

Effect of Transformative Leadership Credibility on Management of Community Learning Centers

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ABSTRACT

The background of this research problem is the issue of the credibility of transformative leadership towards the management of Community Learning Centers (CLC) in Karawang Regency. The research method used is a survey, data collection is done using questionnaires, documentation and interviews. The theoretical foundation used is the concept of transformative leadership, management and CLC. The results showed that the credibility of transformative leadership strongly supported the management of CLC. Some important aspects of leadership credibility aimed at managing CLC in full are the willingness to sacrifice, responsibility, skills, concern for the challenges of public education and the persistence of realizing policies related to programs run by CLC. The conclusion of the research is that the credibility of transformative leadership has an influence on the development of CLC as an institution of learning and community empowerment.

Keywords: *transformative leadership, Community Learning Center, community empowerment*

1. INTRODUCTION

Karawang Regency is one of the regencies / cities that has become a rice barn (food) in Indonesia with a production of 1.4 million tons of GKP / year from an area of 97.00 ha of land, but now is starting to experience a shift to an industrial area that is growing very rapidly, even now changing became the region with the largest industrial estate in Southeast Asia. The Regional Minimum Wage (UMR) of Karawang Regency is currently the highest in Indonesia, amounting to Rp.4,234,000 (2019), which can improve people's welfare. But on the other hand the problems faced by Karawang Regency are quite large, including in the field of education, with a fairly high dropout rate, the average length of school has only reached 7.4 years, many school buildings and educational institutions are damaged and not maintained. , and educated unemployment is still high. If this is not resolved, the people of Karawang Regency will be unable to compete in entering the labor market in their own area. In this connection, the role of education, including non-formal education, cannot be ignored to increase the competitiveness of human resources entering the labor market.

One of the non-formal educational institutions that has a role in improving the quality of human resources is the PKBM. PKBM is an educational institution formed from, by and for the community in the field of non-formal education [1]. The existence of PKBM because it is non-profit is very dependent on the chairman or manager. The

successful management of PKBM is supported by the competence and assertiveness of a leader's attitude in realizing learning programs and community empowerment.

Programs in PKBM should be able to change from a better student situation, so that learning and empowerment programs are designed in such a way as to make students to change. Programs that are carried out should be adjusted to the needs of students so that they can have meaning by students [2].

PKBM programs that bring benefits to students, can improve their knowledge, skills and attitudes, help have expertise to work with new technology, help understand how to work effectively in teams to produce quality services and products. In an institution creating a culture of learning is considered as an effort that can solve problems, especially those related to improving the performance and productivity of the institution. With the increased knowledge, skills and attitudes needed, students have the readiness to work or try to be independent.

In such conditions the credibility of a leadership manager that is reliable in managing PKBM is needed, and the leadership pattern needed is transformative leadership, which is a leadership that is able to make substantial changes for the educators, education staff and students who are trained by PKBM towards progress, civilization and benefit. This research is intended to conduct a study of the influence of the credibility of transformative leadership on PKBM management in Karawang Regency.

2. METHOD

The research method used in this research is descriptive qualitative survey approach to 48 PKBM from 30 Districts in Karawang Regency. Data collected by questionnaire, interview and observation. Then the data validation is done by triangulation and member check [3]. While the data analysis is done by data reduction, data presentation, and drawing conclusions [4].

3. RESULTS AND DISCUSSION

When an institution will make changes, the leadership credibility factor becomes the main thing, credibility is the most potential thing. Credibility has several main values, including high trust, strong motivation, acting and striving for improvement, progress and civilization. The higher the value of these elements the higher the quality of the credibility of a leader. At the same time it will also have an effect on increasing the credibility of the institution. For this reason, credible leadership in change management is essential. Likewise with the leadership of the PKBM Chair. Credible leadership can be seen from the trust received by the community or followers [5]. Trust arises because the leader always provides good behavior models to staff and other parties. This can be seen from the element of character. In his daily life, as a leader, he is honest, fair and humble. He is always able to be a reliable mediator when a conflict occurs within the institution [6]. Meanwhile, in terms of competence means he is someone who has knowledge, skills, positive attitude attitude, innovative, and long experience. Say also who has an advanced vision. This competency is primarily needed to minimize the risk of failure of any changes that may arise. In addition, committed leaders are characterized by their ability to decide who will be involved and invite them to support the implementation of change. Similarly, the characteristics of leaders who care are those who have high interest and are able to coordinate anyone who is interested and cares to succeed change[7].

The findings of this study reveal that the educational background of the PKBM Chair in Karawang is that the majority are senior high school graduates, have never had experience leading educational institutions, an average age of 40 to 50 years, PKBM locations in rural areas, and communities around PKBM have potential targets for participate in learning at PKBM, especially children and adults who drop out of school at various levels, both those who come from primary education, secondary education and do not yet have the skills to work and do business. The results of this study also reveal the leadership characteristics of the PKBM Chairperson, some of the characteristics that emerge are the ability to motivate the work of educators, educational staff, students and surrounding community leaders to participate in PKBM activities. Furthermore, the ability of the Head of PKBM in growing self-confidence, awareness, willingness to sacrifice, responsibility, ability to work together, caring,

and persistence in realizing ideas in learning and empowering the community. Nevertheless the behavior of the Chairperson of the PKBM as a leader is greatly influenced by situational variables and the conditions of the surrounding community.

Basically transformative leadership criteria are strongly influenced by the behavior of the leader himself, which is characterized by commitment and clarity of roles, work organization, cooperation and mutual trust, resources and support from the parties involved in the organization. Such conditions are several indicators of transformative leadership, namely a process of fundamental and continuous change in a person [8].

Transformative can be interpreted as a change in form, appearance or structure, changing conditions, nature or characteristics, and even substantial substitution. It means that transformation is change, but not all changes are transformation. Changes that are temporary, in part, or only touch the skin are not transformative, but are said to be transformative when the changes are substantial. Change events in a person often occur especially after he experienced an event that is very unexpected, disappointing, surprising, or traumatizing. For example, losing a job because of doing a fatal mistake. With these events, a person usually becomes aware and his mind is open to be more careful and change from habit patterns that can inhibit a change that will occur in a person. This does not mean that for a transformation to occur in a person, the person must experience disappointment, trauma and failure first, but can learn from others to be learned through the process of learning, awareness and empathy [9].

A transformation begins with a deep understanding by someone about a particular knowledge, skills and attitudes. With this kind of understanding, a person gives new meaning to life, events, and their interactions with others. Once a person understands a knowledge in depth, he immediately applies the concepts, principles or procedures of knowledge to each of his interactions with others.

Transformative theory is a theory of learning based on experience. And it is believed that experience is something appropriate for learning processes and community empowerment as a transformative effort [10]. In order to use experience as a learning base, the most essential substances for transformative community learning are feeling, thinking, watching, and doing. In the programs implemented by PKBM the principle is to embrace this transformative theory. Students will have a readiness to learn, motivation and a strong interest in learning, if the results are useful and have a strong impact on their lives [11].

In learning and community empowerment, programs in PKBM are given as an effort to improve students' abilities in dealing with demands and changes in the surrounding environment. Increased knowledge, skills and attitudes for students aim to teach and empower, so that citizens become empowered and can actively participate in the process of change. Programs in PKBM can help students to apply the knowledge and abilities they have. By encouraging people to learn lifelong learning through

PKBM, it can lead to changes in community work habits, changes in attitudes towards work, and in the information and knowledge that they apply to their daily work. Learning activities in PKBM can occur if a person or students realize the need to develop their potential and ability to meet their learning needs and life satisfaction, therefore learning activities are needed throughout their lives for community empowerment efforts (5), (7), (8), (9).

Empowerment can be interpreted as an effort to release the shackles of poverty, underdevelopment and ignorance through the fields of economy, health and education. Empowerment activities carried out through PKBM aim to strengthen one's position through the growth of awareness and abilities of the individuals concerned. Identify the problem at hand and think about steps to overcome it. The essence of empowerment activities is to motivate to understand the conditions and daily work situations and foster their ability and courage to be critical of the conditions they face, so the key is to build participation and change the mindset and habits that are always in the comfort zone. The change in question is to transform everything that becomes shackles faced by society. PKBM programs should be designed to make fundamental changes to students, through various non-formal education units held at PKBM, such as equality education, courses, training, early childhood education, internships, literacy education, and other non-formal education units. So this is where the transformative leadership role that must be owned by the chairman, educators and education staff in managing PKBM (13).

4. CONCLUSION

The credibility of the transformative leadership of the PKBM Chair in Karawang Regency in managing PKBM has not fully reflected the characteristics of being a transformative leader to make fundamental changes in educators, education staff and students, as characterized by the ability to motivate work, foster self-confidence, awareness, willingness to sacrifice, responsibility, ability to work together, care, and persistence in realizing ideas in conducting learning and community empowerment. Such conditions resulted in the management of PKBM tending to be monotonous, conventional, and lacking in courage to make innovative program breakthroughs

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