



The Relationship Between Adaptive Leadership and Organizational Support and Teachers' Ability in Elementary School Curriculum Changes

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Abstract: This study investigates the relationship between adaptive leadership and organizational support and teachers' ability to cope with curriculum changes at SDN 28 Pontianak Kota. Using a quantitative explanatory design, all 20 teachers were selected through saturated sampling. Data were collected with a Likert-scale questionnaire and analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) via SmartPLS by evaluating the measurement and structural models. The findings show that adaptive leadership has a positive but non-significant relationship with teachers' ability to cope with curriculum changes ($\beta = 0.312$; $t = 0.810$; $p = 0.419$). Organizational support also shows a positive but non-significant relationship, with a stronger coefficient ($\beta = 0.444$; $t = 1.156$; $p = 0.248$). Together, both variables explain 51.8% of the variance in teachers' ability ($R^2 = 0.518$). These results suggest that teachers' readiness for curriculum change is shaped not only by individual factors but also by school leadership and organizational support. The study underscores the need for sustained support.

Abstrak: Penelitian ini menganalisis hubungan kepemimpinan adaptif dan dukungan organisasi terhadap kemampuan guru dalam menghadapi perubahan kurikulum di SDN 28 Pontianak Kota. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksplanatori. Seluruh guru pada sekolah tersebut dijadikan sampel melalui teknik sampel jenuh, sehingga diperoleh 20 responden. Data dikumpulkan menggunakan kuesioner berskala Likert dan dianalisis dengan Partial Least Squares-Structural Equation Modeling (PLS-SEM) melalui aplikasi SmartPLS dengan menilai model pengukuran dan model struktural. Hasil penelitian menunjukkan bahwa kepemimpinan adaptif memiliki hubungan positif tetapi tidak signifikan terhadap kemampuan guru dalam menghadapi perubahan kurikulum ($\beta = 0,312$; $t = 0,810$; $p = 0,419$). Dukungan organisasi juga menunjukkan hubungan positif yang lebih dominan, namun tetap tidak signifikan ($\beta = 0,444$; $t = 1,156$; $p = 0,248$). Secara simultan, kedua variabel menjelaskan 51,8% variasi kemampuan guru ($R^2 = 0,518$). Temuan ini menunjukkan bahwa kesiapan guru dipengaruhi oleh faktor individu, kepemimpinan sekolah, dan dukungan organisasi. Diperlukan penguatan berkelanjutan agar implementasi perubahan kurikulum berjalan lebih efektif.

A. Introduction

The curriculum is understood as a set of plans and arrangements concerning objectives, content, and learning materials used as guidelines in the educational process in schools (Supriatna et al., 2023). In the context of ongoing educational reform, curriculum changes require teachers to adjust their instructional strategies, enhance their professional competencies, and demonstrate readiness to face new demands in the learning process (Siregar et al., 2024). These changes position teachers as key actors in determining the success of curriculum implementation, making their adaptive capacity a central issue in educational development.

Empirically, the implementation of curriculum changes in elementary schools still faces various challenges. Teachers are not only required to understand the substance of the new curriculum but also to translate it into effective and creative learning practices aligned with students' characteristics. Field conditions indicate that not all teachers possess the same level of readiness in responding to curriculum changes. Differences in readiness are influenced by various factors, both originating from individual teacher characteristics and from the organizational environment of the school where they work.

In the school context, the success of teachers in adapting to curriculum changes greatly depends on the principal's leadership role as the driving force of the educational organization (Sumiati et al., 2024). Adaptive leadership is considered relevant in situations of change because it promotes flexibility, collaboration, and the principal's ability to mobilize teachers in responding to dynamic curriculum policies (Hariyadi et al., 2024). Adaptive leadership refers to a leader's ability to mobilize people to face challenges and adapt to change, not only by solving technical problems but also by transforming ways of thinking, attitudes, and behaviors (Heifetz et al., 2009). In this context, leadership becomes a strategic factor in shaping teachers' adaptive responses.

Adaptive leadership consists of two main components: Doing Agile and Being Agile. Doing Agile emphasizes the implementation of flexible work practices, simplification of processes, and strengthening of motivation and work meaning, while Being Agile reflects an open mindset, commitment to continuous learning, and consistency in applying adaptive values (Fridayani, 2021). Principals are not merely administrative managers but leaders who shape the character, culture, and direction of the school, including building relationships and acting as role models in decision-making (Grace, 1995). Furthermore, principals play a crucial role in creating a conducive learning environment and improving educational outcomes (Burhan & Hasin, 2023).

Adaptive leadership is further characterized by resilience, flexibility, and the ability to identify root causes of problems while fostering open communication and participatory decision-making (Arafat et al., 2023). In addition, adaptive leaders build trust and manage performance through support and feedback rather than command-based approaches (Jason et al., 2021). In the educational context, principals act as supervisors and motivators who encourage a positive work climate and continuous improvement among teachers (Gafur,

2020). These characteristics indicate that leadership is closely related to the development of teachers' professional capacity.

In addition to leadership, school organizational support in the form of facilities, policies, training, and a conducive work climate is also an important factor influencing teachers' ability to implement the demands of a new curriculum (Mag-atas, 2023). Organizational support reflects employees' perceptions that their contributions are valued and their well-being is considered (Mardiyah et al., 2023). However, many schools still face limitations such as high workloads, limited resources, and less supportive environments, which can hinder teacher creativity and innovation (Lestari et al., 2025). Educational organizations function not only as places of learning but also as systems that must be structured to support effective educational processes (Scott, 2003; Tirtoni & Wulandari, 2021).

Conceptually, curriculum implementation requires effective management of planning, execution, and evaluation processes (Mukni'ah, 2024), supported by adequate resources and institutional readiness (Buna'i, 2022). Teachers must be able to adapt instructional methods, materials, and approaches to students' needs while applying active and collaborative learning strategies (Zaini, 2020; Zainuri, 2023). Therefore, teachers' ability to cope with curriculum changes is influenced by both internal competencies and external organizational factors, indicating a complex interaction between leadership, support systems, and professional practice.

However, previous studies indicate that the influence of leadership and organizational support on teachers' adaptive capacity does not always appear directly and often involves other variables within the school environment (Tanio & Wibawanta, 2024). Most prior research has examined these variables separately, while studies investigating their simultaneous relationship—particularly in small-scale elementary school contexts—remain limited. In addition, inconsistencies in previous findings regarding the significance of these relationships highlight a research gap that requires further empirical investigation. This condition underscores the urgency of examining how leadership and organizational support jointly contribute to teachers' adaptation in the context of ongoing curriculum reform.

Based on this gap, the novelty of this study lies in empirically examining the simultaneous relationship between adaptive leadership and organizational support and teachers' ability to cope with curriculum changes in elementary schools. Therefore, this study aims to provide empirical evidence of both partial and simultaneous relationships among these variables. The research questions addressed are: (1) Does adaptive leadership influence teachers' ability to cope with curriculum changes?; (2) Does organizational support influence teachers' ability to cope with curriculum changes?; and (3) Do adaptive leadership and organizational support simultaneously influence teachers' ability? This study contributes theoretically by strengthening the organizational perspective in teacher adaptation research and practically by providing insights for school leaders in designing strategies to support teachers in responding to curriculum changes effectively.

B. Method

This study employed a quantitative approach using an explanatory survey design to examine the relationships between adaptive leadership, organizational support, and teachers' ability to cope with curriculum changes. The study was conducted at SDN 28 Pontianak Kota, involving all 20 teachers as respondents selected through a total sampling technique due to the relatively small population size. As presented in Table 1, the respondents consisted of 13 female teachers and 7 male teachers, with 16 teachers holding civil servant status (PNS/P3K) and 4 classified as non-civil servant teachers.

Table 1. Population and Sample Research

No	Research Population	Gender			Civil Servant (PNS/Non PNS)	Total
		F	M	PNS/P3K	Non PNS	
1	Teachers	13	7	16	4	20
Total						20

Data were collected using a structured questionnaire based on a five-point Likert scale, with indicators adapted from established theories on adaptive leadership, organizational support, and teacher adaptability. Data analysis was performed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) with SmartPLS 3, selected for its suitability for small sample sizes and its ability to analyze complex relationships simultaneously (Hair et al., 2021). As illustrated in Figure 1, the research flow began with the determination of the research design using a quantitative explanatory approach, followed by population identification and total sampling of 20 teachers at SDN 28 Pontianak Kota. The next stage involved data collection through a Likert-scale questionnaire, which was then analyzed through two main stages: evaluation of the measurement model and the structural model. The measurement model evaluation included validity and reliability testing, while the structural model analysis involved examining path coefficients, t-statistics, p-values, and the coefficient of determination (R^2) obtained through bootstrapping procedures. Furthermore, multicollinearity was assessed using Variance Inflation Factor (VIF) values to ensure the robustness of the model. The final stage involved interpreting the results and formulating conclusions and practical recommendations. All respondents participated voluntarily, and confidentiality of their responses was maintained throughout the research process.

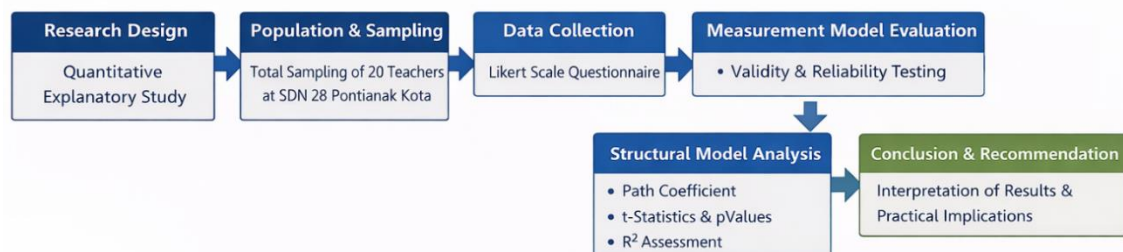


Figure 1. Research Design Flow

C. Result

The results indicate that both adaptive leadership and organizational support exhibit positive relationships with teachers' ability to cope with curriculum changes; however, neither relationship is statistically significant. Organizational support shows a relatively stronger effect compared to adaptive leadership, although both remain below the significance threshold.

Validity and Reliability Testing

The evaluation of the measurement model was conducted to ensure that all constructs met the required criteria for validity and reliability prior to structural model analysis.

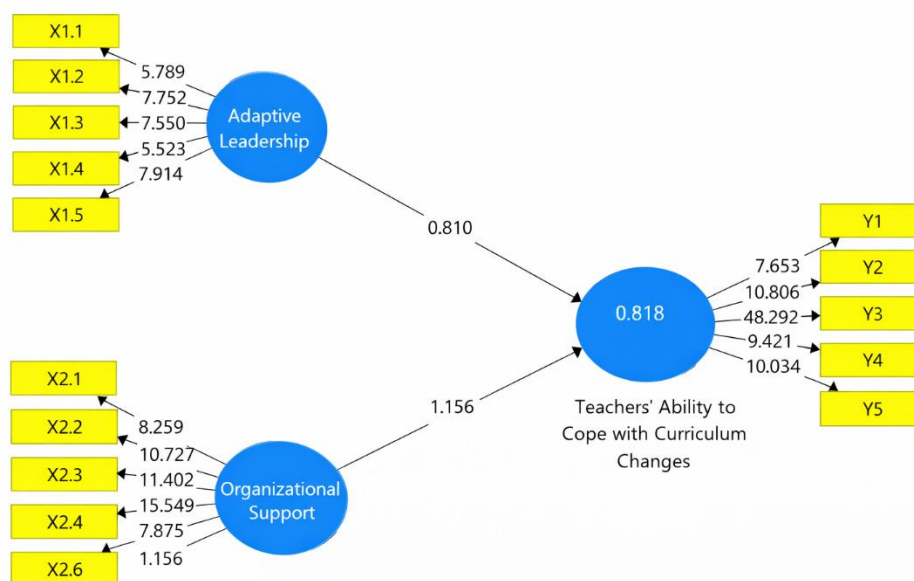


Figure 2. Validity and Reliability Testing

Based on Figure 2, the results of the measurement model evaluation indicate that all indicators of variables X1, X2, and Y have outer loading values exceeding 0.70, confirming that the constructs meet the criteria for convergent validity and reliability. Furthermore, the structural model analysis shows that adaptive leadership (X1) has a positive effect on teachers' ability (Y) with a path coefficient of 0.312, while organizational support (X2) demonstrates a relatively stronger positive effect with a coefficient of 0.444. The coefficient of determination ($R^2 = 0.518$) indicates a moderate level of explanatory power, suggesting that adaptive leadership and organizational support jointly explain 51.8% of the variance in teachers' ability to cope with curriculum changes.

Structural Model Testing (Bootstrapping)

The structural model was evaluated using a bootstrapping procedure to examine the significance, direction, and strength of the relationships among variables through path coefficients, t-statistics, and p-values.

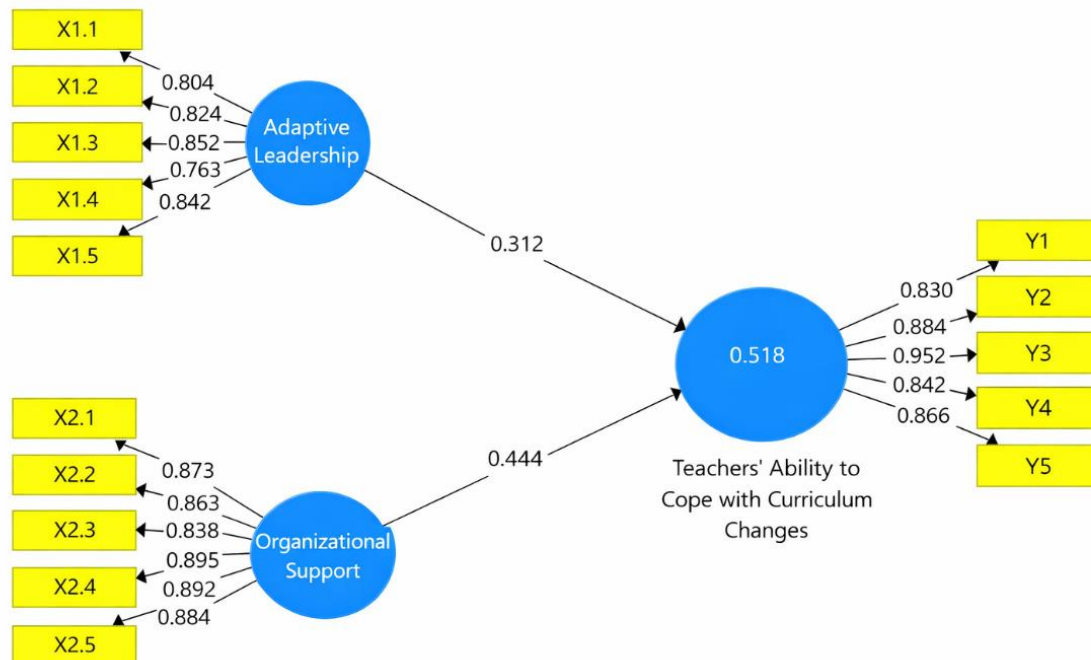


Figure 3. Structural Model Testing (Bootstrapping)

Based on Figure 3, the results of the structural model analysis indicate that adaptive leadership and organizational support have positive relationships with teachers' ability to cope with curriculum changes, as reflected in the positive direction of the path coefficients. Adaptive leadership shows a t-statistic value of 0.810 ($p = 0.419$), while organizational support has a t-statistic value of 1.156 ($p = 0.248$). However, both values do not reach the threshold of statistical significance ($t > 1.96$; $p < 0.05$). These results indicate that although the relationships are positive, neither adaptive leadership nor organizational support has a statistically significant direct effect on teachers' ability to cope with curriculum changes.

Path Coefficient

The path coefficient analysis was conducted to evaluate the magnitude and direction of the relationships between adaptive leadership, organizational support, and teachers' ability to cope with curriculum changes.

Table 2. Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation	t-Statistic	p-Values
Organizational Support	0.444	0.444	0.384	1.156	0.248
Adaptive Leadership	0.312	0.341	0.385	0.81	0.419

Based on Table 2, the path coefficient analysis indicates that organizational support has a positive relationship with teachers' ability to cope with curriculum changes ($\beta = 0.444$; $t = 1.156$; $p = 0.248$), while adaptive leadership also shows a positive relationship ($\beta = 0.312$; $t = 0.810$; $p = 0.419$). However, both relationships do not reach statistical significance ($t > 1.96$; $p < 0.05$), indicating that neither organizational support nor adaptive leadership has a statistically significant direct effect on teachers' ability to cope with curriculum changes.

Histogram of Adaptive Leadership Path Coefficients

The histogram of the bootstrapping results was analyzed to assess the distribution, consistency, and stability of the path coefficients for adaptive leadership.

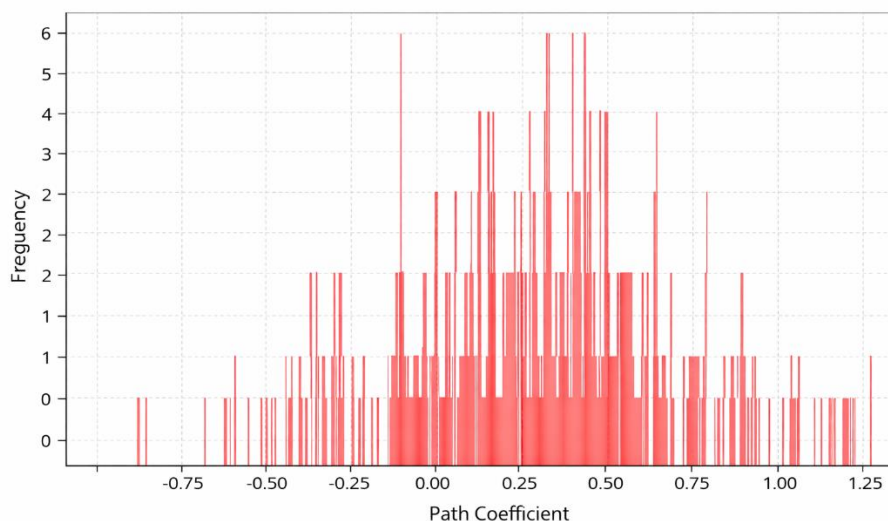


Figure 4. Histogram of Adaptive Leadership Path Coefficients

Based on Figure 4, the bootstrapping histogram shows that the distribution of path coefficients for adaptive leadership is relatively wide and includes values approaching zero, indicating instability in the estimated effect. Although the direction of the relationship tends to be positive, the spread of the distribution suggests that the effect is not consistent and does not reach statistical significance, as supported by the low t-statistic and p-value greater than 0.05.

Histogram of Organizational Support Path Coefficients

The histogram of the bootstrapping results was analyzed to assess the distribution, consistency, and stability of the path coefficients for organizational support.

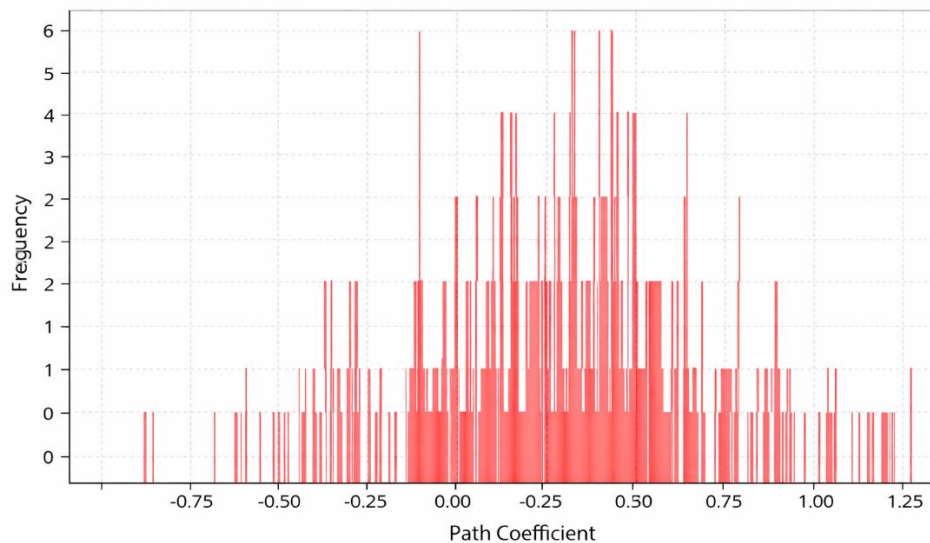


Figure 5. Histogram of Organizational Support Path Coefficients

Based on Figure 5, the bootstrapping histogram indicates that the distribution of path coefficients for organizational support remains relatively wide and centered near zero, suggesting instability in the estimated effect. Although the direction of the relationship is positive, the distribution pattern confirms that the effect is not statistically significant, as indicated by a t-statistic value below 1.96 and a p-value greater than 0.05. This result is consistent with the previous structural model findings, indicating that the effect of organizational support on teachers' ability to cope with curriculum changes is weak and not statistically significant.

Multicollinearity Test

The multicollinearity test was conducted using Variance Inflation Factor (VIF) values to assess the presence of collinearity among indicators and variables. The results show that most indicators in the outer model have VIF values below 5, indicating the absence of multicollinearity. Specifically, the adaptive leadership indicators fall within the acceptable range (VIF = 1.762–2.759). However, several indicators exceed the recommended threshold, namely X2.1 (VIF = 13.020), X2.6 (VIF = 8.708), and Y3 (VIF = 7.068), indicating potential multicollinearity issues that require model refinement.

In contrast, the inner model shows a VIF value of 2.859, which is below the threshold of 5, indicating that no multicollinearity exists among the latent variables and that the structural model is acceptable. These findings suggest that while the inner model is robust, refinement of specific outer model indicators is necessary to improve the overall quality of the measurement model.

D. Discussion

The findings indicate that principals' adaptive leadership constitutes a strong construct, as evidenced by all indicators (X1.1–X1.5) having t-statistic values above 1.96, suggesting that adaptive leadership practices have been consistently implemented in responding to curriculum changes. In particular, encouraging teachers to continuously learn and adapt emerges as the most dominant indicator, confirming that continuous learning is a core component of adaptive leadership. This reflects that leadership is not merely oriented toward administrative control but also toward strengthening teachers' capacity to meet the demands of the Merdeka Curriculum, which emphasizes flexibility and instructional innovation. This finding is consistent with adaptive leadership theory, which positions leaders as facilitators of learning processes capable of addressing adaptive challenges beyond technical solutions (Heifetz et al., 2009), and aligns with previous studies emphasizing the importance of leadership in promoting continuous professional learning (Pak et al., 2020). In addition, the provision of trust and professional autonomy to teachers indicates a participatory leadership approach that fosters responsibility and commitment, supporting the argument that adaptive leadership contributes to the development of collaborative and learning-oriented school cultures (Elmanisar et al., 2024).

However, despite the strength of the construct, adaptive leadership does not show a statistically significant direct effect on teachers' ability to cope with curriculum changes. This condition may be explained by methodological and substantive factors. From a methodological perspective, the relatively small sample size limits statistical power, making it difficult to detect moderate or indirect effects. From a substantive perspective, teachers' adaptive ability is shaped through a gradual and long-term process influenced by internal factors such as experience, motivation, and professional competence. Therefore, adaptive leadership may function more as an enabling or contextual factor that creates a supportive environment, while the development of teachers' adaptive capacity occurs progressively through practice and experience.

A similar pattern is observed in organizational support, which is also identified as a strong construct based on the high t-statistic values of its indicators (X2.1–X2.6). Administrative support emerges as the most dominant dimension, highlighting that workload management remains a critical issue in curriculum implementation. This finding suggests that organizational support plays a role in reducing non-pedagogical burdens, allowing teachers to focus more effectively on instructional processes. This is in line with previous research indicating that organizational assistance enhances perceived support and professional engagement (Le & Lei, 2019). Furthermore, open communication between teachers and principals contributes to the creation of psychological safety, which is essential for fostering adaptive school cultures (Fauziah et al., 2025; Dwi et al., 2025). These findings reinforce the view that organizational support operates both structurally and psychologically in shaping teachers' working conditions.

Nevertheless, similar to adaptive leadership, organizational support does not demonstrate a statistically significant direct effect on teachers' ability to cope with curriculum changes. This indicates that its influence may not be immediate but rather indirect or mediated by other variables. Organizational support creates favorable conditions for adaptation, but the actual development of adaptive capacity depends on teachers' engagement in professional learning and their ability to internalize new practices. Additionally, the limited sample size contributes to reduced statistical sensitivity, further explaining the absence of significant effects despite the positive direction of relationships.

When examined simultaneously, adaptive leadership and organizational support both show positive relationships with teachers' ability to cope with curriculum changes, although neither reaches statistical significance. This suggests that teachers' adaptive capacity is not determined by a single factor but results from a complex interaction between organizational context and individual processes. Curriculum change itself represents an adaptive challenge that requires shifts in mindset, work habits, and instructional practices (Harahap et al., 2024). In this context, adaptive leadership provides direction and meaning, while organizational support supplies resources and a conducive work environment. However, the transformation of teachers' competencies ultimately depends on their internalization processes and continuous engagement in professional development.

These findings are consistent with the perspective that organizational change in education occurs gradually and systematically rather than instantaneously (Sukirjo et al., 2025). Therefore, the non-significant results should not be interpreted as the absence of influence, but rather as an indication that the effects of leadership and organizational support are cumulative, indirect, and context-dependent. Methodologically, the limited sample size and cross-sectional design may further constrain the detection of structural relationships. Substantively, the results highlight that leadership and organizational support function as foundational conditions that enable long-term teacher adaptation rather than as direct determinants of immediate outcomes.

E. Implication

Building on these findings, this study carries several important implications. Theoretically, it reinforces the perspective that teachers' adaptation to curriculum change is shaped by the school organizational context, particularly adaptive leadership and organizational support, even when their effects are not statistically significant, indicating that their influence may be indirect and cumulative. Practically, the results highlight the critical role of school principals in fostering continuous professional learning through curriculum coaching and strengthening collaborative teacher communities, as these approaches create conducive conditions for gradual teacher adaptation. From a policy perspective, the findings suggest the need for more contextual and school-based professional development programs, as well as supportive policies that emphasize sustained capacity building rather than short-term interventions. Therefore, strengthening adaptive leadership practices and organizational support systems remains essential as a

strategic foundation for improving teachers' readiness to cope with ongoing curriculum changes.

F. Limitation and Suggestion for Further Research

Despite these contributions, this study has several limitations that should be considered when interpreting the findings. First, the relatively small sample size may lead to small sample bias in PLS-SEM analysis, thereby limiting statistical power and the ability to detect significant relationships. Second, the use of self-report questionnaires may introduce perception bias, which can affect the accuracy of the data. Third, the cross-sectional design restricts the ability to capture causal relationships and the dynamic nature of teachers' adaptive processes over time. In addition, this study did not incorporate potential mediator or moderator variables, which may play a critical role in explaining the indirect influence of adaptive leadership and organizational support on teachers' ability to cope with curriculum changes.

Building on these limitations, future research is recommended to adopt mixed methods approaches in order to provide more comprehensive insights by integrating quantitative findings with qualitative exploration. Longitudinal designs are also needed to better understand the development of teachers' adaptive capacity over time, particularly in response to continuous curriculum reform. Furthermore, expanding the research scope by involving multiple schools and larger samples would enhance the generalizability of findings. Future studies are also encouraged to examine potential mediating or moderating variables, such as teacher motivation, professional learning engagement, or school culture, to better explain the mechanisms through which leadership and organizational support influence teacher adaptation.

G. Conclusion

This study concludes that adaptive leadership and organizational support are positively associated with teachers' ability to cope with curriculum changes, although these relationships are not statistically significant. This finding indicates that teacher adaptation is a complex and gradual process influenced not only by organizational factors but also by individual and contextual dynamics that may not be fully captured within the model. The absence of statistical significance should therefore be interpreted not as the absence of influence, but as an indication that the effects of leadership and organizational support are indirect, cumulative, and context-dependent.

Theoretically, this study strengthens the organizational perspective in understanding teacher adaptation, particularly in elementary school settings with limited resources, by highlighting the role of contextual factors in shaping adaptive capacity. Practically, the findings emphasize the importance of strengthening adaptive leadership and organizational support in a sustained and integrated manner, as both serve as foundational conditions for fostering teacher readiness. Overall, this study underscores that effective curriculum

implementation requires not only structural support and leadership direction but also continuous professional engagement and long-term capacity development among teachers.

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