



Public Relations Skills, Managerial Competencies, and Leadership Style in Community Learning Center Managers

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Abstract: The public relations skill of a community learning center (CLC) manager is a mediation between the institution and the public which will affect how the public perceives the institution's image. Furthermore, the managerial competence of CLC managers is assessed as the expertise to place the right people to do the appropriate work so that the managerial process can be optimized. A CLC manager in Malang Raya carries out his duties and functions through various leadership styles ranging from directing, coaching, supporting, and delegating leadership styles. The study aims to measure the influence of public relations skills and managerial competence on the leadership style of CLC managers using quantitative research methods with a sample of 39 CLC managers in Malang Raya by distributing questionnaires in the google forms that have been tested for validity and reliability to collect data. The data that has been collected is tested using the SPSS application. Then the research hypothesis was analysed using multiple regression analysis techniques which showed that public relation skill and managerial competence had a significant partial influence on the leadership style of CLC managers in Malang Raya. Furthermore, the leadership style of CLC managers in Malang Raya is also influenced simultaneously by the variables of public relations skills and managerial competence, this is evidenced by the results of the F test, namely $F_{\text{count}} 16.283 > F_{\text{table}} 3.25$. Then the value of R^2 shows that public relations skills and managerial competence affect the improvement of the leadership style of CLC managers by 79.3%. Based on this research, CLC managers in Malang Raya could improve their leadership by optimizing their public relations skills and managerial competencies. Consequently, the policy makers in the local area can optimize this through the implementation of various relevant technical guidance or training.

Keywords: Public relation; Managerial competence; Leadership style; Community learning center

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INTRODUCTION

Education nowadays is a major need for every society, but the fact is that conventional education cannot meet the increasingly diverse needs of society, so there is a need for renewal in this aspect of education. Therefore, the National Education System formulates education in three domains, where non-formal education acts as an addition, complement and substitute for formal education. The flexibility of organizing learning activities in the realm of non-formal education is a characteristic of non-formal education. This is in line with Paulo Freire's view that the principle of education at least includes freedom and real needs orientation (Bentley, 2012). Non-formal education is seen as a facility in empowering learning citizens, both cognitively, affective and psychomotor (Irmawati, 2017). Empowerment in terms of education emphasizes the basic perspective on the role of empowerment. Determination of the role of learning citizens as the main character of the empowerment process to maximize the development of the capabilities and skills of learning citizens with the aim that learning citizens can be empowered in making meaningful decisions in their daily lives (Sihombing, 2023).

The Community Learning Center (CLC) is an educational institution established by the community to meet the needs of the community in the sector of potential development and community empowerment, especially in the field of education. CLC is also defined as a forum organized to expand learning opportunities adjusted to the needs of the community (Makleat et al., 2022). A CLC manager is responsible for all forms of

activities and programs organized by CLC to meet community needs, especially in the field of education. Although quite a few sections of society tend to be indifferent to the importance of education, this has triggered various objections that require education practitioners, especially CLC managers, to work extra hard in providing explanations and insights regarding the importance of education for life in the future (Karnain & Isa, 2024). This is what then makes the ability of a CLC manager in terms of leadership style to be mature. There needs to be an analysis of what needs to be improved considering that the leadership style of a CLC manager will be very much needed in the complexity of developing non-formal learning programs.

The majority of activities organized in CLC will involve the community in the realm of education and the social realm, then one of them is the ability to communicate the concepts and objectives of learning programs to the community and related parties is also important to master. The ability to build communication referred to here is the ability of public relations. The public relations skills of a CLC manager are intended to be able to build good communication in order to establish partners or good cooperation with the community as the main target of the education program, the village apparatus or the local education office as the policy maker (Nursamsi et al., 2019). The importance of community participation in the implementation of educational programs at CLC requires practitioners or CLC managers to build communication with the community in an effort to socialize CLC as a place with high potential to meet the needs and solve community problems.

Holding the role of manager, then a CLC manager must manage all things contained in the institution. The ability to manage is a managerial competence that practises management functions as its main activity. Management functions at least consist of planning, organizing, implementing, supervising and evaluating activities (Labora & Hidayat, 2022). Managerial competence is needed by a CLC manager in order to maximize the management of the institution and ensure that everything functions effectively, starting from the human resources involved, facilities, information, operational costs and so on. The managerial competence of an educational institution manager will contribute to the improvement of all aspects involved in the implementation of the learning program (Jamali et al., 2013). This shows that a CLC manager must also have mature managerial competencies in order to manage the unit well.

The community will pay attention to the existence of CLC by assessing the image built by all those involved in CLC, especially through the ability of public relations and managerial competence of CLC managers. The image of the institution will affect public judgment which will then encourage people to use CLC services (Mutia & Susilo, 2018). Certain abilities possessed by CLC managers will continue to develop along with the improvement efforts made through the development process, both for themselves and all elements involved in the development of the institution. CLC managers need to pay attention to the concept of lifelong learning education in the implementation of their leadership style, which is a simple behavior whose process does not always require the presence of educators such as: teachers, trainers, mentors, learning guides and so on (Wilson et al., 2023). CLC managers in Malang Raya understand that public relations skills and managerial competence are two vital things they need to improve, but not many understand that the leadership style they have also needs to be studied so that optimization efforts in other aspects of management can be improved.

In line with the ability to lead operational activities in the midst of current difficulties, each CLC manager also has different special ways to address the diversity of needs and opinions in society, considering that each region has its own characteristics (Putri et al., 2024). Therefore, the way CLC managers build targeted communication with the community is an interesting thing to study. Apart from that, the manager's ability to manage educational institutions and everyone involved in them makes the manager's managerial competence also worthy of study. Public relations skills are really needed in non-formal education. Public relations functions as a bridge that will connect educational institutions with the community (Guring, L. A., 2020). Apart from that, public relations also function as a mainstay solution for educational institutions in facing crises related to communication problems both internally and externally. Therefore, there is a need for research that measures the extent to which public relations skills and managerial competence affect the leadership style of CLC managers in Malang Raya.

METHODS

The method used in this study is a quantitative research method with a comparative causal design using multiple regression analysis by measuring the contribution of public relations skills (X1) and managerial competence (X2) to the leadership style (Y) of CLC managers in Malang Raya. The population of this study was CLC managers in Malang Raya who were actively operating a total of 65 CLC managers. The research sample was decided by using simple random sampling technique, by randomly selecting 39 managers as the research sample.

The data collection method was a questionnaire designed in the google form using a likert scale as an alternative answer in the form of respondents' answers as the primary data of the research. Before the

questionnaire was distributed to respondents, the instrument was first tested on CLC managers outside Malang Raya to ensure the validity and reliability of the instrument. Question items in the instrument that are declared valid will be distributed, while invalid question items are deleted because there are still other questions that can represent invalid question items. The reliability of the instrument was tested using the cronbach's alpha formula, namely if the cronbach's alpha value > 0.60 , the research instrument was declared reliable. The collected data were tested to meet the classical assumptions, namely the assumptions of normality, linearity, heteroscedasticity, multicollinearity, and autocorrelation and then analyzed using multiple regression using the t test and f test. In this research, multiple regression was used to analyze the effect of two independent variables, namely public relations skills and managerial competence on one dependent variable, namely leadership style.

RESULT AND DISCUSSION

Classic Assumption Test Results

Classic assumption test (1) normality; (2) linearity; (3) heteroscedasticity; (4) multicollinearity; and (5) autocorrelation. The results of the normality test show that the data is normally distributed with the plotting points following the direction of the diagonal line so that the normality assumption in the classical assumption test can be fulfilled as shown in the following figure:

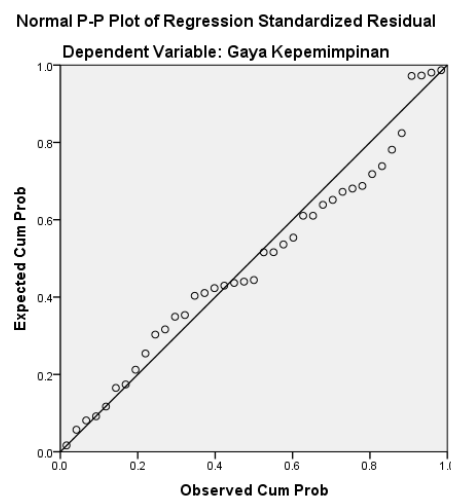


Figure 1. Normality Test Results

Next, a linearity test is carried out to measure whether there is an influence between the independent variable and the dependent variable. The linearity test was carried out using the F test, namely by comparing F value with F table with the following results:

Table 1. Linearity Test Results

Variable	F value	F table	Sig
X1	1.22	4.35	0.341
X2	1.58	4.45	0.161

Based on this table, the variable X1 Public Relation has an F value of $1.22 < F \text{ table } 4.35$ with a significance value of $0.341 > 0.05$ and the variable. The next classic assumption test is the heteroscedasticity test which is used to test whether in the regression model there is a constant inequality of residual values or not. The heteroscedasticity test was carried out through the Glesjer test by comparing the significance value of the independent variable and the Abs_RES variable as the dependent variable. The glesjer test results show that variable X1 has a Sig value. $0.492 > 0.05$ and variable X2 has a Sig value. $0.189 > 0.05$ so it can be concluded that there are no symptoms of heteroscedasticity in this regression model because the value of $s=\text{Sig.}$ greater than 0.05.

Next, the multicollinearity test was carried out by comparing the Variance Inflation Factor (VIF) value and the tolerance value in the regression model. The results of the multicollinearity test show that the VIF

value of the independent variable is $1.080 < 10.00$; and the tolerance value is $0.926 > 0.10$; So it can be concluded that there are no symptoms of multicollinearity. The final classical assumption test that needs to be met is the autocorrelation test to measure whether or not there is residual data in the regression model. The autocorrelation test on this model was carried out using the Darbin Watson test (DW Test) with the following results:

Table 2. Autocorrelation Test Results

dw	du	dL	4-du
1,734	1,382	1,597	2,403

Table 2 shows that $dw = 1.734 > du = 1.382$; and $dw 1.734 < (4-du) = 2.403$ so it can be concluded that this regression model is free from autocorrelation symptoms. Based on the test results that have been carried out, the five classical assumptions have been fulfilled.

The data that has been collected and has been tested using classical assumptions will be analysed using multiple regression by carrying out a t test to see the influence of the independent variable partially on the dependent variable, and the f test to measure the influence of the independent variable simultaneously on the variable dependent.

Table 3. Summary of Multiple Regression Analysis

Variable	Regression Coefficient	t	Sig.
Constant	6,212		
X1	,882	2,568	,006
X2	1,029	3,382	,002
Fcount	16,283		
R2	0.793		

Table 3 regarding the summary of multiple regression analysis shows that the regression equation obtained is $Y = 6.212 + 0.882X_1 + 1.029X_2$. Next, to find out whether or not there is an influence of public relations variables and managerial competence on leadership style partially, a t test is carried out by comparing the t_{value} obtained with the t_{table} obtained from the formula $(\alpha/2; nk-1) = (0.05/2; 39-2-1) = 0.025; 36$; then based on the t value distribution table, the t table value is 2.028. Therefore, public relations (X1) have $t_{\text{value}} 2.568 > t_{\text{table}} 2.028$. Furthermore, managerial competency (X2) has t value $3.382 > t_{\text{table}} 2.028$; so, it can be concluded that each independent variable has a significant simultaneous influence on the leadership style variable. The next stage is to carry out an F test to see whether the influence variables of public relations and managerial competence have a simultaneous influence on leadership style or not. F_{table} is obtained by the formula $(k; nk) = (2; 39-2) = (2; 37) = 3.25$. F value obtained is $16.283 > F_{\text{table}} 3.25$; so, it can be concluded that the variables public relations and managerial competence have a significant simultaneous influence on the leadership style of CLC managers in Malang Raya. The magnitude of this influence is shown by the result of $R^2 = 0.793$, which means that public relations and managerial competence simultaneously influence the leadership style of CLC managers in Malang Raya by 79.3% while the remainder can be influenced by other variables outside the variables studied.

CLC Manager's Public Relations Skill

Public relations skills are the ability of a person, especially CLC managers, to build communication with the community to facilitate the diversity of public characters and establish relationships with the community in order to form cooperation to achieve a goal. Public relations are said to be an intermediary that can be used to bridge communication between institutional managers and the public. It has at least four important components, namely: (1) communication process; (2) the influence of communication; (3) formation of the institution's image; and (4) the audience reached (Grunig, 2023). The communication process in public relations is intended as a process of directed communication between institutions, especially educational unit managers, and the public. The influence of communication referred to here is things that happen after the communication process has occurred. Apart from that, the influence of communication can also indicate the success or failure of a communication process that is built. The influence arising from the communication process will then influence the development of the institution's image in the public's view. The final component is the audience reached, in the sense of the public who can be reached in carrying out communications to build the image of the institution. The larger the audience reached, and the greater the positive influence provided,

the greater the possibility of building a positive institutional image. Therefore, in the communication process there are various important things that must be considered, such as politeness, the approach used to reach the audience, the language used, and so on. These things will then encourage efforts to build the image of the institution in front of the public, good or bad image that is formed depends on the process and influence of communication built by the management of the institution.

CLC managers must be able to act proactively to gain public attention which can then trigger curiosity from the public. This is in line with the view that communication in public relations must be able to compete in conveying messages to a complex society. The audience that can be reached by CLC managers also interprets how the communication process built has influenced the public. Based on this opinion, it can be understood that to expand the reach of the audience, a manager, especially CLC managers, needs to pay attention to at least four things, namely: (1) being able to attract public attention; (2) being able to provoke public curiosity; (3) being able to package messages neatly and easily understood; and (4) the public being able to respond to messages conveyed (Wahyudin & Firdaus, 2018).

Communication targets in an educational institution are aimed at least two things, namely the internal public and the external public (Afkarina, 2018). The internal public can be interpreted as every member who is involved in the institution's activities internally, in implementing learning programs at CLC, the internal public in question are tutors, operators and learning residents. The external public in CLC includes the surrounding community, the right and left neighbours of learning residents, the local government, and so on. The public relations capability of a CLC manager must be able to reach all the public, both internal and external publics. This is in line with Kent and Taylor's dialogic public relations theory which views that communication in public relations has five important aspects, namely: (1) mutuality; (2) province; (3) empathy; (4) risk; and (5) commitment (Bentley, 2012). This theory explains that communication in public relations can be built dialogically by paying attention to these five important aspects. First, the aspect of mutuality, in this aspect the organization or institution has a strong attachment to its public. This is what triggers togetherness between institutions and the public. Second, the aspect of familiarity (propinquity), this aspect is intended for the management of an institution to create familiarity with the public so that the communication that is built can be conveyed well. Third, the aspect of empathy that should be built in everyone, both from the institution and the public, to provide mutual affection and empathy for each other. Fourth, the risk aspect, where the relationship built between the two parties must be able to take responsibility for facing risks that may arise in the future. The final aspect is the commitment aspect, where both institutions and the public are required to have the same commitment so that common goals can be achieved.

CLC Manager's Managerial Competence

Managerial competence is referred to as one of the main competencies that must be possessed by someone who is tasked with managing an institution whether it is called a manager, manager or whatever it is called. Managerial competence is a capability in the aspects of knowledge, attitudes and skills of a person in managing a unit or institution by paying attention to managerial principles. Managerial competence as the development of management functions encourages an education unit manager to be able to calculate, plan, manage and even control learning activities (Siregar et al., 2020). This opinion leads to an understanding that managerial competence is stated to have four main aspects that are the basis for organizing management activities that need to be considered by every CLC manager, namely: (1) planning, which includes the formulation of identification results, formulation of program design, formulation of the involvement of human resources along with their main tasks and functions, formulation of costs and so on; (2) organizing, which includes the placement of each element that will be involved in accordance with the capabilities and main tasks and functions that have been formulated, developing operational standards for each work unit, grouping human resources such as tutors, learning citizens, outside communities and so on; (3) implementation, which includes organizing activities by reflecting on the discourse of activities that have been formulated, assigning each element involved according to their main tasks and functions; and (4) control, the manager must also be prepared to overcome if suddenly something happens outside of planning, this is what requires the flexibility of a manager in carrying out institutional control activities.

The competency of an educational institution manager covers at least three basic things, namely professional, personal and social (Alvarenga et al., 2021). The professionals in question are professionals in leading, skilled in humanitarian relations, skilled in group processes, skilled in member administration, skilled in assessment, skilled in making decisions and skilled in dealing with conflict. Next is personal, which includes character, temperament, interests, intelligence, physical condition, personal characteristics and the type of

leadership possessed. Then in social terms; includes the ability to build communication and good relationships with other people, both between individuals, groups and larger organizations.

Managerial competency includes a manager's ability to plan and apply concepts, organize, control and evaluate work (Saefullah et al., 2019). Another opinion states that managerial competence is a practice of management functions consisting of planning, leadership, organizing, mobilizing and supervising (Siregar et al., 2020). The standard indicators of managerial competence contained in the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia Number 38 of 2017 include integrity, cooperation, communication, results orientation, public service, development of self and others, managing change and decision making. A manager or manager is tasked with ensuring the effectiveness of the function of each unit, starting from the human resources involved, facilities, information, time and so on (Jamali et al., 2013). In this case, the CLC manager as the main manager has the main responsibility for the sustainability and success of the CLC as well as the organization of every activity for the learning community under its care. In line with this, it is stated that managerial competence is the initial capital that an administrative official must have to be able to carry out their duties well. This statement is supported by the view that a CLC manager is required to be prepared to manage his institution by paying attention to management functions (Agasisti et al., 2020).

Leadership Style

Leadership is closely related to achieving common goals, whether in organizations, institutions or other associations. Leadership has four main dimensions, namely social relationships, benefits, influence and goals (Kesting et al., 2015). Leadership also interpreted as a major milestone in achieving organizational goals (Antunes & Pinheiro, 2019), so whether the goals of an organization are achieved depends on the leadership and leadership style used by a leader. Leadership styles consist of empowering leadership and directive leadership (Solomon & Steyn, 2017). Another opinion suggests that leadership styles are developed into three types, namely transformational leadership, transactional leadership and laissez-faire leadership (Ryder & Denise, 2016). Furthermore, this opinion was expanded by Blanchard into four leadership styles, namely: (1) directing, this style is shown by detailed direction by a leader to his subordinates regarding decision making; (2) coaching, this style not only includes detailed explanations regarding decision making, but also provides explanations regarding the reasons for decision making, accepts input and supports the development of its members; (3) supporting, meaning the leader helps and facilitates members to carry out tasks; and (4) delegating, namely the style used by leaders to delegate all authority to their members.

Leadership style is a norm that a person uses to influence the behavior of others. In addition, leadership style is also defined as a person's intuition in influencing others on the leadership radar. This opinion is complemented by another definition that leadership style is a trait, habit, temperament, character and personality that distinguishes each leader in interaction (Chance, 2020). The leadership style used by each leader will be very different, especially when viewed from the situation, conditions and ways of communicating between the leader and its members. The public argues that a good leader is a leader who can use different leadership styles, depending on the situation and conditions that occur (André, 2011).

The basic characteristics in developing a leadership style include at least four things, namely (1) manner and approach; (2) direction; (3) implementing plan; and (4) motivation (Kurt, 2016). The first characteristic is politeness and the approach used in leading an audience, such as paying attention to speech, the language used, the approach taken and so on. The second characteristic is direction, where leaders are required to be able to direct their members precisely and clearly so that they can realize the plans that have been prepared as the third leader characteristic. Furthermore, the fourth characteristic is motivation, which is intended to provide motivation, hope and strength to oneself as a leader as well as to its members.

The Contribution of Public Relations Skill and Managerial Competence to The Leadership Style of CLC Managers in Malang Raya

The research results show that the t value of X1 to Y is greater than t table, namely $2.568 > 2.028$ with a significance value of $0.006 < 0.05$. It is known that public relations abilities (X1) have a significant partial influence on the leadership style (Y) of CLC managers in Malang Raya. A CLC manager needs to build communication with various parties, such as the community as the subject and object in every learning activity in CLC, government parties as stakeholders and other parties related to CLC operations. Apart from that, CLC managers also need to have a relevant leadership style because they act as managers and leaders in CLC where other people pay attention to their every action as a good role model. This is in line with the view that public relations skills can help leaders compromise various ideas to diverse audiences, especially human resources who are on their leadership radar (Ryder & Denise, 2016).

The communication process in public relations is intended as a process of directed communication between the institution, especially the management of the education unit and its public. The effect of communication referred to the things that happen after the communication process occurs, besides that the effect of communication can also indicate the success or failure of a communication process that is built. The influence arising from the communication process will then affect the development of the institution's image in the public's view. The last component is the audience reached, in the sense of the public that can be reached in organizing communication to build the image of the institution (Suryadi et al., 2023). The larger the audience reached, and the greater the positive influence given, the possibility to build a positive image of the institution will be even greater. Therefore, in the communication process there are various important things that must be considered, such as manners, the approach used in reaching the audience, the language used, and so on (Widyaswari et al., 2024). These things will then encourage efforts to build the image of the institution in front of the public, whether the image is good or bad depends on the process and influence of communication built by the management of the institution.

CLC managers who act as main leaders can build communication by paying attention to important components in leadership style, including: speaking politely, using language that is easy for the public to understand, creating a comfortable atmosphere for exchanging information, being responsive in responding to public opinion. This is in line with the opinion which states that a leader must have good manners and the ability to approach the public (Mulyadi, 2018). The development of diverse public characters requires special handling in building interactions with the community. Considering that the majority of non-formal education targets, especially CLC, are the community, the manager of the CLC, needs to have the ability to foster and build good communication to survive the threat of crisis and problems involving many parties, both internally and externally, which must occur over time (Lestari & Syur'aini, 2023). Apart from that, CLC managers are also required to be able to provide motivation for themselves and other members to continue to work together in an effort to achieve common goals. Therefore, it can be concluded that public relations abilities contribute to the leadership style of CLC managers.

CLC managers who act as the main leader can build communication by paying attention to important components in leadership style, including speaking with polite speech, using language that is easy for the public to understand, creating a comfortable atmosphere for exchanging information, responsive in responding to public opinion. This is in line with the opinion that a leader must have good manners and the ability to approach the public (Kalkan et al., 2024). In addition, CLC managers are also required to be able to motivate themselves and their members to continue working together to achieve common goals. The leadership style used will affect the implementation of basic management activities based on managerial competence (Bayarystanova et al., 2014). Managerial competence includes the ability of a manager to plan and apply concepts, organizing, controlling and evaluating work. CLC managers are required to master managerial competencies as the development of management functions encourages an education unit manager to be able to calculate, plan, manage and even control learning activities.

The results showed that the t value of X_2 on Y is greater than the t table, namely $3.382 > 2.028$ with a significance value of $0.002 < 0.05$ so that managerial competence (X_2) has a significant contribution to the leadership style (Y) of CLC managers in Malang Raya. This is in line with the view that the manager of an institution acts as a leader of the members in the institution (Kurt, 2016). This explains that in managing an institution, especially in this case CLC, a manager needs to master the basic things in leadership. It would be even better if these basic things could be developed in accordance with the competencies, situation and conditions in each institution. The style or attitude used by a CLC manager in leading their institution will of course be different from one another considering that there is a term that says, "different heads, different thought patterns". This is in line with the opinion which states that each leader tends to give different affection to his members, depending on the situation that occurs (Shofwan et al., 2019).

The leadership style used will influence the implementation of main management activities which are based on managerial competence (Lambrecht et al., 2020). Managerial competency includes a manager's ability to plan and apply concepts, organize, control and evaluate work. CLC managers are required to master managerial competencies as the development of management functions encourages an educational unit manager to be able to calculate, plan, manage and even control learning activities. Therefore, it can be concluded that managerial competence has a significant contribution to the leadership style of CLC managers.

The results of the multiple regression analysis carried out show that the two independent variables, both public relations ability and managerial competence, simultaneously have a significant influence of 79.3% on the leadership style variable of CLC managers in Malang Raya. This means that every increase in the variables of public relations ability and managerial competence of CLC managers, this increase will also influence the

improvement in the leadership style of CLC managers. The public relations ability of a CLC manager will be a value that the community considers in responding to the existence of CLC in their surrounding environment. This will then influence the public's assessment of the credibility or competence of managers in the managerial aspects of the institution and the programs provided. In accordance with the research results, these two things, both public relations skills and managerial competence, will greatly influence the leadership style used by managers to maintain and optimize the benefits of the institution for students, residents, stakeholders and all elements involved in CLC operations.

CONCLUSION

The leadership style of CLC managers in Malang Raya is significantly influenced by the variables of public relations skills and managerial competence with a significant value of 79.3%. This means that any increase in the variable public relations skills and managerial competence of CLC managers, will affect the increase in the leadership style of CLC managers. While the remaining 20.7% is potentially influenced by other variables. Based on these conclusions, CLC managers in Malang Raya can improve their leadership if they can optimize their public relations skills and managerial competencies. Therefore, CLC managers are expected to further optimize agency development efforts through the development of self-competence, one of which is in improving public relations skills and managerial competence, considering that both have a significant influence on improving the leadership style of CLC managers. In addition, the Education Office and policy makers in the local area are expected to optimize this through the implementation of various technical guidance or relevant training.

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