

# Leadership Chair and Tutor of the Learning Centers (PKBM) on the Effectiveness Quality of Learning

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**Abstract**—This study aims to analyze the Leadership Role of the Chair of the Learning Center on the Effectiveness of the Quality of Learning Quality. This type of research is qualitative research using analysis of strengths, opportunities, aspirations, results. The data collection technique is done by using observation, documentation, and interviews. The sample of this research is the Community Learning Activity Center which has the highest, middle and lowest accreditation scores. The results of this study obtained a transformative leadership style. The head of the Community Learning Activity Center was able to increase the effectiveness of the quality of learning in non-formal education units. Recommendations for the other Chair of the Community Learning Activity Center to apply a leadership pattern in accordance with the characteristics of his learning environment.

**Keywords**—effectiveness, leadership and quality of learning

## I. INTRODUCTION

Based on Law Number 20 of 2003 article 1 point 10 which states the Community Learning Activity Center, which is often abbreviated as PKBM, is one of the non-formal education units. Center for Community Learning Activities or more abbreviated as PKBM is a forum for various community learning activities directed at empowering the potential to drive development in the social, economic and cultural fields. The programs carried out in PKBM can be very diverse and can also be unlimited, but must be in accordance with the conditions, potentials and needs of the community where the PKBM is located or said to be relevant, and the programs must be meaningful and useful. These programs include Equality Education (A, B and C), Literacy Education, Citizenship Education, Homemaking, and others [1].

The Community Learning Activity Center or often abbreviated as PKBM is a community learning activity forum that is useful for increasing the knowledge, skills / expertise, hobbies, or talents of learning citizens that are managed and organized independently by the community. PKBM is a means that is formed to prepare community members to be able to live more independently in fulfilling their daily needs, as well as increase income through the various skills and knowledge they

acquire. Along with changing times and the rapid development of technology and information, the understanding and definition of PKBM continues to change. This is inseparable because the fields under cultivation and demands for change are always growing.

At the beginning of its establishment, PKBM was a place of learning for various groups of community members who were around PKBM. PKBM is generally established by the community for use by the community and managed by the community. The activities in PKB are mainly education services for people with different constraints but cannot be served through formal education. As we all know, PKBM or what is often called a learning center is currently developing so rapidly in various countries including Indonesia. This is inseparable considering the importance of equitable education for all levels of society and in order to reduce illiteracy, unemployment and improve various community skills [2].

The current existence of PKBM is very important to continue to develop the talents and interests of the community in order to be able to encourage development that is currently developing along with the changing times. This makes it a challenge for PKBM that the educational process in the PKBM environment must be able to develop talents, interests, knowledge, skills, thinking abilities, attitudes and noble values of each individual learning citizen. In this case, the researcher views that the existence of PKBM is a sub system of the community system in which the PKBM is located. It must be able to contribute to the development of society and the demands of change.

The key to future development for the Indonesian nation is education, because with education it is hoped that each individual can improve the quality of their existence and be able to participate in development programs. With this non-formal education it is hoped that it can provide opportunities for citizens / citizens to learn to get the same learning opportunities at certain levels of education who have not had the opportunity to get education in formal education, due to various things that do not allow them to take formal education, for example, community members who have dropped out. School because of economic problems, age or other factors, so

that they cannot study at formal educational institutions. This will certainly hinder the achievement of national education goals, therefore cooperation between all parties and the government will greatly determine the existence of PKBM. This strategy is what needs to be developed and implemented by non-formal education institutions or non-formal institutions in helping to provide educational facilities for all levels of society who for various reasons are not able to be served by formal / school education channels [3].

Efforts to achieve national education goals through non-formal education, especially PKBM institutions, will depend a lot on various factors, both from within the institutional system itself and factors from outside the PKBM system. One of the internal factors that will be very influential is the presence of a PKBM manager or chairman. Creativity and innovation from the manager will greatly determine the progress and decline of a PKBM institution. In addition, managerial skills and the involvement of school members in managing the organization are also important in determining the success of PKBM management.

Sudjana in Ratih Yunarti revealed that the PKBM chairman in carrying out his leadership in managing the institution must refer to the concept of lifelong learning education, namely actions that are carried out naturally and naturally whose process does not always require the presence of an educator such as: teacher, trainer, mentor, teacher tutors learn, and so on. A person's leadership style as expressed by Engkoswara and Komariah is a norm or pattern of leader's behavior in demonstrating or implementing his leadership. The leadership style of a leader is not a one-size-fits-all phenomenon, but must be chosen and adapted to the individual, the organization, and present and future situations and challenges. Amanchukwu, Stanley and Ololube. In its implementation, programs developed in non-formal education are built on the basis of an agreement and the needs of learning citizens and the curriculum is arranged flexibly according to the needs of learning citizens [4]

Based on these various things, it is important for a PKBM manager to have the right leadership style in managing PKBM in order to achieve the quality of learning effectively and efficiently and to encourage the achievement of national education goals through non-formal channels.

## II. METHODS

This research is a qualitative descriptive study. Descriptive research design is a research design arranged in order to provide a systematic description of scientific information originating from the subject or object of research. The focus of descriptive research is on a systematic explanation of the facts in the field obtained by researchers when the research was conducted [5]. According toutama, qualitative research is research that puts more emphasis on understanding and meaning in a deeper way that is closely related to certain values, emphasizes more on the process of measuring, describing, interpreting, and giving meaning not enough with

mere explanation, and utilizing various methods in research [6]. Moleong stated that the method to be used is qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior [5]. The population in this study were 23 PKBM in 17 districts and sampling tutors in 23 PKBM throughout Purwakarta Regency.

## III. RESULTS AND DISCUSSION

### A. Leadership

In an effort to increase the effectiveness of the quality of PKBM learning, leadership is needed in accordance with the needs of the organization. In a broad definition leadership includes various influencing processes in determining organizational goals, motivating follower behavior to achieve common goals, influencing to improve work culture and groups. In addition, it also includes activities to influence interpretations of various events, organizing various activities to achieve predetermined organizational goals, maintaining cooperative relations between members and working in groups, obtaining support and cooperation from people outside the group or organization. Leadership is the process of directing and influencing the activities of organizational performance against group members. This definition contains three important implications, namely, (1) leadership involves other people in the group either subordinates or followers, (2) leadership involves distributing power between the leader and group members equally because group members are not powerless, (3) the existence of the ability to use different forms of power to influence the behavior of followers in various ways for the achievement of goals.

Becoming an effective leader naturally only requires one person to stop trying to be another person or some combination of other people. Of course, effective leaders start by being themselves. According to Gayla Hodge in Sudarwan Danim, the characteristics of an effective leader are as follows: having a vision, the leader can see where the organization must go before others do it, has a focus on achieving goals, the leader does what makes sense and works on the basis of excellence winning support, making use of the styles and activities that best suit them as individuals, naturally more focused on being than doing it, leaders taking time to really know themselves, knowing how they work, leaders learning from success and failure, honing ability, integrating experiences, skills, competences and self-awareness, naturally knows how to harness strength, does not try to be someone else, a leader understands that working for oneself is only at its best, looking for people with various characteristics of natural effectiveness, leader not only respect other people, but also depend on others to fill the void, attract others, the leader of people want to work with them, develop strengths, where leaders build their own strengths while trying to improve weaknesses [7].

In the theory above, it is appropriate to be the chairman of the PKBM institution, it must have an effective talented leadership. Likewise, the leadership of tutors as teachers and

role models for learning citizens / students in non-formal schools must be equipped with the abilities / competencies as leaders for their students, including: personality competence, professional competence and social competence.

1) *Personality competencies*: Kompetensi ini merupakan kemampuan personal tutor which reflects a solid, stable, mature, wise, and authoritative personality, becomes a role model for students or learning citizens and has noble character, this can be seen in the following sub-competencies and essential indicators: a. Having a solid and stable personality, this sub competency has indicators of acting according to legal, social norms, being proud of being an educator, and having consistency in acting in accordance with norms. b. Having a mature personality with indicators of showing independence and acting as an educator and having a work ethic as an educator. c. Has a wise personality, with indicators showing actions based on the benefits of learning citizens, PNF units, and society and showing openness in thinking and acting. d. Have an authoritative personality with indicators of acting in accordance with religious norms and having behaviors that are emulated by learning citizens.

2) *Professional competence*: Educator professional competencies are a number of competencies for educators related to professions that require a variety of special skills in the field of education or education. Professional competence is the basic ability of educators in knowledge of human learning and behavior, the field of study they develop, the right attitude about the PBM environment and have skills in teaching techniques. Some indicators of professional competence, namely: mastery of learning materials and their concepts, management of various learning programs, class management, management and use of learning media and learning resources, mastery of educational foundations, ability to assess student achievement and learning outcomes, understand principles in managing educational institutions / organizations and educational programs in schools, mastering critical thinking methods, increasing professional competence and ability to carry out missions in a professional manner, providing assistance and guidance to students who need it, having insight into the implementation of educational research, being able to understand the characteristics of students, able to organize school administration, have insight into educational innovations, have the courage to make decisions, understand the curriculum and its development, are able to work in a planned and programmed manner, are able to use time appropriately effectively and efficiently.

3) *Social competence*: This competence is related to the ability of educators as part of the community to communicate and interact effectively with students or learning citizens, education staff, parents or guardians, and the surrounding community. This competency has the following sub-competencies: mastering social scientific substances and other

sciences related to the field of study that they serve which have indicators of teaching material contained in the curriculum of non-formal education units, understand the curriculum structure, theoretical concepts and scientific methods that cover or are coherent with taught teaching materials, understanding the relationship between theoretical concepts and between related subjects, and the application of scientific concepts in the daily life of students, mastering research steps and critical studies to add insight and deepen knowledge or learning material, the ability to explain subject matter appropriately and easily understood by students or learning citizens, the ability to provide relevant examples of the concepts being taught, the ability to explain the relationship between the material being taught and the context of everyday life, the ability to use a variety of information and communication technologies accordingly the times well.

#### *B. Effectiveness of Non-Formal Education*

Efforts to improve the quality of non-formal education, relevance, and competitiveness that can be made include improving the qualifications and competence of educators / civil servants, existing education personnel in non-formal education, such as through education and training (Diklat), so that non-formal education managers have competence. And skills that can support the Success of its Learning Citizens. By paying attention to the many and varied types, functions and roles of non-formal education, it is time for all parties to actively participate by taking into account and empowering the existence of non-formal education channels.

In terms of its target, non-formal education includes all levels of society which are not limited to age, gender, socio-economic status and previous education level.

From the description above, it is very clear that the existence of non-formal education is very important in improving the quality of human resources, this is inseparable from the purpose of non-formal education itself, which is to serve learning citizens so that they can grow and develop as early as possible and as long as possible in order to improve dignity and quality. his life; foster learning citizens to have the knowledge, skills, and mental attitudes needed to develop themselves, work for a living or continue to a higher level and / or education level and; meet the learning needs of the community that cannot be met in the school education pathway. So it is hoped that the non-formal education program can cover various aspects of life, namely social education, economic education, where people are able to meet their needs for life in order to achieve welfare through life skills education, environmental education, cultural education and others. The problems that often arise in the provision of non-formal education are still project in nature. Because many non-formal education programs exist when there are funds or subsidies from the government. Besides that, it is also due to the human resources factor and the rewards / wages given to educators and education staff who organize non-formal education programs are still relatively low. This causes the performance of

educators and non-formal education personnel to be relatively low. In addition, the implementation of non-formal education programs also often experiences many obstacles, where we know that the treatment given to non-formal education is still not proportional. Non-formal education is still often underestimated compared to formal education, this can be seen from the status of learning citizens who are graduated from non-formal education is still considered number two, there are still many formal education providers that do not want to accept graduates from non-formal education. To continue to a higher level, besides that there are still many who ignore graduates from the non-formal education pathway when they apply for jobs in government agencies or private agencies or even a company. In fact, in accordance with the mandate contained in the law on the national education system, it is very clear that the existence of non-formal education is equivalent to education provided through formal education. Therefore, it is hoped that non-formal education actors must be able to reconstruct the paradigm that non-formal education is not second-class education but is the same as formal education. Given that today's society is more likely to choose education that is more applicable. Non-formal education, especially through life skills education or commonly known as life skills education and course institutions will be the main choice for those who want a job or an independent business or group business.

### *C. Learning Quality*

Every non-formal education institution is recommended and given the authority to run and develop a system that can improve the quality of the institution so that the institution can provide quality services to the community, efforts to expand and equalize quality community education services and relevance to the dynamics of community needs. In addition to the basic strategy needed, a service quality strategy must also be considered, which includes the following four things: (1) service attributes to customers, including caring, caring, careful, friendly, willing to help, responsible, and wise, (2) approaches to improving the quality of customer service, (3) a feedback system for improving the quality of customer service, and (4) implementation, in the implementation process management must determine the scope of service quality and level of customer service as part of the main organizational policies.

Quality non-formal education should be based on the essence of the education system, including education service groups that provide equality education and non-formal education. Evaluation of the quality of education services uses the CIPPO concept (context, input, process, product, and outcome) or what is called context, input, process, product, and results with the aim of knowing strategies for improving the quality of its services, especially in equality education programs. The context stage includes environmental conditions that are not yet relevant, as well as identifying unmet needs for human resources / tutors and untapped opportunities to achieve predetermined goals. This input stage should cover the relevance of practicality, financing, and desired effectiveness.

The process stage leads to the activities carried out to what extent in achieving the change of something into something else. Product stages include effectiveness, productivity, efficiency, innovation, and morale. And the results stage as a measure of the success assessment of an equality program in achieving its goals and determining the next steps for the program's future.

## IV. CONCLUSION AND RECOMENDATIONS

Part of the management of PKBM in the non-formal education sector stated that the planning was very well formulated, almost half of the leadership of the institution stated that the planning was quite well prepared. A small proportion of them stated that the planning had not been carried out properly. not communicated with tutors and field administrators and they stated that the planning did not include indicators of program achievement. Some of the administrators of non-formal education institutions have implemented very well, less than half said it was good enough and a few of them said it was not good enough. More than half of them have not used an assessment instrument to assess the performance of tutors and program managers.

From the research results it can be recommended that the leadership of the PKBM institution in order to manage community education programs properly and appropriately, it is necessary to provide guidance and training so that leadership can play a good role in improving the effectiveness of the quality of learning in schools. In planning non-formal education programs, it is necessary to pay attention to the various learning needs and learning resources that are in the location where the program is implemented, then program planning is made starting from discussion and socialization to various elements involved in the program to be implemented. The role of the leadership in program organizing is carried out by placing the right people to carry out learning and administrative activities, therefore it is necessary to improve the quality of human resources who will manage non-formal education programs at PKBM. The role of the leadership in carrying out activities, guidance and supervision, such as assessment needs to be improved, especially in the provision of assessment instruments for the management, administration, finance and performance of people so that success can be measured and determined. The role of the leader in program development needs to be improved, especially in continuing skills education into a productive business that can accommodate learning citizens to work through partnerships with businesses in the community. Furthermore, it is suggested that the leadership be more open and able to increase their attention in developing institutions and coaching members of the management of the education sector tutors, program administrators, technical resource persons and learning citizens.

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