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The Effect Of Empowering *Leadership* And Adversity *Quotient* On The Work Productivity Of State Junior High School Teachers In Tanjung Lubuk District, Ogan Komering Ilir Regency

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Abstract

The purpose of this study is to determine and describe the influence of empowering leadership and adversity quotient together on the work productivity of public junior high school teachers in Tanjung Lubuk District. This study was conducted in public junior high schools in Tanjung Lubuk District, Ogan Komering Ilir Regency (OKI) which consists of 4 schools. The research method used in this study is a quantitative descriptive method. The population and sample in this study were all teachers (PNS, P3K and Honorary) in public junior high schools in Tanjung Lubuk District consisting of 86 teachers. Data collection techniques used questionnaires, observation and documentation. The data analysis technique uses normality test, linearity test, multicollinearity test, simple correlation analysis, multiple correlation analysis, simple regression analysis, t test and F test. The results of this study are that there is a positive and significant influence of empowering leadership and resilience simultaneously on teacher work productivity, where most of the variation in teacher work productivity can be explained by the two variables together, while the rest is influenced by other factors not included in the variables of this study.

Keywords: ***Empowering Leadership, Katahanmalangan, Productivity Job, Junior High School Teacher*.**

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INTRODUCTION

Education is a key pillar in national development, playing a role in producing high-quality and competitive human resources. Teachers, as the spearhead of education, have a significant responsibility in realizing this goal. Teacher work productivity is key to achieving optimal educational quality, as it reflects the teacher's ability to produce quality educational output through effective and efficient resource management. This productivity is measured not only by the amount of learning delivered, but also by the quality of teaching, student competency achievement, and contribution to the development of school institutions (Thompson, 2023). In Indonesia, efforts to improve the quality of education through increasing teacher productivity continue to be undertaken to meet increasingly competitive global demands (O'Connor & Smith, 2023) · However, challenges such as productivity variations between regions, particularly at the primary and secondary levels, remain an issue that needs to be addressed.

According to Patel and Kumar (2022), teacher productivity is defined as a teacher's ability to produce quality educational outcomes, as evidenced by students' academic and non-academic achievements. This productivity is influenced by various factors, including the principal's leadership style and teacher resilience. Empowering leadership is an approach in which the principal shares power, provides autonomy, and encourages teachers' intrinsic motivation and self-development. This leadership style creates a supportive work environment for teachers to participate in decision-making, develop competencies, and implement pedagogical innovations.

The interaction between empowering leadership and resilience is a crucial aspect in improving teacher productivity. Empowering leadership can strengthen resilience by providing teachers with confidence and autonomy (Garcia & Rodriguez, 2024). Conversely, teachers with high resilience are more responsive to empowerment due to their growth-oriented mindset (Rahman & Hassan, 2023). However, research specifically examining the relationship between these three variables is still limited, especially in Indonesia. For example, Singh et al. (2022) only examined the relationship between leadership and performance without considering resilience, while Chen et al. (2022) focused on resilience without considering empowering leadership.

The context of Tanjung Lubuk District adds to the urgency of this research. Challenges such as limited infrastructure, student socio-economic diversity, and remote geographic conditions demand productive teachers and empowering principals. National education policies, such as the Independent Curriculum and Continuous Professional Development, also emphasize the importance of teacher productivity supported by effective leadership and high resilience. This research is expected to provide practical insights for education stakeholders in Tanjung Lubuk in

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formulating strategies to improve teacher productivity, while also contributing to theoretical development through a conceptual model that integrates empowering leadership, resilience, and teacher work productivity.

RESEARCH METHOD

Method research used in study This is method descriptive quantitative research This use approach quantitative namely research that emphasizes analysis of processed numerical data (numbers) with method statistics . Data in the form of number obtained from results filling questionnaire . Research This conducted at State Middle Schools in Tanjung Lubuk District , Regency Ogan Komering Ilir (OKI) which consists of from 4 schools including State Junior High School 1 Tanjung Lubuk , State Junior High School 2 Tanjung Lubuk , State Junior High School 3 Tanjung Lubuk , State Junior High School 4 Tanjung Lubuk .

Method study This use method correlation partial correlation partial used For analysis or testing hypothesis if researchers intend to know influence or connection variables independent with dependent , where one of the variables its independence controlled (made remain). As for the design study This use design study study *ex post facto* , namely research that aims For investigate events that have occurred happened and then trace to behind For know factors that cause occurrence incident (Sugiyono , 2022) [2.] Population in study This is all teachers (PNS, P3K and Honorary) at State Middle Schools in Tanjung Lubuk District consisting of of 86 teachers. Meanwhile sample his samples obtained The sample consisted of 86 respondents at Tanjung Lubuk State Middle Schools . For data collection, the researcher used questionnaires, observation, and documentation.

RESULTS AND DISCUSSION

The description of the empowering leadership variable data in this study consists of 30 statements with seven indicators, namely 1) Delegating Authority, 2) Accountability for Outcomes, 3) Encouraging Independent Decision Making, 4) Sharing Information, 5) Skills Development, 6) Coaching for Innovation. The tendency of answers is shown in *a Likert scale* from one to five, namely from the qualitative measure of the answer choices for each statement item, namely a) Strongly Agree (SSS) score 5; b) Strongly Agree (SS) score 4; c) Agree (S) score 3; d) Disagree (TS) score 2; and e) Strongly Disagree (STS) score 1. The results of the descriptive analysis of the empowering leadership variable for schools can be seen in Table 1.

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Table 1 Statistical Results of Variable Scores Empowering leadership Statistics Empowering leadership

N	Valid	86
	Missing	0
Mean		119.7759
Standard Error of Mean		1.90155
Median		120,5000
Mode		113.00
Standard Deviation		14.48174
Variance		209,721
Range		57.00
Minimum		86.00
Maximum		143.00
Sum		6947.00
Percentiles	25	109.7500
	50	120,5000
	75	133.2500

Source: SPSS Calculation Version 26

The description of the resilience of State Junior High Schools in Tanjung Lubuk District as variable X2 is measured through 4 dimensions and operationalized through 30 statement items that must be answered by 86 respondents as research respondents with the provisions as explained in Chapter 3. Each grains statement with 5 options the answer given weight 1 to 5. The average answer results respondents of each dimension is as following .

Table 2 Statistical Results of Variable Scores Statistics Resilience Teacher Motivation

N	Valid	86
	Missing	0
Mean		86.71
Standard Error of Mean		1,572

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Median		87.00
Mode		72 [a]
Standard Deviation		11,975
Variance		143,404
Range		46
Minimum		60
Maximum		106
Sum		5029
Percentiles	25	78.75
	50	87.00
	75	98.00

a. Multiple modes exist. The smallest value is shown

Source : SPSS Calculation Version 26

Based on the frequency distribution table of the resilience variable data above, it is then calculated using a category measurement technique consisting of very good, good, quite good, less, and very less.

The description of the work productivity of junior high school teachers in Tanjung Lubuk District, as the Y variable, is measured through three dimensions and operationalized through 30 assessment items that must be assessed by each teacher with the provisions as explained in Chapter III. The categorization results are as follows.

Table 3 Statistical Results of Teacher Work Productivity Variable Scores

Teacher work productivity

N	Valid	86
	Missing	0
Mean		121.16
Standard Error of Mean		2,043
Median		120.00
Mode		139
Standard Deviation		15,557
Variance		242,028

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Range		57
Minimum		88
Maximum		145
Sum		7027
Percentiles	25	108.00
	50	120.00
	75	134.50

Source : SPSS Calculation Version 26

From the research results in Table 4.8, it can be seen that the *mean value* of 121.16 is greater than the standard deviation value of 15.557. The *median value* is 120, the highest value of 30 statements is 145 and the lowest value is 88. The frequency distribution of teacher work productivity variable data can be seen in the appendix.

The Influence of Empowering Leadership on Teacher Work Productivity

In hypothesis testing, it turns out that the empowering leadership variable has an influence on teacher work productivity of 87.4% and 12.6% is determined by other variables. This hypothesis is also strengthened by a significant value of 0.000. Thus, it is concluded that there is a very strong influence between empowering leadership and the work productivity of public junior high school teachers in Tanjung Lubuk District. The results of multiple regression obtained the result $\hat{Y} = a + b1X1 = 0.889 + 1.004X1$. The regression coefficient X1 has a positive sign which means that positive changes in empowering leadership will make positive changes in the work productivity of public junior high school teachers in Tanjung Lubuk District. Thus, efforts to increase teacher work productivity can be done by increasing empowering leadership. This study is in line with research conducted by Simanjuntak (2024) whose conclusion from his research states that there is a significant influence of empowering leadership on the performance of high school teachers in North Sumatra Province. The work productivity of high school teachers in North Sumatra Province is influenced by empowering leadership by 64.3%. Research related to the influence of empowering leadership on teacher work productivity was also conducted by Çevik (2025) in Siirt public schools, Turkey, showing that empowering leadership had an influence on teacher work productivity by 48%.

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The Influence of Adversity Resilience on Teacher Work Productivity

In hypothesis testing, it turns out that the resilience variable has an influence on teacher work productivity of 81.8% and is determined by other variables. This hypothesis is also strengthened by a significant value of 0.000. Thus, it is concluded that there is a very strong influence between resilience and the work productivity of public junior high school teachers in Tanjung Lubuk District. The results of multiple regression obtained the result $\hat{Y} = a + b1X2 = 19.039 + 1.178X2$. The regression coefficient X2 has a positive sign which means that positive changes in teacher resilience will make positive changes in the work productivity of public junior high school teachers in Tanjung Lubuk District.

This research aligns with research conducted by Sari (2025), who concluded that resilience significantly impacts the work productivity of junior high school teachers in Bali Province. Related research on the impact of resilience on teacher work productivity was also conducted by Yilmaz (2024), whose results showed that resilience significantly impacted the work productivity of high school science teachers in Istanbul by 59%.

The Influence of Empowering Leadership and Adversity Resilience on Teacher Work Productivity

Data analysis obtained the results of the influence of empowering leadership and resilience on teacher work productivity of 90.8%. Likewise, the significant value of 0.000 means that there is a significant influence between empowering leadership and resilience on teacher work productivity in Public Junior High Schools in Tanjung Lubuk District. Regression processing obtained the equation $\hat{Y} = a + b1X1 + b2X2 = 0.827 + 0.648X1 + 0.493X2$. The empowering leadership (X1) and resilience (X2) variables have a positive sign, meaning that positive changes in empowering leadership and resilience will produce a positive value on teacher work productivity.

CONCLUSION

Based on the analysis in the discussion, it can be concluded that:

1. There is a positive and significant influence of empowering leadership on teacher work productivity, at Tanjung Lubuk State Middle School, amounting to 87.4%, which is very strong, where most of the variation in teacher work productivity can be explained by empowering leadership, while the remaining 12.6% is influenced by other factors not included in the variables of this study.
2. There is a positive and significant influence of resilience on teacher work productivity, at Tanjung Lubuk State Middle School, amounting to 82.2%, which is very strong. Most

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of the variation in teacher work productivity can be explained by resilience, while the remaining 17.8% is influenced by other factors not included in the variables of this study.

3. There is a positive and significant influence of empowering leadership and resilience simultaneously on teacher work productivity, at Tanjung Lubuk State Junior High School, amounting to 0.95%, which is very strong. Most of the variation in teacher work productivity can be explained by these two variables together, while the rest is influenced by other factors not included in the variables of this study.

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