

Structural Shared Leadership and Teacher Resilience in the Implementation of the Independent Curriculum

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Abstract

Keywords:

Independent Curriculum;
organizational support;
shared leadership;
teacher resilience; teacher empowerment.

The implementation of the Independent Curriculum requires teachers to continuously adapt to changes in instructional practices, technology integration, assessment, and increasingly diverse learning needs, making teacher resilience an important capacity for sustaining professional performance. This study aims to examine the relationship between the structural dimensions of shared leadership and teacher resilience in public elementary schools during the implementation of the Independent Curriculum. A quantitative approach with an explanatory survey design was employed involving 127 teachers from 12 public elementary schools in Air Kumbang District, Banyuasin Regency, South Sumatra, Indonesia, selected through proportional random sampling. Data were collected using a 55 item questionnaire and analyzed using descriptive statistics and multiple linear regression. The findings show that participative decision making, collaborative professional practice, teacher empowerment, organizational support, and shared responsibility were positively and significantly associated with teacher resilience. Collectively, these five dimensions explained 67.9% of the variance in teacher resilience ($R^2 = 0.679$; $F = 51.218$; $p < 0.001$). Organizational support emerged as the strongest predictor ($\beta = 0.301$), followed by collaborative professional practice ($\beta = 0.267$), participative decision making ($\beta = 0.218$), teacher empowerment ($\beta = 0.193$), and shared responsibility ($\beta = 0.176$). The study contributes empirical evidence that teacher resilience during curriculum reform is associated not only with individual capacity but also with organizational leadership conditions. These findings highlight organizational support and professional collaboration as particularly relevant dimensions of shared leadership for strengthening school environments that support teacher resilience.

Abstrak

Kata kunci:
Kurikulum Merdeka;
pemberdayaan guru;
resiliensi guru.

Implementasi Kurikulum Merdeka menuntut guru untuk terus beradaptasi terhadap perubahan praktik pembelajaran, integrasi teknologi, asesmen, dan kebutuhan belajar peserta didik yang semakin beragam sehingga resiliensi guru menjadi kapasitas penting dalam mempertahankan kinerja profesional. Penelitian ini bertujuan menganalisis hubungan antara dimensi struktural kepemimpinan berbagi dan resiliensi guru sekolah dasar negeri dalam implementasi Kurikulum Merdeka. Penelitian menggunakan pendekatan kuantitatif dengan desain survei eksplanatori yang melibatkan 127 guru dari 12 sekolah dasar negeri di Kecamatan Air Kumbang, Kabupaten Banyuasin, Sumatera Selatan, Indonesia, yang dipilih melalui *proportional random sampling*. Data dikumpulkan menggunakan kuesioner sebanyak 55 item dan dianalisis dengan statistik deskriptif serta regresi linear berganda. Hasil penelitian menunjukkan bahwa pengambilan keputusan partisipatif, praktik profesional kolaboratif, pemberdayaan guru,

dukungan organisasi, dan tanggung jawab bersama berhubungan positif dan signifikan dengan resiliensi guru. Kelima dimensi tersebut secara bersama sama mampu menjelaskan 67,9% variasi resiliensi guru ($R^2 = 0,679$; $F = 51,218$; $p < 0,001$). Dukungan organisasi menjadi prediktor terkuat ($\beta = 0,301$), diikuti praktik profesional kolaboratif ($\beta = 0,267$), pengambilan keputusan partisipatif ($\beta = 0,218$), pemberdayaan guru ($\beta = 0,193$), dan tanggung jawab bersama ($\beta = 0,176$). Penelitian ini memberikan bukti empiris bahwa resiliensi guru selama reformasi kurikulum tidak hanya berkaitan dengan kapasitas individual, tetapi juga dengan kondisi kepemimpinan organisasi. Temuan ini menegaskan pentingnya dukungan organisasi dan kolaborasi profesional sebagai dimensi kepemimpinan berbagi yang relevan dalam membangun lingkungan sekolah yang mendukung resiliensi guru

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Introduction

The implementation of the Independent Curriculum (*Kurikulum Merdeka*) has transformed educational management by requiring school principals to move beyond conventional administrative leadership toward more collaborative, participatory, and adaptive forms of leadership (Hasan & Sintasari, 2025). In this context, principals are expected not only to coordinate administrative activities but also to establish organizational structures that enable teachers to participate in decision-making, collaborate in professional learning, and contribute to continuous school improvement. Such leadership practices are particularly important because the implementation of the Independent Curriculum places greater demands on teachers to adapt instructional practices, integrate technology, develop differentiated learning strategies, and respond to increasingly diverse student needs (Arif et al., 2025). Teacher resilience, therefore, represents an important organizational and professional capacity for sustaining instructional quality during educational change.

Shared leadership provides a potentially relevant perspective for understanding how school leadership can support teacher resilience. Unlike leadership approaches that emphasize the principal as the primary source of authority, shared leadership distributes leadership functions across organizational members and creates opportunities for participation, collaboration, and collective responsibility (Azizah & Usman, 2023). Previous studies have associated collaborative and shared leadership practices with teacher motivation, organizational commitment, job satisfaction,

professional collaboration, and adaptive capacity. (Ermita & Baysa, 2025). However, the theoretical relationship between shared leadership and teacher resilience requires further clarification. In particular, shared leadership should not be understood merely as a set of participatory practices, but as an organizational mechanism through which decision-making authority, professional support, collaborative learning opportunities, and teacher empowerment may provide resources that enable teachers to cope with and adapt to educational demands.

This distinction is important because existing research on teacher resilience has predominantly emphasized individual psychological resources, such as self-efficacy, coping capacity, motivation, and emotional regulation, or examined organizational factors such as school climate and social support. Meanwhile, studies of shared leadership have largely focused on organizational outcomes, including school effectiveness, teacher collaboration, professional learning, innovation, and organizational commitment. Consequently, the mechanisms connecting the structural distribution of leadership and teachers' capacity to maintain effective professional functioning during sustained educational change remain insufficiently elaborated (Hoang, 2024). The limitation is therefore not simply the small number of studies examining both constructs simultaneously, but the absence of an integrated organizational explanation of how specific structural dimensions of shared leadership such as participatory decision-making, distributed responsibility, collaborative professional learning, organizational support, and teacher empowerment may contribute to teacher resilience. This theoretical limitation is particularly relevant in the context of the Independent Curriculum, where adaptation is not solely an individual teacher responsibility but is also shaped by the organizational conditions created by school leadership. (Liu & Watson, 2023).

The empirical context of public elementary schools in Air Kumbang District further demonstrates the relevance of this issue. Preliminary observations and interviews indicate that school leadership remains relatively hierarchical, with decision-making concentrated at the principal level and limited teacher involvement in strategic planning and instructional improvement. Teachers have also reported difficulties associated with curriculum implementation, including the preparation of differentiated learning materials, integration of digital technology, implementation of authentic assessment, and increasing administrative responsibilities (Akomodi, 2025). These circumstances suggest that teacher resilience may be influenced not only by individual characteristics but also by the extent to which the school provides opportunities for participation, professional collaboration, decision-making, and organizational support. Thus, examining the structural conditions of shared leadership offers a means of explaining how school-level leadership practices may strengthen teachers' capacity to adapt to educational reform (Baysa, 2025).

Based on this theoretical and empirical context, this study employs a Principal's Structural Shared Leadership framework consisting of distributed leadership, participatory decision-making, collaborative professional learning, organizational support, and teacher empowerment. These dimensions are conceptually treated as organizational mechanisms through which principals may create conditions that support teacher resilience (Lin & Mohammad, 2025). Rather than claiming to develop and validate an entirely new leadership model, this study empirically examines the proposed structural framework and its relationship with teacher resilience. The focus is therefore on determining whether the specified dimensions of shared leadership are associated with teachers' adaptive capacity and professional sustainability in the context of the Independent Curriculum. This approach allows the study to contribute to the literature by empirically connecting two bodies of research that have often developed separately: research on shared leadership as an organizational process and research on teacher resilience as a capacity for coping with and adapting to educational demands (Riaz et al., 2026).

The study is situated in public elementary schools in Air Kumbang District, a context that provides an important empirical setting for examining these relationships. Rural and district-level schools may face organizational and resource constraints that make collaborative leadership particularly significant for sustaining teachers' professional capacity. Investigating this context can therefore provide evidence on whether structural opportunities for teacher participation, shared responsibility, professional learning, and organizational support are related to resilience under conditions of curriculum change. The study consequently aims to (1) examine the implementation of the Principal's Structural Shared Leadership framework in public elementary schools in Air Kumbang District; (2) identify the level of teacher resilience during the implementation of the Independent Curriculum; and (3) analyze the influence of the structural dimensions of shared leadership on teacher resilience.

The study is expected to contribute theoretically by providing empirical evidence regarding the organizational mechanisms linking shared leadership and teacher resilience. Practically, the findings may assist principals in identifying leadership structures that can increase teacher participation, collaboration, professional support, and adaptive capacity during curriculum implementation. The findings may also provide educational policymakers with evidence for strengthening school leadership development programs that recognize teacher resilience as an organizational as well as an individual concern. Accordingly, the study hypothesizes that the implementation of the Principal's Structural Shared Leadership framework has a positive and significant influence on the resilience of public elementary school teachers in the Independent Curriculum era (Royo et al., 2025) (Royo et al., 2025).

Methods

This study employed a quantitative approach with an explanatory survey design to examine the contribution of the structural dimensions of shared leadership to the resilience of public elementary school teachers during the implementation of the Independent Curriculum in Air Kumbang District, Banyuasin Regency, South Sumatra, Indonesia. The explanatory design was selected because the study aimed to examine the extent to which specific dimensions of principals' structural shared leadership predict teacher resilience.

The Principal's Structural Shared Leadership construct was operationalized through five predictor dimensions: participative decision-making (X1), collaborative professional practice (X2), teacher empowerment (X3), organizational support (X4), and shared responsibility (X5). Teacher resilience was treated as the dependent variable (Y). Therefore, multiple linear regression was employed because five independent predictors were entered simultaneously into the regression model (Fan & Chu, 2025).

Population and Sample

The population consisted of 186 public elementary school teachers from 12 public elementary schools in Air Kumbang District, Banyuasin Regency. The inclusion criteria were teachers who were actively working in public elementary schools and had implemented the Independent Curriculum for at least one academic year. Teachers who had not yet implemented the Independent Curriculum for at least one academic year were excluded from the study because they were considered to have insufficient experience to assess the leadership practices and professional demands associated with curriculum implementation.

The sample size was determined using the Slovin formula with a 5% margin of error:

$$n = N / (1 + Ne^2)$$

where $N = 186$ and $e = 0.05$. Thus:

$$n = 186 / [1 + (186 \times 0.05^2)]$$

$$n = 186 / 1.465 = 126.96 \approx 127 \text{ respondents.}$$

Therefore, the minimum sample consisted of 127 teachers. Proportional random sampling was applied to ensure that each participating school was represented according to the proportion of eligible teachers in the population.

The final sample consisted of 127 public elementary school teachers. Of these respondents, 51 were male (40.2%) and 76 were female (59.8%). In terms of age, 18 respondents (14.2%) were 20–30 years old, 42 (33.1%) were 31–40 years old, 43 (33.9%) were 41–50 years old, and 24 (18.9%) were over 50 years old. Regarding teaching experience, 29 respondents (22.8%) had less than 10 years of experience, 41 (32.3%) had 10–20 years, 37 (29.1%) had 21–30 years, and 20 (15.7%) had more than 30 years of teaching experience.

Research Instruments

Data were collected using a structured questionnaire consisting of two instruments: the Principal's Structural Shared Leadership instrument and the Teacher Resilience instrument. All items were measured using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree.

The Principal's Structural Shared Leadership instrument consisted of 30 items, distributed across five dimensions: participative decision-making (6 items), collaborative professional practice (6 items), teacher empowerment (6 items), organizational support (6 items), and shared responsibility (6 items). The items were developed and adapted from the theoretical dimensions of shared and distributed leadership and adjusted to the context of elementary school management during the implementation of the Independent Curriculum (Limiansi et al., 2023).

Teacher resilience was measured using 25 items covering five dimensions: adaptive capacity (5 items), professional commitment (5 items), emotional regulation (5 items), instructional persistence (5 items), and problem-solving ability (5 items). The operationalization of teacher resilience was informed by the conceptualization of teacher adaptive capacity and resilience in educational settings (Ningrum et al., 2026). Thus, the complete questionnaire contained 55 items.

Validity and Reliability

Before the main survey, the questionnaire was reviewed by three experts in educational management and educational measurement to establish content validity. The instrument was subsequently pilot-tested on 30 teachers who met the study criteria but were not included in the final sample.

Item validity was examined using the Pearson Product-Moment correlation. With $n = 30$ pilot respondents and a significance level of 0.05, the critical r value was 0.361. The validity analysis indicated that all 55 questionnaire items exceeded the critical value. The item correlation coefficients for the Structural Shared Leadership instrument ranged from 0.476 to 0.781, while the Teacher Resilience instrument ranged from 0.451 to 0.794. Therefore, all 55 items were retained for the main survey.

Reliability was assessed using Cronbach's Alpha. The overall Structural Shared Leadership instrument obtained a Cronbach's Alpha coefficient of 0.931, while the Teacher Resilience instrument obtained a coefficient of 0.918. The reliability coefficients for the five Structural Shared Leadership dimensions were 0.861 for participative decision-making, 0.874 for collaborative professional practice, 0.883 for teacher empowerment, 0.879 for organizational support, and 0.868 for shared responsibility. All coefficients exceeded the commonly accepted threshold of 0.70, indicating satisfactory internal consistency.

Data Collection Procedure

The research procedure consisted of four stages. First, research permission was obtained from the relevant educational authorities and participating schools, followed by identification of teachers who met the inclusion criteria. Second, the questionnaire was reviewed by experts and pilot-tested to establish its validity and reliability. Third, the validated questionnaire was distributed to the 127 selected respondents using proportional random sampling. Respondents were informed about the purpose of the study and participated voluntarily.

Supporting information was also obtained through interviews with school principals and observations of school activities. These data were used to provide contextual information concerning the implementation of shared leadership and teacher resilience and were not treated as a separate qualitative research dataset.

Finally, completed questionnaires were checked, coded, and entered into SPSS for statistical analysis.

Data Analysis

Data analysis was conducted using IBM SPSS Statistics version 26. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to describe respondent characteristics and the distribution of the research variables.

Because structural shared leadership was operationalized through five independent dimensions, multiple linear regression was employed. The regression model was formulated as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \varepsilon$$

where Y represents teacher resilience; X1 represents participative decision-making; X2 represents collaborative professional practice; X3 represents teacher empowerment; X4 represents organizational support; X5 represents shared responsibility; β_0 represents the constant; β_1 – β_5 represent the regression coefficients; and ε represents the error term.

Prior to regression analysis, assumption tests were performed. The normality test produced a significance value of 0.087, which was greater than 0.05, indicating that the residuals were normally distributed. The linearity test showed a significance value of 0.001, indicating a significant linear relationship between the predictors and teacher resilience.

The multicollinearity test showed tolerance values ranging from 0.421 to 0.563 and VIF values ranging from 1.776 to 2.376. Because all tolerance values were above 0.10 and all VIF values were below 10, there was no indication of problematic multicollinearity among the five predictors. The heteroscedasticity test using the Glejser procedure produced significance values ranging from 0.214 to 0.681, all greater than 0.05, indicating that the regression model did not exhibit significant heteroscedasticity.

The multiple regression analysis produced an R value of 0.824 and an R² value of 0.679. This indicates that the five dimensions of structural shared leadership jointly

explained approximately 67.9% of the variance in teacher resilience, while the remaining 32.1% was explained by other factors not included in the model.

The overall regression model was statistically significant, with an F value of 51.218 and a significance value of <0.001 . Thus, the five dimensions of structural shared leadership simultaneously had a significant influence on teacher resilience.

The partial regression results showed that participative decision-making had a positive and significant effect on teacher resilience ($\beta = 0.218$; $t = 2.941$; $p = 0.004$). Collaborative professional practice also showed a positive and significant effect ($\beta = 0.267$; $t = 3.521$; $p < 0.001$). Teacher empowerment had a significant positive effect ($\beta = 0.193$; $t = 2.684$; $p = 0.008$), while organizational support demonstrated the strongest partial contribution ($\beta = 0.301$; $t = 4.167$; $p < 0.001$). Shared responsibility also had a positive and significant effect on teacher resilience ($\beta = 0.176$; $t = 2.423$; $p = 0.017$).

These results indicate that all five dimensions of structural shared leadership contribute positively to teacher resilience, with organizational support emerging as the strongest predictor among the dimensions examined. The analysis was conducted at a significance level of $\alpha = 0.05$ (Lestari, 2023).

Research Results

Implementation of the Principal's Structural Shared Leadership Model

The findings indicate that the implementation of the Principal's Structural Shared Leadership Model in public elementary schools in Air Kumbang District has gradually shifted from a hierarchical leadership approach toward a more collaborative and participatory leadership practice (Amels et al., 2021). Principals have increasingly involved teachers in school decision-making, curriculum planning, instructional improvement, and school program evaluation. This collaborative leadership approach has strengthened communication between principals and teachers while creating a more supportive professional environment. Teachers perceived that opportunities to participate in school management increased their sense of responsibility, ownership, and commitment to achieving school goals (Delita et al., 2025).

Teacher Resilience in the Independent Curriculum Era

The implementation of the Independent Curriculum has required teachers to continuously adapt to curriculum changes, digital learning technologies, differentiated instruction, and authentic assessment. The findings reveal that teachers demonstrated resilience by actively participating in professional development activities, collaborating with colleagues, and seeking innovative instructional strategies to overcome teaching challenges. Teacher resilience was reflected in their ability to maintain instructional quality despite increasing professional demands. However, several teachers still experienced difficulties in balancing administrative

responsibilities with instructional innovation, indicating the need for continuous organizational support from school leaders (Nurdiyanti et al., 2024).

The Influence of Structural Shared Leadership on Teacher Resilience

The analysis demonstrates that the implementation of the Principal's Structural Shared Leadership Model positively contributes to strengthening teacher resilience. Collaborative decision-making, professional trust, shared responsibility, and organizational support encouraged teachers to become more confident in addressing educational changes introduced by the Independent Curriculum. Teachers who experienced greater involvement in school leadership activities also showed stronger professional commitment, higher motivation to innovate, and greater willingness to solve instructional problems collaboratively. These findings suggest that structural shared leadership creates a positive organizational climate that enhances teachers' adaptive capacity and professional sustainability (Gichuhi, 2021).

Descriptive analysis showed that the mean scores for participative decision-making, collaborative professional practice, teacher empowerment, organizational support, and shared responsibility were 24.87, 25.14, 24.62, 24.91, and 25.06, respectively. The mean score for teacher resilience was 103.48. The assumption tests indicated that the data met the requirements for regression analysis. The normality test produced a significance value of 0.087, while the linearity test was significant at 0.001. Tolerance values ranged from 0.421 to 0.563 and VIF values from 1.776 to 2.376, indicating no multicollinearity. The heteroscedasticity test produced significance values ranging from 0.214 to 0.681.

Multiple linear regression was conducted using the five dimensions of structural shared leadership as predictors of teacher resilience. The analysis produced an R value of 0.824 and an R² value of 0.679, with an adjusted R² of 0.666. Thus, the five predictors collectively accounted for 67.9% of the variance in teacher resilience. The overall regression model was statistically significant, with $F = 51.218$ and $p < 0.001$.

The regression coefficients showed that participative decision-making had a positive and significant coefficient ($\beta = 0.218$; $p = 0.004$), as did collaborative professional practice ($\beta = 0.267$; $p < 0.001$), teacher empowerment ($\beta = 0.193$; $p = 0.008$), organizational support ($\beta = 0.301$; $p < 0.001$), and shared responsibility ($\beta = 0.176$; $p = 0.017$). All five predictors therefore reached statistical significance at the 0.05 level.

Among the predictors, organizational support had the largest standardized coefficient ($\beta = 0.301$), followed by collaborative professional practice ($\beta = 0.267$), participative decision-making ($\beta = 0.218$), teacher empowerment ($\beta = 0.193$), and shared responsibility ($\beta = 0.176$). The results demonstrate the statistical significance and relative contribution of the five predictors to teacher resilience in the studied sample. The interpretation of these findings and comparison with previous studies are presented in the Discussion section.

Overall, the research findings indicate that the Principal's Structural Shared Leadership Model provides an effective leadership approach for strengthening teacher resilience during the implementation of the Independent Curriculum. By promoting collaboration, shared responsibility, and teacher empowerment, the model supports the development of a professional learning culture that enables teachers to respond more effectively to educational challenges and continuous curriculum reform.

Discussion

The findings indicate that the five structural dimensions of shared leadership examined in this study are positively associated with teacher resilience during the implementation of the Independent Curriculum. The multiple regression model was statistically significant ($F = 51.218$, $p < 0.001$), with an R^2 of 0.679. This means that participative decision-making, collaborative professional practice, teacher empowerment, organizational support, and shared responsibility collectively accounted for 67.9% of the observed variation in teacher resilience. The magnitude of R^2 indicates that the set of leadership-related predictors has substantial explanatory value within the sample and research context. However, 32.1% of the variance remained unexplained, indicating that teacher resilience is also associated with factors that were not included in the present model.

The result should therefore be interpreted as evidence of a significant statistical relationship rather than proof that shared leadership causes higher teacher resilience. Because the study used a cross-sectional survey, the temporal ordering between leadership practices and teacher resilience cannot be established. It is possible that supportive leadership contributes to teachers' resilience, but it is also possible that schools with more resilient teachers are more likely to develop collaborative leadership practices. Consequently, the finding provides empirical support for an association between the organizational leadership dimensions and teacher resilience but does not establish a causal mechanism (Meyer et al., 2023).

The partial regression results provide a more specific interpretation of this relationship. Organizational support showed the largest standardized coefficient among the five predictors ($\beta = 0.301$, $p < 0.001$), suggesting that it had the strongest unique statistical contribution to teacher resilience after the other dimensions were controlled. This finding indicates that material, professional, and organizational conditions provided by schools may be particularly relevant to teachers' ability to maintain their professional functioning during curriculum change. However, the coefficient should not be interpreted as evidence that organizational support independently causes resilience. Rather, within the regression model, variation in organizational support was more strongly associated with variation in teacher resilience than the other predictors.

Collaborative professional practice also demonstrated a relatively substantial positive contribution ($\beta = 0.267$, $p < 0.001$), followed by participative decision-making ($\beta = 0.218$, $p = 0.004$), teacher empowerment ($\beta = 0.193$, $p = 0.008$), and shared responsibility ($\beta = 0.176$, $p = 0.017$). The differences among these coefficients suggest that the dimensions do not contribute equally to the prediction of teacher resilience. In particular, the relatively higher coefficient for collaborative professional practice indicates that opportunities for teachers to work collectively may be more strongly associated with resilience than shared responsibility alone. This pattern is important because it moves the interpretation beyond the general claim that “shared leadership is beneficial” and instead identifies organizational support and collaborative professional practice as comparatively stronger predictors within the tested model.

The positive association between participative decision-making and teacher resilience ($\beta = 0.218$, $p = 0.004$) suggests that teachers who perceive greater opportunities to participate in school-related decisions also tend to report higher resilience. One possible interpretation is that participation provides teachers with greater involvement in issues directly affecting their professional responsibilities. However, the present data cannot determine whether participation increases teachers' sense of control or whether teachers with greater resilience are more willing to participate in decision-making. This distinction should be investigated in future longitudinal research (Belay et al., 2021).

Teacher empowerment was also significantly associated with resilience ($\beta = 0.193$, $p = 0.008$). The coefficient is positive but smaller than those for organizational support, collaborative professional practice, and participative decision-making. This suggests that empowerment is relevant within the overall model but does not appear to be the strongest predictor of resilience in this sample. Therefore, the finding should not be interpreted as evidence that empowerment is the mechanism through which shared leadership produces resilience. Establishing such a mechanism would require a mediation model in which shared leadership predicts empowerment, empowerment predicts resilience, and the indirect effect is statistically tested. Because such an analysis was not conducted, the present study can only report the independent association between teacher empowerment and resilience.

A similar interpretation applies to collaborative professional practice. Although collaborative professional practice had a significant positive coefficient ($\beta = 0.267$, $p < 0.001$), the result does not demonstrate that professional collaboration mediates the relationship between shared leadership and teacher resilience. The finding only indicates that, when the other four dimensions are statistically controlled, higher levels of collaborative professional practice are associated with higher teacher resilience. Future research could explicitly test whether collaborative professional learning functions as a mediator or whether it represents an independent organizational predictor.

The relatively strong contribution of organizational support and collaborative professional practice may be particularly relevant to the context of Independent Curriculum implementation. Curriculum reform requires teachers to adjust instructional planning, learning strategies, assessment practices, technology use, and responses to diverse student needs. Under such conditions, the organizational environment in which teachers work may become particularly important. Nevertheless, the present study does not directly measure which specific forms of support are most influential. Therefore, it cannot determine whether professional development, administrative assistance, technological resources, mentoring, workload management, or other forms of support account for the observed relationship. Further research using more specific indicators could provide a more detailed explanation of this finding.

The findings also indicate that shared responsibility has a positive and significant association with teacher resilience ($\beta = 0.176$, $p = 0.017$), although it had the smallest standardized coefficient among the five predictors. This result suggests that distributing responsibility across teachers is relevant to resilience but may have a comparatively smaller unique contribution when other dimensions of structural shared leadership are considered simultaneously. One possible explanation is that responsibility sharing may be more meaningful when accompanied by adequate organizational support, professional collaboration, and genuine participation in decision-making. However, this interpretation remains tentative because the study did not test interaction or mediation effects.

Overall, the findings provide a more differentiated understanding of the relationship between structural shared leadership and teacher resilience. Rather than indicating that all leadership dimensions contribute equally, the regression results show variation in their relative contributions, with organizational support emerging as the strongest predictor and shared responsibility showing the smallest, although still statistically significant, coefficient. The model's R^2 of 0.679 further indicates that the combined predictors explain a substantial proportion of the variance in teacher resilience in the observed sample, while the unexplained 32.1% highlights the importance of other individual and organizational factors.

Accordingly, the contribution of this study lies in providing empirical evidence that five structural dimensions of shared leadership are statistically associated with teacher resilience and in identifying differences in their relative predictive contributions. The study does not claim to have developed or validated a new leadership model, nor does it establish causal mechanisms. Future studies should use longitudinal designs to examine temporal relationships and mediation or structural equation modeling to test whether teacher empowerment, collaborative professional learning, or other organizational factors actually mediate the relationship between shared leadership and teacher resilience. Such approaches would provide stronger

evidence regarding the processes underlying the relationships identified in the present study (Bellibaş et al., 2022).

Conclusion

This study found that the five dimensions of Principal's Structural Shared Leadership participative decision-making, collaborative professional practice, teacher empowerment, organizational support, and shared responsibility – were positively and significantly associated with teacher resilience. The multiple regression model was significant ($F = 51.218$; $p < 0.001$) and explained 67.9% of the variance in teacher resilience ($R^2 = 0.679$). Organizational support had the strongest contribution ($\beta = 0.301$; $p < 0.001$), followed by collaborative professional practice ($\beta = 0.267$; $p < 0.001$), participative decision-making ($\beta = 0.218$; $p = 0.004$), teacher empowerment ($\beta = 0.193$; $p = 0.008$), and shared responsibility ($\beta = 0.176$; $p = 0.017$).

These findings indicate that the examined leadership dimensions are statistically associated with higher teacher resilience in the study context. However, the cross-sectional design does not establish causal relationships, and the study does not claim to have developed or validated a new Structural Shared Leadership Model. Practically, the findings highlight the relevance of teacher participation, collaboration, empowerment, shared responsibility, and organizational support as areas for consideration in school management during Independent Curriculum implementation.

The study is limited by its focus on public elementary schools in Air Kumbang District, reliance on self-reported data, and cross-sectional design. Future research should involve larger and more diverse samples and consider longitudinal or mixed-methods approaches. Additional variables, such as organizational culture, teacher well-being, digital leadership, and professional learning communities, may also be examined to provide a broader understanding of factors associated with teacher resilience.

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Ethics Statement

This study was conducted in accordance with ethical principles for educational research. Research permission was obtained from the relevant educational authorities and participating schools prior to data collection. All respondents were informed about the purpose of the study and participated voluntarily. The confidentiality and

anonymity of the respondents were maintained throughout the research and reporting process.

Artificial Intelligence Use Statement

The authors used artificial intelligence (AI) tools in a limited manner to assist with language editing, grammatical refinement, and improving the readability of the manuscript. AI was not used for data collection, statistical analysis, interpretation of the research findings, or decision-making regarding the conclusions of the study. All AI-assisted content was reviewed and verified by the authors, who take full responsibility for the accuracy, integrity, and final content of the manuscript.

Author Contribution Statement

Dinda Delfina Septiarany contributed to the conceptualization, investigation, data collection, data analysis, and preparation of the original draft. Meilia Rosani contributed to the methodology, instrument development, data analysis, interpretation of the findings, and review of the manuscript. Neta Dian Lestari contributed to methodological validation, supervision, interpretation of the findings, critical review, and final editing of the manuscript. All authors reviewed and approved the final version of the manuscript.

Disclosure Statement

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