

Application of Participatory Leadership of CLC Heads, Against Tutor Performance at the Kurma Community Learning Center (CLC) in Alor Regency

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Abstract—This study aims to determine the application of participatory leadership of CLC heads to tutors' performance in Kurma CLC. This research used a qualitative phenomenology approach with descriptive research type. The subject of the research was the head of the Kurma CLC in Alor Regency, East Nusa Tenggara Province in 2018. Data collection was carried out using interviews, observation or observation techniques and document studies relevant to the research study. Analysis of research data using a qualitative interactive model analysis procedure with the following steps: (1) Data collection, (2) Data reduction, (3) Presentation of data and (4) Conclusion. The result of the study showed that: the application of participatory leadership by the head of Kurma CLC could influence tutor's behavior and the progress of Kurma CLC toward a better direction. Leading participatory leadership is focused on: (1) Delegation of authority can increase tutors's confidence (2) Decision Making is carried out through meetings conducted 8 times a month successfully increasing tutor involvement in decision making and participating in realizing joint decisions (3) Communication of Kurma CLC's head has built multi-directional communication and communication channels that are used through formal and unofficial communication channels. (4) Tutor Development and Empowerment conducted by giving freedom to tutors to develop themselves by participating in relevant training (5) Awarding and sanctions in the form of gratitude, giving public praise and reprimand directly and indirectly through meetings from the awarding and sanctions felt by tutors, they are motivated, feel they are needed at Kurma CLC to continue to work together.

Keywords—Application of Participatory Leadership, Head of Kurma CLC, Tutor Performance

I. INTRODUCTION

Non-formal education is held for citizens who need education services that function as substitutes, additions, and /or complementary formal education in the framework of supporting lifelong education. One of the learning institutions, organizations or communities that organize Non-formal Education is the Community Learning Center (CLC). One of the factors that determines the success of CLC management is the leadership of the head. If the head of the CLC is able to implement leadership well, then the

management and organization of the CLC runs to realize the optimal goals of fish educators. On the other hand, if the head of CLC is not able to emphasize leadership properly, he will not be able to achieve his educational goals optimally. Some research results in the last decade show that there is a very strong relationship between leadership and organizational effectiveness [1].

CLC leadership in the context of a greater emphasis on the relationship between CLC personnel in working together to improve the quality and productivity in any field, not in spite of the system management in developed, so that the leadership factor play important role. A healthy and open climate in the organization environment requires harmonious relations between members of the organization. One of the subordinates' involvement in the organization's name is participation in the decision-making process based on the authority given to their leaders. In this condition a harmonious relationship between all CLC personnel (Head of CLC, tutors, Staff, Administration, students). The success of leadership in lobbying for movement CLC personnel depends on the ability and skill to influence the members of her to carry out the duties and responsibilities well and have a sense of agency CLC them. Thus leadership is one of the most dominant important factors in an institution so that it can achieve its goals. This is in clear up by the statement [2] revealed there are two principles of leadership. "The first principle is the relationship between the leader and the follower, second principle is that effective leaders realize and manage consciously dynamics of the relationship only between leaders and followers".

In accordance with the education unit in Indonesia, CLC Management occupies two important positions that can guarantee the sustainability of the education process in accordance with statutory regulations. First, CLC Management is the management of education in CLC as a whole. Second, CLC management is formal education in its CLC. As an Education Manager, the CLC Manager is responsible for the success of the CLC program organizers. Participatory leadership have consultation with the group on issues that interest them and where they can contribute

something [3]. There are four benefits potential in participatory namely: **First**, the quality of the decision. **Second**, receipt of decisions. **Third**, satisfaction with the decision process. **Fourth**, the development of participant skills. Experience in helping to make complex decisions can result in greater development of skills and confidence by participants. The number of parties involved in diagnosing the cause of the problem, so finding the right solution to be applied, evaluating to identify the best solution and planning what kind of implementation. Participants involved in the whole decision process will learn more from participants who only engage in certain aspects [4]. Meanwhile, leadership capital that uses or empowers them through: 1) Distribution of power, that is, the empowerment of each authority is the manager in carrying out their respective duties. 2) Distribution of knowledge and skills, namely various knowledge and skills for example through education and training, quality control groups (QCC). 3) Distribution of information, namely various information and the existence of information and communication systems, and 4) Distribution of rewards, namely giving various awards to teams and individuals [5]. In the context of CLC [6] leadership has been described as follows: "Leadership, in the context of a school, helps bring meaning and a sense of purpose to the relationship between the leader, the staff, the students, the parents and the wider school community. Leadership is not only a matter of what a leader does, but how a leader makes people feel about themselves in the work situation and about the organization itself. "

As an education manager, the CLC Manager is responsible for the success of organizing educational activities by carrying out the administration of CLC with all its substance. In addition, CLC Managers are responsible for the quality of existing human resources so that they are able to carry out educational tasks. Therefore, the CLC Manager has the task of developing the performance of the personnel, especially improving the professional competence of the tutors. From the above theoretical basis the researcher can conclude that participatory leadership if related to the leadership functions that must be carried out by the head of the CLC towards the tutor in order to achieve the CLC goals are as follows:

- 1) Delegation of authority
- 2) Decision making process
- 3) Communication
- 4) Development and Empowerment of Human Resources.
- 5) Providing rewards and punishments

Kurma CLC is one of the non-formal educational institutions in Alor Regency, which was established on the basis of community self-help, the Leadership Process implemented in CLC Kurma is a leadership process that is an interesting step to be researched. The sustainability of the CLC Kurma is also an attraction for study because the CLC is located in a rural area in a small village that is still thick with culture and solidarity between religious communities which is very high. This study aims to determine the application of the participatory leadership of the Kurma CLC head, in Alor Regency.

II. RESEARCH METHOD

This type of research used in this study is a qualitative research method with a phenomenological approach. The place of research is the Kurma Community Learning Center, East Alila Village, Kabola District, in Alor Regency. Data collection techniques used were observation, interviews and documentation. The data obtained were analyzed with scientific sentence forms and analyzed using theories used in the research report. Researchers perform data analysis process by using some components of the data analysis, namely data collection, data reduction, data presentation, conclusion or verification.

III. RESULTS AND DISCUSSION

Results that get researchers in the field such as the phenomenon of the application of participative leadership CLC Dates Ilawe, Regency Alor, as follows:

A. *Delegation of Authority*

From the results of interviews and observations it was revealed that the delegation of authority implemented by the head of the Kurma CLC to the tutors could cause confidence so that the tutors were happy to carry out the responsibilities given. In addition, transparency and honesty applied by the head of CLC since the beginning of the recruitment of tutors have become a culture in Kurma CLC. The transparency and honesty start from the head of the CLC and then apply to the tutors to expedite the delegation of authority and strengthen mutual commitment in realizing the goals of the CLC. With confidence through the delegation of authority, the tutor feels that he is not sidelined but feels needed in the CLC so that this becomes the capital in working to achieve goals so that the delegation of authority can facilitate and improve the performance of the Head and Tutors in Kurma CLC.

Besides the delegation conducted by the head of the CLC because he felt that delegation of authority is one way to train tutors to take on more responsibility as well as a means to train the tutors so that when they get in office as their leader have experience. This is in line with the opinion [7] about the importance of delegation of authority is if a person can realize that he can call in other people to help him do a job better than what he can do alone then he has taken a big step in his life.

B. *Decision-Making*

The Head of CLC applies a participatory decision making model. The indicators are that: The head of the CLC and the entire civitas CLC (CLC, tutor, Staff Administration, and Learners) in the decision-making process is based on the fit between the issues with the interests / needs tutoring, field of expertise they have and also to grow togetherness. This is a good opportunity for tutors to take an active role in providing solutions through thoughts, understanding and ideas that are relevant to the CLC problem. Furthermore, the involvement of tutors in decision-making by the head of CLC can lead to a sense of ownership in the tutors' hearts regarding the decisions of meetings that have been agreed together so that the tutors are not limited to being involved in decision-making but are also responsible for realizing the decisions of the meeting.

One of the official tools used by the Kurma CLC head for decision making is through meetings held eight times a month to discuss: CLC programs, overall program implementation, as well as strategic policies, program evaluations and decision making about what to do, when, where, how and who should do it. This is in line with [8] the participative leadership style is a style that is located in the middle where the amount of power and freedom to use the power of leaders and followers must actively participate in planning, implementing and evaluating results.

The decision-making mechanism applied by the head of the CLC Kurma is very supported by the CLC community so that it runs well. The Head of CLC is always open and accepts the opinions of his tutors/subordinates. The meetings held functioned as a means to accommodate opinions and information from CLC members. From the reports of tutors who are responsible as leaders in each type of PNF program, they can add new information to the Head of CLC so that he can know the progress of each program and also the things that can hamper the course of a program. Also, the number of meetings held 8 times a month illustrates that the head of CLC is trying to involve tutors in the decision-making process.

Furthermore, the head of the CLC has a commitment to the decisions that have been taken, the decisions are used as a basis in realizing the Non-Formal Education program. But in practice it turns out there are things that need to be evaluated, the head of the CLC will review the decision by discussing with the leadership staff. Head CLC also tend to use the meeting to back a Government rules and when the meeting occurred misunderstanding it will be made clear by the head CLC or government authorities in the field.

The Head of CLC has the ability to engage and foster the participation of tutors, this can be seen in giving attention, conducting assessments, and conducting personal supervision of all CLC members, responding to problems that occur, trying to appear as a *"role of model"* so that they can be role models for tutors.

C. Communication developed by the Head of CLC Kurma

Every organization needs effective communication to achieve goals. The Head of CLC conveys information to the Tutors regarding CLC objectives, directions, orders, and CLC policies. Tutors are given the freedom to opinion, give criticism, suggestions, questions and submit reports both verbally and in writing so that the target is achieved with the same understanding between the Head of CLC and the Tutors. There are several communication patterns used by the Head of CLC and Tutors including downward communication patterns, upward communication patterns, and horizontal communication patterns. By using communication patterns, the information conveyed is more easily absorbed by the recipient of the information, thus helping in completing the task with the expected final results. This is in line with the opinion [9] as a center of strength and dynamic for the organization (company, unity, service, and others) leaders must always communicate with all parties, both through formal and informal relationships. The successful implementation of the leader's tasks is largely

determined by his expertise in establishing proper communication with all parties, horizontally or vertically, up and down.

Communication established by the head of CLC can also provide motivation, and strengthen a harmonious relationship between the Tutor and the Head of CLC so that they strengthen their respective roles in a commitment that occurs because of mutual understanding. This is reinforced by the opinion [10] that in communication there needs to be a fabric of understanding between who conveys communication and who receives communication. Even though a company has used a modern communication tool, there can also be miss communication. This can also occur between two parties who face each other and meet each other if the two parties do not have a mutual understanding.

Smooth communication between the Head of the CLC and the Tutor is influenced by the fundamental criteria used in recruiting the Tutor, namely: First, the educational qualifications of the tutors must be S1 graduates, second have a family relationship and close relations because of other work, the third distance between the residence of the tutors and CLC is not far so that the communication relationship can run smoothly. These three things become the basic criteria because CLC Kurma is formed on self-help or without funds from the government so that the issue of Tutor salary payment becomes an obstacle so the Tutors work voluntarily. This proves the internal communication skills possessed by the Head of CLC so that it can influence Tutors to work together even if they are not paid. The Head of the CLC also has external communication skills with parties outside the CLC namely the Village Government, the District, the UPT District, the Alor Regency Education Office and the NTT Provincial Education Office related to the establishment of the CLC in a relatively short time and established good relations with the Principal of the Kabola Elementary School so that a cooperation contract was held borrowing classrooms for the sustainability of the Package A, B and C Programs from 2013 to present 2018.

D. Development and Empowerment of CLC Kurma tutors

The development and empowerment of tutors are done internally: through the delegation of authority to follow responsibilities, guide, provide trust, and be synergistic between the Head of CLC and the Tutors. Activities undertaken for Kurma CLC Tutors include (a) KTSP Curriculum Workshop for Equality Education Tutors; (b) Tutor Certification Workshop; (c) Practices of the Use of Multimedia. (d) Performance evaluation Tutors for each Program are conducted by internal leaders and Tutors assigned to manage one program and subsequently, an external evaluation will be carried out to find solutions to improve previous performance. Thus Tutor professionalism becomes an important thing that must be endeavored to be able to resolve with the blessing of a rapidly developing era, both changes in science, technology and the need for quality human resources so that they can compete with the global market. Related to the tutor professional development process [11] which is certified by the accreditation and teaching certification bodies in the regions is a form of improving the quality of the national education staff. By

striving for the development and empowerment of Tutors conducted by the head of CLC, it can help Tutors to access all information easily and without difficulties. According to [12] which states participatory leaders delegate appropriately and develop employee talent. Participatory leaders delegate most of the full authority and development of talents entitled to employees. Of all the efforts made by the Head of CLC to empower the Tutor, it has not produced the expected results, preferring the knowledge of the Head of CLC and also minimizing socialization about the functional literacy curriculum program from the government who want to succeed all the programs there for teachers to self-help replace the curriculum for every program. This was welcomed by the Tutor that they were happy because they had many new experiences. But it is unfortunate because their efforts to implement what is designed is not on target. This is felt when talking about UAN a lot of UAN questions that come out are not following what is taught to students. Receiving questions they have to look for information related to UAN. With this phenomenon, the Head of CLC has to find a solution so that things that are not difficult happen like now.

E. Granting Rewards and Punishment

Reward and punishment are two opposites but have a strong relationship to stimulate and motivate tutors in realizing the goals of CLC. The phenomenon that occurs in CLC Kurma related to this is slightly different from that done in other institutions. The reward given by the CLC head to the tutors is not in the form of goods or money but in the form of intense thanks to the tutors who perform their duties well and excel in the public or official events. The reward given by the Head of CLC is very simple but influential and can motivate tutors to work harder. It's important to remember that people tend to repeat behavior that is valued and tend not to repeat behavior that is not valued [13]. People tend to want to work together, both in the classroom and in the company, if their joint efforts are rewarded. The intended award is not only in the form of material but rather the recognition of the Head of CLC to his tutors so that the sense of respect and need of that institution spurs, motivates them to continue to work together to sustain the institution. The head of CLC Always uses the word "we" to communicate every success and failure experienced by CLC. When talking about planning or what has happened, it is important that leaders talk about our vision, our values, our goals, our plans, our actions, and our achievements. The task of a leader is to help others to achieve common goals [14]. Because the leader is part of a larger mission so the language used must be able to reflect the feeling of being part of the team. Whereas Punishment is used by the Head of CLC to improve the performance of Tutors in 2 ways, namely: First, a reprimand given directly. This is done when the Tutor makes a blatant mistake in the midst of many people, but it is certain that the Tutor is doing it completely wrong. Second, the warning given indirectly is through a meeting. So meetings are not only used to discuss program planning, implementation, and evaluation but are also used to provide rewards and punishments.

The Head of CLC gives a warning to the tutors through meetings, usually aimed at all tutors so the emphasis is more

on warnings, no indication of cornering or blaming certain parties. The Head of CLC always starts his reprimand by giving praise to his tutors regarding discipline in carrying out their duties even though the tutors have a dual assignment. This shows that they have a strong intention and commitment to continue to work together to run CLC. The behavior of CLC heads in giving rewards and punishments above seems simple and is often not done by many leaders in general. However, it is proven to give a positive attitude, so that this cannot be underestimated because it is a sincere strength and encouragement, thanks and praise and reprimands given can influence the tutors' behavior as motivation to change and synergize for the sustainability of the Kurma CLC. This fact shows the human needs that are not only in the material but also the need for recognition and appreciation from others are actually more valuable than material.

IV. CONCLUSION

Based on the results of research and discussion it can be concluded as follows: The application of participatory leadership by the Head of CLC Kurma is going well and can improve the ability and performance of Tutors so that they can advance Kurma CLC in Alor Regency.

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