Analysis of Non-Formal Education Leadership

Widodo, S. Mundzir, Ach. Fatchan, Hardika
Non Formal Education Department, Malang State University
Jln. Semarang No. 5, Sumbersari, Lowokwaru, Malang City, East Java, Indonesia
widodo48@ymail.com

Abstract: Research UNESCO (2008) states that the NFE (Non Formal Education) program in Indonesia has the characteristic "on-off", dependent on government funding, leadership, and community support. The success of NFE programs at CLC influenced by the type of leader and leadership. Activity education program will run properly and effectively if they have effective leadership. So the study focused on the analysis of models of leadership in NFE program, accordance with the characteristics of Indonesia.

This study with a qualitative approach to the type of case studies with the informant; director, secretary, treasurer, and participants. Data were collected through deep interviews, participant observation, and study documentation regarding to focus. The results showed that the characteristics of the leader NFE, include: trustworthy, creative and innovative, communicative, commitment to service, risk-taking attitude, and religious. Leadership strategies in NFE based on community needs, is; to maintain trust, establish strategies for government programs, program innovation, open management, internal correction, intensive coordination, flexibility in management, relationship collegial or friendship, build partnerships; continuous improvement. Constructivist charismatic leadership has high enthusiasm, have good self-confidence, and can provide the best solution. Five characteristics of effective leadership, is; 1) to have a vision, 2) can realize good vision, 3) are willing to take risks in realizing the vision, 4) are concerned with the environment and the needs of society, and 5) have a personality that is 'different', 6) build a team from the leader. So the leadership models NFE is charismatic constructivist leadership that emphasizes the importance of contextual factors. NFE is affected by those involved in NFE, and build from the ground. This theory is often called constructivist charismatic leadership.

Index Term – leadership, non-formal education (NFE), constructivist, charismatic

1. INTRODUCTION

Non-Formal Education (NFE) is organized outside school education system that serves as a replacement, supplement and complement in order to support lifelong learning. Non-formal education can be a replacement, meaning that non-formal education to be "aligned" with formal education and not sub-ordinate of formal education [1]. To get the 'alignment' of the required management of Non-Formal Education were both referring to the standard that has been set, so it can be recognized in parallel with formal education both from the process and learning outcomes [2]. For that, the NFE must be managed by professionals.

CLC (Community Learning Center) is a unit of NFE which organizes a variety of learning activities in accordance with the needs of society, 'from', 'by' and 'for' the people. In the framework of efforts to improve the knowledge, skills, attitudes, hobbies and talents citizens who starts from the significance and usefulness of programs for residents to learn to explore and exploit the potential of human resources and natural resources in the environment. Technical instructions CLC Ditjen PAUDNI describes the guiding principle used from 'to', 'by' and 'for' the people. UNESCO research result, that the CLC held in Indonesia, the government is responsible for providing guidance, fund requirements and to ensure its implementation monitoring and evaluation of programs [3]. Even surprising results of the study stated that the CLC in Indonesia is highly dependent on the allocation of funds from the government as much as half the total operational needs. Unesco study in the CLC Country Report From Asia (2008) states that the leader and leadership is a dominant factor in the CLC [3]. By Zolfaghari (2009) call the local leadership affecting NFE [4]. Atmaja (2012) and Chang and Yoo (2012) concluded that this aspect of leadership affects the independence of NFE programs in the CLC [5] - [6].

The community activity program will run properly and effectively if the absence of effective local leader, local leaders have a major role in providing resources such as financial and material support. NFE program's success depends on the attitude of the leaders to the change. The leader has a positive attitude towards change, courage, motivation and willingness to initiate some action for the benefit of the entire society, then the change will occur. Likewise with the leadership model developed and manage an aspect that can support the success of NFE. It is needed to do research related to leadership model in the non-formal education field to support the development of NFE practices in achieving autonomy.

This study focuses on non-formal education leadership style and social reality that are processed delivers NFE to be autonomous. The research is the behavior of leaders in managing the NFE program until the condition becomes independent CLC institutions.

Management and leadership are the elements that relate to and affect the success of the program. These two elements cannot be separated roles and functions, so that the existence of necessity inherent in organizing non-formal education program. Etymologically distinguished between the terms of management, leadership, and management activities. Management involves coordinating and overseeing the work activities of others so that reviews their activities are completed efficiently and effectively [7]. Management is an effort to move all the potential of the CLC in achieving the goals and targets that have been set.

Management is the process of planning, organizing, leading and controlling the efforts of organizing members and of using all other organizational resources to achieve stated organizational goals [8]. Management is the ability and skills to perform an activity, either together or with others in achieving organizational goals [9]. As stated by Frederik W. Taylor that the management principles that must be considered, is; the need to develop knowledge for each task (guidelines motion, implementation of working standards and eligible employees). The ability and skill of the individuals to work in accordance with the requirements of the job, the need for training and stimulation, the need to do research and experiment [10].

Leadership is an ability and skills to perform an act, namely; management commitment, quality improvement team, quality management, the cost of quality, the building of quality awareness, corrective action, zero defect planning, supervisor training, the holding of a zero defect day, goal setting, error-correct removal, recognized the establishment of quality councils, and the bar another [11]. By Joseph M. Juran in quality management, namely; intense focus on the customer, concern for continual improvement, process focused, improvement in the quality of everything the organization does, accurate measurement, empowerment of employees [7][11]. Based on the principles by some experts can be interpreted in the non-formal education programs, namely; by a good leader and NFE program management function consists of planning, organizing, motivating, controlling, evaluating and developing. Some expert opinions on management functions can be summarized that the NFE program management function consists of five main functions: planning, organizing, acting, controlling, and evaluation [7][14][9].

Planning involves defining the organization's goals, establishing strategies for achieving those goals, and developing plans to integrate and coordinate work activities [7]. Organizing is the act of building an effective relationship between the performance of the people in order to achieve common goals [12]. Activities are included in the organization include activities; dividing the components needed to achieve the goals in the group, share responsibility for a manager to organize the division of labor groups, establish the authority in each group or organizational unit [12]. Activating is also called 'motion of action' activities carried out by managers to initiate and continue the activities set out in planning and organizing so that objectives are achieved [12]. The essence of the activating function in NFE program; affects a person to be willing to follow the program NFE, to soften the resistance power to individuals or groups in the institution and the community, make everyone likes to do a good job, nurture and foster commitment and dedication in implementing the NFE program, and instill and nurture a sense of responsibility on NFE program implementation.

Controling is process of monitoring, comparing, and correcting work performance [7]. The function controlling the program NFE is carried out by the supervisor. The supervisor is linked with the objectives and criteria used in the program NFE, establish standards that can be achieved and measured, adjusted to character and needs of the community, suitable with the needs of the community. By a flexible surveillance system, refers to the supervision of improving actions, refer to the troubleshooting process, and the need for evaluation. The function of the evaluation result from the decision making that is educational evaluation is the process of delineating, obtaining and providing useful information for judging decisions [8][15][19]. Stated by Widodo by a flexible surveillance system, refers to the supervision of improving actions, refer to the troubleshooting process, and the need for evaluation. Leadership is the ability to create an atmosphere of support to do the work in order to achieve individual and organizational goals both inside and outside of someone. Thus it forms the motivation to be confident in the performance of education. It is a specialized skill and ability to perform an activity, either with others or through others to achieve goals. A leader is someone who can influence other and who has managerial authority [7]. Leadership is a process of leading a group and influencing that group to achieve its goals. Managers should be leaders because leading is one
of the four management function. Leadership implemented in NFE program has differences with general education. Leadership in relation to the achievement of objectives CLC (Community Learning Center) has a big role, because it can affect the other and who has managerial authority while leadership is the process of leading the group and influence the group to achieve its goals [7]-[13]. NFE build continuous leadership to ensure continuity in performing the administration of NFE program gradually. The stages of the process of leadership actualization, namely (a) the process of intra-individual, which is a process that occurs self-awareness in decision making, motivation, and awareness explained the leaders behavior, (b) dyadic processes, namely the process of reciprocity influence between the leader and others as followers, (c) a group process that is naturally or conditioning can occur in individuals to groups, (d) the process of institution / organization which can provide a big influence [14].

Applicatively leadership in NFE, Describes the characteristics of leadership, including; physics characteristics, intelligence and ability, personality characteristics, task related characteristics, social characteristics [9].

NFE leadership is an individual perspective and the object of study. Leadership is a process from a person to emphasize its strong influence on others to guide, create a structure, facilitating activities and relationships within a group of people [1]. While the term leader subject, person or group of people whose influence in achieving the objectives of the institution or organization. Various terms for a leader is a manager, manager or executive. Leadership is a process of an influencing group to achieve goals [7]. Shows some leadership model that consists of: (a) autocratic, (b) democratic, (c) laissez-do, (d) consideration, (e) initiating structure, (f) high-task, (g) supportive leader, (h) participative leader, (i) directive leader, (j) supportive leader, (k) participative leader, (l) paths, (m) the managerial grid. Path (d) consideration, (e) initiating structure, (f) high-task leadership to provide the vision and strategy in performing the institution / organization.

NFE leadership appears, based on encouragement (drive) and purpose (motivation) action performed by someone who cares about the problems of society. Efforts to integrate ideas and opinion that a person has with other parties in order to bring an institution. The institute raised by those who have the same understanding united and driven one build NFE activity for the community. As stated by Gu Kien (CLC leader), as follows.

"the government is very concerned with the school by various aid, what about children with problems that can’t be school? For example children of the poor, lodged a criminal matter, gay and social problems, children who have to work to help their parents, 'their disability'. Continues responsibility is us? I make this understanding NFE institutions. Because we see that in the community that there are only two problems, namely poor and stupid, they are poor because of stupid and stupid because they are poor. We anticipate that by learning by doing to overcome poverty with life skills education, then for his stupidity with literacy learning "(Gu Kien).

Therefore create NFE institutions to help solve community problems. The attitude in pioneering stages of NFE institutions, including: (a) the risk-taking attitudes with the various problems encountered, (b) committed to serve the community with the "religious service" intention in the society of 'nahdliyin' people, (c) patient and wise in dealing with people with different backgrounds knowledge and needs and (d) follow the rules and order in the society by having a licensing activities of the institution, so institution can organize NFE program concerned to the needs of society.

Select and assign appropriate NFE program and the community needs based on socio-economic background. If the NFE program established then be published to the general public. The public will choose according to their interests and needs by joining study given, such as: courses and training, Qur’an study gathering, educational equality, literacy education, and community empowerment. This service for community through non-formal education can be held. As for leadership in non-formal education are directly in contact with the complexity of the society through several stages. Stage in non-formal education leadership includes; (a) risk-taking attitudes (risk takers) with the various problems encountered. The attitude of the leader Non Formal Education always deal directly with the society has various problems needed courage, especially 'culture' of rural communities are still 'old-fashioned' difficult to change. If the majority will follow the attitude of the leader. (b) Committed to serving the community with the 'religious service' intention in 'nahdliyin' community. The value of 'religion' service to the leader. This could also be interpreted sincerely in providing non-formal education for the community is the attitude of a leader must have commitment to provide this service makes a leader is always respected and has its own charisma. (c) Be patient and wise in dealing with people with different backgrounds knowledge and needs. NFE leader attitude that always face the the community problem. Required patient and wise in dealing and providing services to the community. (d) Following the rules to maintain the continuity and development of NFE program.

Aspects of the NFE leadership in order to strengthen the implementation of programs to achieve the goal. NFE leadership includes; (a) a sense of belonging on each of the human resources involved in NFE. A sense of belonging is a must in NFE leadership, where the sense of NFE program is implemented needs to be based on the potential of each region, (b) a moral responsibility of the community to participate and to succeed the non-formal education activities. (c) the public trust that has the important role to provide the NFE program management aspects i.e.: build a strong team, raise funds for the running of programs, (e) Creating autonomy programs funded from the public trust. People who have the 'power' is really should be trusted his mandate. So that the public trust given to a leader who can organize in the Non-Formal Education program.

II. METHODS

In this study using this case studies type in qualitative research methods to explain a phenomenon of leadership in managing NFE in the CLC [17]. Choosing the case study is based on the phenomenon of NFE leadership which able to provide education for the community as well, achievement of local, regional, and national levels, thus providing a significant impact on society.

Data collected from the informant: CLC chairman, secretary, treasurer, and tutors through the techniques of in-depth interviews, observation participatis, and documentation activities. Further analysis is done through analyzing several steps of qualitative research data analysis previously performed data collection, namely: 1) data reduction (2) display of data, 3) the conclusion. Analysis using a four techniques perform data validity as follows; a) credibility, b) dependability, c) transfomrability, d) confimorability. Cycles can be seen in the following picture [17].

III. RESULTS AND DISCUSSION

A. Results

Non-Formal Education (NFE) leadership is part of an effort to make 'construction'. Its needed efforts in creating awareness, directing and guiding people towards the empowerment. Construction leadership of non-formal education is intended to guide the community for the autonomy of NFE program.

NFE leadership appears, based on encouragement (drive) and purpose (motivation) action performed by someone who cares about the problems of society. Efforts to integrate ideas and opinion that a person has with other parties in order to bring an institution. The institute raised by those who have the same understanding united and driven one build NFE activity for the community. As stated by Gu Kien (CLC leader), as follows.

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B. Discussion

Leadership NFE is a natural process of how to get the trust management and administration. Interaction is the relationship of the individual to another individual. Interaction between individuals to one another in order to share information and each influences the other. So from each influences the process will crystallize leading on the strength of the effect. Influential forces can be seen in the social reality in which individuals interact and gain confidence. Based on some of the analysis can be encapsulated in the following proposition: “The leadership of NFE is the formulation of a natural interaction in managing and controlling NFE programs to achieve the goal”. While leaders of non-formal education is an individual or group of individuals who have the ability and gain confidence through natural interactions in the community to carry out NFE programs effectively and efficiently.

Leader NFE is born from the public, in other terms leaders are self-organized to help and serve the community. Accordingly also the NFE leadership is a natural interaction formula in managing and directing the NFE program to achieve the vision which has been formulated together.

Vision of a leader's direction or destination where the institution going. Leaders have deliberate vision and goal of the implementation of the institution CLC. Should be simple and realistic vision, a picture of the desired future, not an elaborate plan that has quantitative targets and detailed action steps [14]. Vision calls for the values, hopes, and ideals of members based organizations and other stakeholders to support. Goal pragmatic vision far exceeded expectations and the expectation to be realized, the necessary trust and the future can be achieved that the base makes the current conditions. Vision must focus to guided people to move towards the right direction for initiative and creativity in the strategies used to achieve it.

NFE effective leadership with vision approach. Where is the vision of a ‘building’ the future we should create a reference everyone involved in NFE program. The vision that has been understood everyone involved in the implementation of the NFE leadership. (c) Respect everyone in society, especially community leaders. NFE based on principle by principle for the community. NFE sustainability of programs that provide services for the learning needs of the community will be better if ‘accepted’ by the public. Essentially a mutual appreciation of the community leaders from community member. (d) Establish NFE program management aspects i.e.; build a strong team, raise funds for the running of programs, establish institutional partnerships, socialize and publish NFE program. (e) Creating autonomy programs funded from the public trust. People who have the ‘power’ is really should be trusted his mandate. So that the public trust given to a leader who can organize in the Non-Formal Education program.
in NFE programs at CLC is the main capital in realizing the vision, (d) care or care about the environment and the needs of society, and (e) has a personality that is different. Transformational leadership that is capable of providing inspiration and stimulation for employees to work well. Transformational leadership creates the spirit of work and valued performance. For employee work, CLC leadership is closer to the characteristics of charismatic leadership that emphasizes developing a vision and risk-taking in realizing the independence of the NFE program that can be seen in the characteristics of charismatic leadership that can be implemented on NFE program, as follows; vision is to be built is an institution NFE independent in 2018, has stages face to face leadership. Leaders change risks is a challenge that must be completed and passed. Risks associated with program funding NFE, the learning environment that should be devoted to care, as well as social responsibility to be borne to raise CLC.

d. Care for the environment, the needs of society, and society's problems. Problems caused by NFE program. NFE charismatic leader who cares about the environment that can be used as a land of devotion. So the presence of CLC through NFE program is able to impact the environment, can provide a solution to the problem, and have an attitude of 'serving' the learning needs of the community.

e. Personality leadership different and unique that always emphasizes on simplicity. NFE leader in serving board leadership are able to all the institutions to the board on all citizens to learn. The leader is very familiar to the board and residents to learn, even in the division task not too pushy. In essence, the agency can finish the job done properly. Relations with the leaders of other stakeholders, (a) provide awareness to subordinate leaders in achieving the objectives of the program. By Burn is called transformational leadership that is capable of providing inspiration and stimulation for employees to work well. Transformational leadership creates the spirit of work and valued performance. For employee work, CLC leadership is closer to the characteristics of charismatic leadership that emphasizes developing a vision and risk-taking in realizing the independence of the NFE program that can be seen in the characteristics of charismatic leadership that can be implemented on NFE program, as follows; vision is to be built is an institution NFE independent in 2018, has stages face to face leadership. Leaders change risks is a challenge that must be completed and passed. Risks associated with program funding NFE, the learning environment that should be devoted to care, as well as social responsibility to be borne to raise CLC.

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IV. CONCLUSION

NFE leadership model is more to be constructivist charismatic. The leaders figure has a considerable influence on the leadership. Constructivist charismatic leadership that can be implemented on NFE program, as follows; vision that will be built i.e.: an autonomous NFE institution, has stages in realizing the vision as a form of readiness in the process, take a risk by strive continuously to create new creative and innovative things, cares about the community success i.e.: the empowering program for society and leaders of NFE has a 'style' that is different from the formal educational leadership, a more relaxed but full of creativity and a building from the zero.

However, when used situational approach, the NFE leadership tends contingency. Leadership which conditions can change the style according to the conditions in where the leadership performed.

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