated by the value Significance (Sig.) is very small , namely 0.014 . Because the Sig. value (0.014) is below the critical limit of 0.05, then can concluded in a way statistics that Empowering Leadership in a way partial (individual) give contribution real and significant in improve teacher performance.

Research result This confirm that *Empowering Leadership* is important and significant factors in shaping teacher performance. Policy management that improves teacher

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empowerment (for example give autonomy , sharing information , and involve teachers in taking decision) proven effective in a way statistics For encourage Teacher Performance, even though variables *Work Engagement* proven own impacts that are relatively more big in the same model .

Influence *Work Engagement* on Teacher Performance

Analysis results regression partial (t-test) shows that variables *Work* Engagement Work) has very significant and positive influence to Teacher Performance .

- Coefficient Value (B) for Work Engagement is 0.394 . Positive value This indicates existence a unidirectional and substantial relationship . In specific , each improvement one unit in Teachers' *Work Engagement* will improve Teacher Performance by 0.394 units, with assumptions *Empowering Leadership* constant .
- Significance Value (Sig.) is 0,000 . Because the value This far below the critical limit of 0.05, in terms of statistics can concluded that Work Engagement give very significant contribution to improving Teacher Performance. Based on mark *Standardized Coefficients* (Beta *) , Work Engagement* own mark 0.369 .
- This Beta Value is the highest value compared to with variables other predictors in the model (*Empowering Leadership* : 0.244).
- This matter show that *Work Engagement* is the most dominant factor or own strength influence the biggest in predicting and encouraging teacher performance.

This result give support strong that height involvement work demonstrated by the teacher— such as dedication , passion , and absorption self in work — is very important and most effective predictor in Improving Teacher Performance. Schools or institutions need prioritize strategies for grow *Work Engagement* Because proven in a way statistics give most significant impact to Teacher Performance Achievement

Influence Simultan *Empowering Leadership and Work Engagement* on Teacher Performance

The F test tests whether second variables free (*Empowering Leadership) and Work Engagement)* in a way together own significant ability For predict variables dependent (Teacher Performance). Analysis regression multiple actions taken For test influence *Empowering Leadership and Work Engagement* in a way collective to Teacher Performance produce consistent and significant findings . The results of the F test (ANOVA) show that second variables free the in a way together (simultaneous) own very significant influence on Teacher Performance (Sig. = 0.000). Findings This in a way firm reject hypothesis zero , validate that the regression model

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involving Empowering Leadership and Work Engagement is valid and proper For predicting Teacher Performance. Strength connection between second predictor with Teacher Performance is moderate ($R = 0.523). Furthermore , the effectiveness of the model in explaining how teacher performance is measured through Coefficient Determination .

Dominance of Individual Influence (t and Beta Test)

Although both are significant simultaneously, the (partial) t-test indicates that there are differences in individual contributions:

1. *Work Engagement* proven become the most dominant predictor (Beta = 0.369) and has level significance highest (Sig. = 0.000).
2. *Empowering Leadership* is also significant and positive (Sig. = 0.014), however with strength relative influence more small (Beta = 0.244).

In a way overall , findings This underline that For increase Teacher Performance , intervention must focused on two interrelated aspects support : First , create environment conducive work through style Empowering Leadership ; and Second (most importantly), in a direct fertilize Teacher *Work Engagement ,* because variables This proven give the biggest impact on performance they .

Model Feasibility and Assumptions Classic

1. Instruments and Feasible Models : All over instrument research (30 items) stated valid , and the regression model used has fulfil all over assumptions classical (Normality , Multicollinearity , Heteroscedasticity , and Autocorrelation).
2. Significant Model : Regression Model in a way overall stated worthy and significant in a way statistics ($Sig. = 0.000$), proves existence relationships that can accountable between predictors and variables dependent .

Influence Simultaneous and Contribution

1. Influence Simultaneous : Variables Empowering Leadership and Work Engagement in a way together (simultaneous) own influence positive and significant to Teacher Performance .
2. Contribution : Second variables the capable explain variation in Teacher Performance of 27.3% {R Square} = 0.273). The remainder 72.7 % is influenced by other factors outside this model .

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Partial Influence and Dominance of Predictors

1. Empowering Leadership: In a way partial , Empowering Leadership proven influential significant and positive on Teacher Performance (Sig. = 0.014).
2. Work Engagement: In a way partial , Work Engagement proven has a very significant and positive influence on Teacher Performance (Sig. = 0.000).
3. Dominance : Work Engagement is factor the most dominant predictor (Beta = 0.369) in affect Teacher Performance, compared with Empowering Leadership (Beta = 0.244).

This conclusion withdrawn from results analysis regression multiple testing influence Empowering Leadership (X_1) and Work Engagement (X_2) towards Teacher Performance (Y), with amount sample (N) of 97.

Validity and Feasibility of Statistical Models

In a way methodology , research model This stated feasible and valid . All 30 instrument items have passed the validity test with significant r_{count} results (all r_{table} = 0.381). Furthermore, all classical assumptions—including Residual Normality, freedom from Multicollinearity (VIF 1.228), freedom from Heteroscedasticity, and non-Autocorrelation (DW 1.973)—have been met . Fulfillment of these assumptions ensures that the estimated regression coefficients are unbiased (BLUE) and can be interpreted accurately.

Simultaneous Influence and Explanatory Contribution

The hypothesis regarding the influence of the two independent variables together was proven to be significant . F Test Results show that Empowering Leadership and Work Engagement in a way simultaneous give influence positive and significant to Teacher Performance (Sig. = 0.000).

Contribution of this model in explain Teacher Performance variation is sufficient real , which is represented by the value Coefficient Determination {R Square} as big as 0.273 . That is , 27.3% from the ups and downs of Teacher Performance can explained by dynamics *Empowering Leadership* and *Work Engagement* . Remaining a large percentage (72.7 %) indicates that there is Lots factor external and other variables (such as culture organization , competence pedagogical, or rewards) that play role dominant in determine Teacher Performance, which is not accommodated in this model .

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Influence Partial and Dominant Predictor

Although both of them contribute , results Partial t - test highlight difference level interest :

- Empowering Leadership: Variables This proven influential significant and positive on Teacher Performance (Sig. = 0.014). Coefficient positive (B = 0.276) indicates that practice leadership that focuses on delegation authority and improvement teacher autonomy has effect direct in improve their performance .
- Work Engagement: Variables This has a very significant and positive influence on Teacher Performance (Sig. = 0.000). The higher coefficient high (B = 0.394) strengthens findings this . More further analysis Standardized Beta Coefficient (0.369) set it as factor the most dominant predictor in the model. This is underline that aspect deep psychological — such as dedication , enthusiasm and energy of teachers towards his job — is machine driving force Main Teacher Performance.

Based on overall findings , can concluded that Work Engagement is key main in determine Teacher Performance, while Empowering Leadership works as catalyst significant that creates condition for *Work Engagement* For developing . These two variables complement each other in efforts to improve teacher performance in the institution.

CONCLUSION

Empowering Leadership Influences Positive on Teacher Performance

Findings This confirm that style leadership that provides autonomy , sharing information strategic, promoting participation , and developing a sense of trust themselves to their subordinates (*empowering leadership*) . direct increase teacher performance.

- Mechanism Theoretical : Based on Theory Empowerment (Empowerment Theory) , when a leader empowering , teachers feel own control on work they (*self-determination*), work they own meaning , they feel competent (*competence*), and have impact (*impact*). Sense of ownership and control this is what motivates they For invest more in tasks teaching , producing improvement quality learning and performance.
- Example Concrete : A head delegating schools not quite enough answer development curriculum local to team of teachers, instead dictate, will produce more teachers committed and creative in compile relevant teaching materials. Teachers do not only operate task , but feel become architect from work they.

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Work Engagement Influences Positive on Teacher Performance

Attachment work , which is defined as condition thought positive , satisfying , related work characterized by *Vigor* (Energy) , *Dedication* (Dedication) , and *Absorption* (Absorption) Self) , is predictor strong for teacher performance .

- Mechanism Theoretically : Engaged teachers have level high mental and physical energy (vigor), very enthusiastic and proud with his work (dedication), as well as truly sink in task they so that time passed with fast (absorption). Appropriate with Demand Resource Model Job (Job Demands-Resources/JD-R Model) , *work engagement* is the main mediator between source Power work (such as support leadership , autonomy) and results positive like performance height and health psychological . Teachers who are bound in a way inherent will try more loud and showy behavior Work discretionary beyond formal demands .
- Example Concrete : Teachers with *work engagement* tall will in a way proactive look for method teaching innovative , offering time extra For guidance students , and participate active in activity school outside of teaching hours , all of which contribute to the improvement performance school in a way overall .

Influence Simultan Second Variables

The conclusion is that second variables in a way simultaneous influence improvement teacher performance shows existence effect synergistic . Second factor This Work together For create environment optimal work .

- Implications Synergistic : Empowering Leadership acts as source Power Work main trigger or strengthen *Work Engagement* . When leaders delegate and share information , they give source the power that teachers need (autonomy and information) to feel bound . With Thus , the increase performance is results combination from supportive environment (leadership) and response psychological positive teacher (attachment)

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