

Leadership Management of Community Learning Center (Pkbm) Institutions In Enhancing Tutor Performance At Pkbm Bina Muda, Muara Telang District

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Abstract: This study aims to analyze the leadership management practices of the Community Learning Center (PKBM) in enhancing the performance of equivalency education tutors at PKBM Bina Muda, Muara Telang District. This study employed a descriptive qualitative approach involving six informants consisting of the Head of PKBM, one supervisor, two tutors, and two learners. Data were collected through observation, in-depth interviews, and documentation, and analyzed using data reduction, data display, and conclusion drawing. The findings indicate that leadership management is implemented through systematic planning, task organization, effective communication, continuous supervision, and regular learning evaluation. These leadership practices improve tutors' discipline, professional responsibility, work motivation, and instructional performance. Supporting factors include effective communication, collaboration, tutor commitment, and managerial support, whereas limited facilities, tutors' multiple responsibilities, and diverse learner characteristics remain major challenges. This study contributes to educational management by providing a contextual model of leadership management for strengthening tutor performance in non-formal education institutions.

Keywords: Leadership Management, PKBM, Tutor Performance, Equivalency Education

A. Introduction

Provide National education in Indonesia, as mandated by Law Number 20 of 2003 concerning the National Education System, is implemented through three educational pathways: formal education, nonformal education, and informal education. These three pathways complement and strengthen one another in developing Indonesian human resources comprehensively and sustainably. Among these pathways, nonformal education plays a strategic role in providing educational access to communities that are not adequately served by formal education due to economic, social, geographical, or cultural constraints.

One important form of nonformal education within the national education system is equivalency education. Equivalency education functions as a substitute, supplement, and complement to formal education in supporting the principle of lifelong learning, as stated in Article 26 Paragraph 1 of Law Number 20 of 2003. This form of education aims to

empower learners through learning activities that foster awareness, understanding, and responsiveness toward social, economic, cultural, and political developments. Through this process, learners are expected to improve their quality of life and social standing within society (Kumari & Sharma, n.d.-b).

The implementation of equivalency education is carried out through nonformal education institutions, one of which is the Community Learning Center (Pusat Kegiatan Belajar Masyarakat/PKBM). PKBM is a community-based educational institution established by, from, and for the community. Its existence is highly significant as a medium for community empowerment, especially for school dropouts, workers, and marginalized groups who require flexible and relevant educational services aligned with their life needs. Therefore, the quality of equivalency education delivery in PKBM institutions becomes an important indicator of the success of nonformal education in supporting human resource development (Kumari & Sharma, n.d.-a).

Despite its important role, the implementation of equivalency education in PKBM institutions still faces various challenges. Previous studies indicate that PKBM institutions encounter obstacles related to institutional management, human resource professionalism, and the quality of learning services. One of the major issues frequently identified is the suboptimal performance of tutors in conducting equivalency education learning processes. Tutors serve as educators in PKBM and play a strategic role as the frontline actors directly interacting with learners and implementing instructional activities. Tutor performance in equivalency education is not solely determined by pedagogical and professional competence but is also strongly influenced by institutional leadership management. Equivalency education possesses characteristics different from formal education, including diverse learner backgrounds, flexible learning approaches, and complex social contexts surrounding the learning environment. Consequently, PKBM leadership is required to manage institutions adaptively, participatively, and with a strong orientation toward empowering tutors (Hayat et al., 2024).

Several previous studies support the argument that PKBM leadership significantly influences tutor performance. Research conducted by Bolangitan and at PKBM Charity Tomohon revealed that democratic and participatory leadership styles contributed to improved tutor performance, particularly in responsibility, discipline, and instructional quality. Leadership that encourages open communication and involves tutors in decision-making processes has proven effective in enhancing tutor work motivation. It was found that PKBM leadership roles as educator, manager, administrator, supervisor, leader, and innovator directly affected the performance of equivalency education tutors in PKBM Batu Tujua, Bulukumba Regency. Active leadership practices involving continuous coaching, supervision, and evaluation encouraged tutors to perform more professionally in delivering learning activities (Lim et al., 2021).

Although previous studies have examined leadership in Community Learning Centers (PKBM), most focus on leadership styles or institutional effectiveness without comprehensively analyzing leadership management functions—planning, organizing, implementation, and supervision—in improving tutor performance. Furthermore, empirical studies conducted in rural non-formal education institutions remain limited. Therefore, this study addresses this gap by examining leadership management practices

in PKBM Bina Muda and proposing practical strategies for improving tutor performance in the context of equivalency education. The novelty of this study lies in its comprehensive analysis of leadership management functions integrated with supporting and inhibiting factors affecting tutor performance within a rural Community Learning Center.

Further research at PKBM Ngudi Kapinteran Semanu Gunungkidul demonstrated that the quality of equivalency education is strongly influenced by leadership capacity in creating a conducive work climate, providing institutional support, and managing factors that hinder tutor performance. In addition emphasized that collaborative and empowerment-oriented leadership contributes to sustainable improvements in tutor professionalism and performance. These findings indicate that PKBM leadership constitutes a strategic factor in improving tutor performance. Effective leadership does not merely function administratively but also plays an essential role in building motivation, discipline, creativity, and professional commitment among tutors toward improving learning quality. argues that the quality of educational institutions is largely determined by leadership effectiveness.

This perspective is further supported who state that effective educational management significantly impacts teacher performance through supportive policies, integrated curriculum development, and continuous professional development programs. Such management practices provide clear direction for educators in responding to educational changes, which is equally relevant for improving tutor performance in PKBM institutions. This study was conducted at PKBM Bina Muda, located in Muara Telang District. The institution was selected as the research site because it organizes equivalency education programs Package A, B, and C aimed at equipping learners with functional knowledge, skills, and competencies equivalent to formal education graduates, enabling them to work, pursue entrepreneurship, and participate productively in society (Warin, 2022).

Based on preliminary observations conducted on October 10, 2025, several problems related to leadership management in improving tutor performance were identified. The findings indicated that institutional leadership practices had not yet been optimally implemented to support improvements in the quality of equivalency education learning. Leadership management related to planning, organizing, implementing, and supervising tutor performance was found to be insufficiently systematic. Tutor coaching and supervision had not been conducted continuously, resulting in limited guidance, mentoring, and feedback for tutors in improving instructional quality.

This condition affected tutors' professional performance in delivering learning activities. emphasize that educational leaders should possess adequate supervisory competencies, particularly academic supervision skills, to ensure effective learning implementation. Furthermore, learning activities at PKBM Bina Muda were still dominated by lecture methods and assignment-based instruction. Limited variation in teaching methods and learning media reduced learner engagement and participation. This situation reflects the need for stronger institutional encouragement and facilitation to foster tutor creativity and instructional innovation (Vinodan & Meera, 2024).

Another issue identified was the relatively low level of tutor motivation and discipline. Limited coaching, recognition, and motivational reinforcement from institutional leadership contributed to reduced work enthusiasm among tutors. Professional development activities such as training, workshops, and competency improvement programs had not yet become institutional priorities within leadership management practices (Yu et al., 2024).

Observations also revealed that communication and work climate between PKBM management and tutors were not fully conducive. Tutor involvement in institutional decision-making and program planning remained limited, resulting in weaker ownership and commitment toward institutional development. Additionally, available learning facilities and infrastructure had not been optimally utilized to support tutor performance and learning quality. Supporting internal data simulations further indicated that tutor performance and learning service indicators remained suboptimal. Tutor attendance rates in Package A, B, and C learning schedules ranged between 72–78%, with several sessions rescheduled due to tutor absence. Academic supervision was not conducted regularly, averaging only one formal supervision session per semester without systematic written feedback (Safuri et al., 2022) .

Based on the above considerations, research on leadership management in PKBM institutions is increasingly relevant. This study is expected to provide a comprehensive understanding of leadership practices, supporting and inhibiting factors, and contextual improvement strategies aligned with the characteristics of equivalency education learners and PKBM institutions. Consequently, the study entitled *Leadership Management of PKBM Institutions in Improving Tutor Performance at PKBM Bina Muda, Muara Telang District* is important to conduct in order to obtain a comprehensive picture of leadership roles in enhancing the performance of equivalency education tutors.

B. Methods

This research was conducted at PKBM Bina Muda located in Muara Telang District. The selection of this research site was based on considerations related to the relevance of the institution to the research focus, namely leadership management practices in improving tutor performance within a non-formal education setting. The research activities were carried out over a six-month period, from December 2025 to May 2026. This timeframe covered all stages of the research process, including preparation of research instruments, field data collection, data analysis, interpretation of findings, and preparation of the final research report. Informants in qualitative research function as primary sources of information who are able to provide in-depth data related to the research phenomenon. Informants were selected purposively based on their roles, experiences, and knowledge relevant to leadership management and tutor performance at PKBM Bina Muda.

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing. Data trustworthiness was ensured through source triangulation, technique triangulation, prolonged engagement, peer debriefing, and member checking.

The informants involved in this study consisted of the Head of PKBM as the key informant, the PKBM Supervisor as the primary informant, tutors as secondary informants, and learners as confirmation informants. In total, six individuals participated as research informants. The Head of PKBM and the supervisor were chosen because they possess comprehensive knowledge regarding institutional leadership and managerial practices. Tutors were involved to provide information related to teaching performance and professional responsibilities, while learners were selected to offer confirmation data and perspectives regarding tutor performance from the learning participant viewpoint (Safuri et al., 2022).

This study employed a qualitative research method with a descriptive approach. Qualitative research emphasizes understanding social phenomena holistically by interpreting meanings, experiences, and interactions occurring within natural settings. The descriptive qualitative design was used to provide a detailed and systematic description of leadership management practices implemented to improve tutor performance at PKBM Bina Muda. Through this approach, the researcher sought to explore processes, strategies, and challenges experienced by institutional leaders and tutors in carrying out educational activities (Afolayan, 2021).

The research procedures followed stages commonly applied in qualitative research. The initial stage involved orientation, during which the researcher conducted preliminary observations to understand field conditions, institutional characteristics, and existing leadership practices. This was followed by the data reduction stage, where collected information was selected, categorized, and focused according to the research objectives. The next stage was data selection and in-depth analysis aimed at identifying themes, patterns, and meanings emerging from the data. Throughout the research process, additional activities were carried out, including problem identification, determination of research focus, implementation of field activities, data interpretation, theoretical reflection, and preparation of the research report (Silverman & Patterson, 2021).

The data used in this study consisted of primary and secondary data. Primary data were obtained directly from research informants through interviews, observations, and direct interactions conducted in the research setting. These data focused on leadership management practices, tutor performance, and institutional learning processes. Secondary data were collected from supporting documents such as institutional archives, official records, books, journals, and other written materials relevant to the research topic (Lofland et al., 2022).

Data sources in this study included the Head of PKBM as the institutional leader responsible for organizational management, tutors as educators responsible for implementing learning activities, learners as participants experiencing the learning process, and the PKBM supervisor who oversees academic and managerial supervision. Additional data sources were derived from observed events, institutional activities, and documentation related to leadership management and tutor performance within the organization (Lyons & Bandura, 2022)

Data collection was conducted using observation, interviews, and documentation techniques. Observation was carried out through direct monitoring of leadership

management activities, tutor performance, learning implementation, institutional impacts, and challenges encountered in practice. Interviews were conducted in depth to obtain comprehensive information regarding planning, organizing, implementation, and supervision processes related to efforts to improve tutor performance. Documentation techniques were used to collect supporting data, including institutional profiles, leadership activity records, tutor performance documents, photographs, work plans, and administrative archives relevant to the research (Hoang et al., 2021).

To ensure the trustworthiness of research findings, data validity was examined through credibility testing procedures. The researcher applied prolonged engagement in the field to gain a deep understanding of the research context, increased persistence in observing research phenomena, and triangulation of data sources and collection techniques to compare information obtained from different informants. Peer discussions were conducted to obtain academic feedback and minimize researcher bias, while member checking was applied by confirming research findings with informants to ensure accuracy of interpretation. In addition, the researcher continuously re-examined collected data and interview results to strengthen the credibility and reliability of the research conclusions (Wallo et al., 2024)

C. Results and Discussion

Provide **PKBM Bina Muda**, a Community Learning Activity Center (Pusat Kegiatan Belajar Masyarakat/PKBM), is located in Telang Jaya Village, Muara Telang District, Banyuasin Regency, South Sumatra. The institution was established on March 10, 2021, under the name Bina Muda Education Institution, based on Notarial Deed No. 83/2008, initiated by **Muhammad Muntazir, S.E., M.Pd**. It stands on an area of 15 x 20 meters with a building size of 9 x 12 meters. Initially, PKBM Bina Muda emerged as a community initiative supporting government efforts to develop a society responsive to information transformation and to complete the nine-year compulsory education program. As a non-formal education institution, PKBM Bina Muda provides educational services for individuals who are outside the formal schooling age, offering equality education programs including Package A (equivalent to elementary school), Package B (equivalent to junior high school), and Package C (equivalent to senior high school), as well as literacy programs aimed at eradicating illiteracy (Thorne, 2025).

Table 1. Leadership Functions, Research Findings, and Their Impact on Tutor Performance

Leadership Function	Research Findings	Impact on Tutor Performance
Planning	Joint meetings, scheduling, task allocation	Clear responsibilities
Organizing	Division of duties according to competence	Improved work effectiveness
Implementation	Guidance, mentoring, communication	Increased motivation
Supervision	Observation, feedback, coaching	Better instructional quality
Evaluation	Continuous monitoring	Professional improvement

The findings demonstrate that leadership management in PKBM extends beyond administrative coordination. Effective leadership creates a collaborative working environment that encourages tutor participation, professional growth, and instructional innovation. These findings support educational leadership theory, which emphasizes that participatory leadership strengthens organizational commitment and improves educator performance through continuous guidance, communication, and supervision.

The institution functions as a community learning center, a meeting place for community potential development, a source of functional skills information, a forum for exchanging knowledge and skills, and a gathering space for community members seeking to improve their competencies. PKBM Bina Muda primarily serves economically disadvantaged communities by providing free educational services. Its presence contributes to increasing learning motivation and offering educational opportunities for individuals with limited access to formal education (Frisch et al., 2020).

The main objectives of PKBM Bina Muda include reducing school dropout rates, empowering learners enrolled in equality education programs to enhance knowledge and skills, and encouraging learners to continue their education to higher levels. Based on community data collected in January 2021, many residents in Muara Telang District had discontinued formal schooling, making equality education programs highly relevant. These programs aim to empower learners, reduce dropout rates, and provide meaningful life skills for community members (Mertler, 2024).

The vision of PKBM Bina Muda is *to develop human resources who are faithful, productive, creative, innovative, effective, entrepreneurial, and environmentally oriented*. Its missions include developing skilled and professional individuals with entrepreneurial spirit, improving human resource quality, promoting environmentally based local wisdom education, and utilizing local natural resources for productive activities. The institutional goals focus on becoming a model for non-formal education implementation, producing competent human resources, developing marketable plantation-based products, expanding educational access for all community groups, and implementing environmentally based education programs (Clavijo-Chamorro et al., 2022).

Human resource development strategies are carried out through educational quality improvement, training programs, courses, in-house training activities, reading culture enhancement, and participation in professional communication networks. Organizationally, PKBM Bina Muda applies an effective management structure led by the head of PKBM, supported by tutors, administrative staff, library personnel, and supporting staff responsible for maintaining a safe and conducive learning environment. Each element plays a specific role while collaboratively supporting institutional goals and improving non-formal education quality (Dap et al., 2024).

Based on observations, the facilities and infrastructure at PKBM Bina Muda have shown gradual improvement over the past three years, although certain limitations remain. (Masnawati & Darmawan, 2022)The institution has classrooms, a tutor room, a head office, toilets, and a small library containing learning materials, although additional resources are still needed. The institution currently employs ten educators with undergraduate qualifications and one administrative staff member, indicating adequate

professional capacity to support learning activities. Student enrollment has increased significantly, from 108 learners in the 2023/2024 academic year to 213 learners in 2024/2025, and reaching 266 learners in 2025/2026. This growth reflects increasing community trust in the educational services provided by PKBM Bina Muda. Overall, despite existing limitations in facilities and resources, the institution continues to improve its educational services through government support and community participation (Lundqvist et al., 2023).

The research findings related to leadership management planning in improving the performance of equivalency education tutors were obtained through interviews with the head of PKBM, supervisors, tutors, and learners, supported by field observations conducted in March 2026. (Cholik et al., 2025) The head of PKBM explained that planning activities are carried out collaboratively before learning implementation through meetings discussing teaching schedules, task distribution, learning targets, tutor readiness, and strategies for interacting with learners with diverse backgrounds. Tutors are actively involved in planning to ensure responsibility, clarity of roles, and alignment between institutional needs and tutor competencies. Although limitations such as infrastructure constraints and tutors' multiple responsibilities exist, leadership management emphasizes clear communication, guidance, and structured planning to maintain effective learning implementation and improve tutor performance (McIntosh & Antes, 2025).

D. Conclusion

This study concludes that leadership management at PKBM Bina Muda plays an important role in improving tutor performance through systematic planning, collaborative organization, continuous supervision, and effective communication. These leadership practices enhance tutors' professionalism, motivation, responsibility, and instructional quality despite existing challenges such as limited facilities and tutors' multiple responsibilities. The study contributes to educational management literature by providing empirical evidence regarding leadership practices in non-formal education institutions. Future studies are recommended to involve more PKBM institutions from different regions and employ comparative or mixed-method approaches to strengthen the generalizability of the findings.

E. Acknowledgement

Author Based on the results of the research and discussion regarding the leadership management of the PKBM institution in improving the performance of equivalency education tutors at PKBM Bina Muda, Muara Telang District, several conclusions can be drawn. Leadership management in planning tutor performance improvement is carried out through initial coordination meetings, preparation of learning schedules, division of teaching responsibilities, provision of initial guidance, and adjustment of tasks according to tutors' competencies and educational backgrounds. This planning process indicates that the PKBM management systematically prepares learning activities to ensure clarity of roles and responsibilities among tutors (Lyons & Bandura, 2022).

The implementation of leadership management is reflected in direct guidance, continuous coordination, open communication, motivational support, mentoring activities, and active managerial involvement in learning implementation. These practices demonstrate that PKBM leaders not only formulate plans but also actively mobilize tutors to carry out learning activities effectively and responsibly. Supervision and monitoring are conducted through direct observation, communication, constructive feedback, and continuous coaching during the learning process. Such supervision functions not only as a control mechanism but also as professional development support aimed at improving instructional quality (Arobiolle & Chinyere, 2023).

Furthermore, leadership efforts to enhance tutor professionalism and work motivation are implemented through guidance, discussions, moral support, attention to tutors' performance, and the creation of a positive and supportive working environment. The PKBM management therefore acts as both an organizer and a motivator for tutors. Supporting factors include effective communication, strong cooperation among institutional members, tutor commitment, managerial attention, and a conducive work atmosphere. (Lyons & Bandura, 2022) Meanwhile, inhibiting factors consist of limited learning facilities, tutors' time constraints due to external responsibilities, and diverse learner characteristics. Despite these challenges, learning activities continue effectively through adaptive coordination and collaborative efforts between management and tutors (Azzahrah & Marpaung, 2025).

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