

## Implementation of Authentic Leadership Attitudes to Tutors at Community Learning Center (CLC)

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### Abstract

Current research intends to explore authentic leadership's role in the classroom's learning management process and motivation. The object of this research is PKBM An-Nur in Sukamakmur Bogor. The research instrument used interviews and direct observation. The results showed that authentic leadership affects work involvement and affective well-being related to management in PKBM An-Nur. Authentic leadership shows results in the expected direction, namely tutor awareness in teaching and building teamwork in PKBM organizations. Fatigue negatively affects performance and well-being, whereas engagement predicts well-being positively. Quantitative excess is positively associated with attention and burnout. Authentic leadership shows an indirect effect on all outcomes. Quantitative advantages also mediate the relationship between Authentic leadership and engagement and fatigue and sincerity of being a PKBM tutor.

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## INTRODUCTION

Tutors are leaders in non-formal learning. Good tutors can improve actions through education and seek to increase their students' knowledge, using various educational ways to change students' behaviour to achieve progress in-class learning. Besides, the tutoring profession is a job that requires high social dedication, (Shofwan, et.all, 2019). Tutors at the Center for Community Learning Activities have demands as educators of knowledge and attitudes and morals. Of course, a tutor who has an educational background needs to make himself a role model for other students.

There are endless problems with tutors, from insufficient wages to administrative demands from the education office, so that tutors risk having stress causes. The stress factor consists of three components - emotional exhaustion, decreased professional effectiveness, and cynicism (Schaufeli et al., 1996). For example, a comparative study by Johnson et al. (2005) concluded that teaching is one of the most stressful areas. For this reason, the tutor must have a good leadership spirit to minimize teaching stress.

At present, in non-formal educational institutions, the demands for performance, especially in education administration, are becoming more significant than before. Although the allocation of resources in the non-formal education sector is inadequate, the workload has increased significantly. This demand is rising as resources are relatively scarce in Indonesia's non-formal education sector, which has increased the vulnerability of non-formal tutors to fatigue and poor performance outcomes for teaching focus. Also, despite their exposure to fatigue and related problems, non-formal teachers are an underrepresented occupational group in the study of government organization science.

Besides, PKBM performance problems become a very complicated and broad object, where PKBM performance results from work or work achievements of PKBM leaders, tutors, students and stakeholders, all of which are directed at improving the quality of education in the PKBM. Sumarni (2017) analysis explains that school performance is strongly influenced by the institution's leadership and the community's culture around the school, which affects the education process in schools.

Tutors in improving PKBM performance must have strong leadership. According to Yukl (2017), it provides a general definition of leadership as a process of influencing others to understand and agree on what needs to be done and how the task is carried out effectively and a method to facilitate individual and collective efforts to achieve common goals. Leadership is the science or art of influencing a person or group of people to act as expected in achieving goals effectively and efficiently (Usman & Eko Raharjo, 2013). According to Robbins & Judge (2017), the purposes of an effective and efficient organization can be achieved through strong leadership, challenge the status quo, create a vision for the future and inspire its members to accomplish the mission, as well as strong managers in formulating detailed plans, designing organizational structures. Efficient, and oversee day-to-day operational activities.

This strong leadership can be obtained from an authentic leader. Authentic leaders are leaders who genuinely have a desire to serve others through their leadership. Authentic leaders have natural abilities, but they also acknowledge their shortcomings and always work hard to overcome these shortcomings (Gardner & Carlson, 2015). Authentic leaders lead with purpose, meaning, and value. They build lasting relationships with people because he realizes the existence of followers. They are always consistent and disciplined. Authentic leaders have a high dedication to developing themselves because they know that being a leader means a lifetime of devotion to growing their personality (Leroy et al., 2015).

Education at the Community Learning Activity Center is very different, especially from learning citizens' enthusiasm. In PKBM, managers and tutors need to pick up the ball from the community because of the community's lack of confidence in the non-formal education held by

PKBM. Besides, in the learning process, leaders at the Community Learning Activity Center need to mobilize volunteers to invite and educate the community, both illiterate, drop out of school, and acquire skills education to improve their life skills. The Community Learning Activity Center leader's role as a group leader has a central role in the sustainability of PKBM activities. Many lessons have occurred, that many PKBM programs are on-off because leaders do not want to learn and do not want to take challenges and try sincerely in carrying out their role as leaders in PKBM.

Based on these problems, this study is an empirical attempt to understand the dynamic interactions between tutor or educator resources and job demands that pave the way for teaching involvement (Shofwan, et all, 2021). Furthermore, this study intends to expand the Authentic leadership model of PKBM tutors by exploring the role of Authentic leadership in classroom management and motivation processes, playing an essential role in achieving work goals and encouraging individual progress, scholarship, and growth, leading to positive work outcomes through increased work engagement Tutor.

## **METHODS**

Methods Include: This research uses descriptive qualitative methods (Denzin & Lincoln, 2006). Qualitative descriptive research aims to solve existing problems based on data. This type of qualitative descriptive research used in this study is intended to obtain information about accurate tutor leadership description. Data collection techniques are used to find sources. Namely, the first is the interview technique with in-depth questions and literature or document study techniques.

The informants were selected using purposive sampling technique and document analysis from various secondary literature sources as research data. Informants are determined to be more varied and always carry out a cross-check of the data obtained from each informant to maintain the data's validity.

Data analysis (Moleong, 2007) used arranging the order of data, organizing it into a pattern, category, and basic description unit. The data analysis technique in this study uses procedures and steps as stated by Bungin (2011) as follows: 1) this research collects data using documentation studies, 2) data reduction in this study uses a process of selecting, focusing on simplifying, and transforming information rough that emerged from the notes written in the field. Drop-in this research is carried out in data collection by summarizing, tracing themes, setting aside irrelevant data/information, and 3) data display, namely the description of information that provides and draws conclusions to take action. The presentation of qualitative data is presented in the form of narrative text. Furthermore, the data analyzed and interpreted in the form of words to describe the facts in the field, meaning, or answer research questions are then taken the essence.

## **RESULTS AND DISCUSSION**

PKBM An-Nur, as PKBM in the village of Pabuaran, Sukamakmur, Bogor, has a role in educating the community in increasing community knowledge and skills through non-formal education. PKBM An-Nur was founded in 1999 where the establishment of PKBM was because many residents of Pabuaran Village, Sukamakmur Bogor District, were illiterate and dropped out of school initiation PKBM. The role of PKBM leader An-Nur greatly influences the sustainability of the non-formal education program for the Pabuaran Village people. PKBM Chair An-Nur is committed to empowering the community and learning to utilize limited resources in developing non-formal education programs.

Leaders who can serve and innovate amid limitations are leaders who have immunity to face various situations. Leaders who continue to try amid rules to continue to build their organization

give a characteristic that the leader continues to learn to progress and develop. PKBM leader An-Nur as a leader in PKBM at the beginning of establishing PKBM, had limitations, namely limited human resources and minimal infrastructure. At the beginning of its establishment in 1999, PKBM An-Nur did not have a place to study. At the beginning of the establishment of the PKBM, the head of PKBM carried out his learning activities at the residents' homes in teaching illiterate people with basic literacy education programs and the equality education learning program.

As an educator at PKBM An-Nur Bogor, the tutor explained that he became an educator based on his awareness because he saw many people in need. This awareness illustrates that the PKBM tutor has the character of an authentic leader. Gardner & Carlson (2015) explain that Authentic leaders are individuals who actualize themselves by having self-awareness. They know their strengths and weaknesses in themselves and their emotions. They also do not behave differently under various conditions; in other words, they become themselves in their followers' presence. They are also not afraid to appear weak by admitting their mistakes and the failures they have been through.

From the results of observations and interviews with the Head of PKBM, An-Nur, the chairman or leader of PKBM, explained that the first time he founded PKBM was assisted by PKBM management volunteers and tutors amidst limited human resources and money. This indicates that PKBM is built based on authentic leadership awareness. According to (Jackson, 2001), an organization's success is primarily determined by its ability to develop the institution into a learning organization. The essence of a learning organization is learning. Only PKBM, which progresses to develop its institution into a learning organization, willing to learn and improve itself continuously, will go and continue to grow (Dwi Sadono, Bambang Uripono, 2017).

At the time of the establishment of PKBM, the Head of PKBM An-Nur said that the effort made was to study with other managers, namely the Head of PKBM An-Nur, and PKBM management members learned a lot to strengthen their knowledge about the management of non-formal education. As a PKBM-NUR leader amidst his limitations, it is studying informally by holding lots of discussions with the Sukamakmur District Schools Education supervisors. The efforts of the Head of PKBM An-Nur and its members in discussing and learning informally with supervisors provide experience, namely, (1) getting experience on how to recruit volunteer tutors who come from elementary school teachers in Pabuaran Village, (2) getting knowledge on how to do PKBM activities, (3) getting experience ways and tricks of identifying people's learning needs. This is in line with what was said by Senge (2017); he emphasized the importance of dialogue in organizations, primarily by paying attention to the discipline of team learning. So, the discussion is one of the characteristics of any real conversation in which each person opens himself up to the other, really accepts his point of view as valuable consideration, and enters the other in terms that he understands not as an individual in particular, but the content of the conversation.

In managing the Community Learning Activity Center, the Head of PKBM An-Nur always has discussions with its members, namely managers and tutors, to teach each other, especially teaching adult students. The head of PKBM An-Nur, as the head of PKBM, revealed that he gave a perspective to tutors who are elementary school teachers to teach adults who are illiterate, drop out of school and life skills education by conducting informal discussions while chatting about the andragogy approach, namely changing the perceptions of the tutors not to equate when they teach in SD. In addition, the Head of PKBM An-Nur also learned from his volunteers related to volunteers' experiences as educators by receiving their experiences so that the learning process took place in the organization. When learning something new, the chances are that we never got good at it the first day. There may be failures, and through failure, we learn something new. This does not mean to promote loss in the name of failure, and failure is not the goal of every endeavour. On the contrary,

in this case, it is suggested learning. Learning will not happen without mistakes (Dwi Sadono, Bambang Uripono, 2017).

This is in line with Chair PKBM An-Nur, who always tries to encourage its members to take action and dare to try. The tutors at PKBM An-Nur, elementary school teachers, can facilitate adult learning to teach adults in literacy education, equality education, and life skills education programs. In the beginning, the volunteers at PKBM, when teaching adults, were very stiff, like teaching elementary school children, by giving instructions and delivery that were patronizing and monotonous. The Head of PKBM An-Nur, as the head of PKBM, always provides opportunities for PKBM managers and other volunteers to keep trying, starting with failures. This is a natural thing because failure makes its members learn.

The failure that occurred was that there were adult study residents. The tutor's felt they were considered more not know. The tutor can discuss this with the Head of PKBM An-Nur. They had a dialogue about the learning process that occurred over the failure so that the tutors tried to change the way by facilitating with an atmosphere of intimacy so that the citizens of learning can enjoy learning. Leaders can help their followers adapt more effectively by creating a climate that develops strength, by (1) controlling ability by choosing challenging tasks, (2) building commitment by rewarding more frequently, and (3) encouraging a person's attitude to see change as a possibility (Sadono et al., 2006). Apart from the learning service activities carried out by PKBM An-Nur, PKBM leader An-Nur learned from the very apprehensive conditions in supporting operational funds for PKBM activities for program sustainability. PKBM leaders learn to develop entrepreneurship in making educational game tools from used wood; this challenging effort is a breakthrough in living PKBM as a community-based education concept that is oriented from, by, and for the community in the following ways:

1. Inviting its members to learn to do entrepreneurship by learning to set up an APE-making business, support PKBM operational financing, and invite partnerships with the furniture industry to utilize used wood waste.
2. Empowering citizens learning literacy and equality education programs to be trained to make educational games
3. Empower learning citizens to be trained to market APE products. 4. Helping the Early Childhood Education unit to fulfil the availability of educational play tools.
4. Helping learning citizens who come from poor communities to earn additional income as craftsmen of educational game tools.
5. Funding the operational activities of An-Nur's PKBM from the profits of the educational game tool business so that learning citizens can continue to learn without being burdened by fees.
6. Currently, PKBM An-Nur has a business unit for making educational games.

Currently, citizens learning equality education, literacy education, and skills teaching have independence. The Chairperson of PKBM An-Nur has succeeded in learning from the condition of concern, starting with the excellent intention of establishing PKBM without having a study room. Finally, now PKBM An-Nur has succeeded in building a study room workshop for making APE. The success of PKBM leaders in empowering the community is by learning from failures in very worrying conditions until finally, PKBM An-Nur can have a beneficial impact on the community as follows:

1. The community has access to continuing their education through equivalent education Paket A, B, and package C for free.
2. The community can develop literacy, both basic literacy and advanced literacy, to improve life skills.

3. The citizens learn equality education, in addition to getting a diploma, they get additional skills to make educational games
4. Citizens learn to acquire skills that can be used for self-employment and entrepreneurship.

The PKBM leader's primary key is to provide opportunities for its members to try and take challenges to develop and the community is more empowered. A good leader always provides the opportunity for his members to take action, whether the story is done wrong or right. The task of a leader is to provide opportunities for members to be creative. Through this opportunity, the members will learn a lot, and mostly they will learn a lot from mistakes.

Through mistakes made, a person knows what needs to be fixed in the future, but people find it challenging to learn (Sadono et al., 2006). When people do not make mistakes, I, as a leader, are not very satisfied because it means they do not try hard and do not grow (Quoted in Frank J. Ruck). PKBM leaders' success in maintaining non-formal education services' sustainability does not discourage PKBM leaders from innovating and accepting challenges. PKBM leaders continue to learn together with their members in reaching a more comprehensive range of learning services to the community by establishing a Community Reading Park as a strengthening of community literacy to the remote Bojong Honje hamlet in Pabuaran Village, Sukamakmur District. This is done to provide learning opportunities to the community.

Weiss et al. (2018) explain that leadership experts in schools can be seen as meeting the criteria for authentic leaders. In conclusion, authenticity cannot be formed immediately, but through leadership practice, struggles overcome various problems and challenges. This study's results indicate that creating Authentic leadership is a process of learning, growing, and developing from the leader. Laschinger et al. (2013) further explained that in this process, Authentic leader candidates integrate their experiences in a self-construction process that makes them perceive the situation and conditions around them with different understandings or meanings. In carrying out their duties as leaders, they also develop an understanding of themselves and experience the process of making peace with themselves. So that formed his authenticity.

The results of this study show that Authentic leaders reflect and introspect every day. This is done formally by meditating, praying, or other rituals or sitting for a while doing contemplation before studying at PKBM An-Nur. Tutors can do self-reflection. In essence, they show how they can live in harmony with their busy work, without being carried away by the busyness. Then PKBM Tutors are always looking for honest feedback from colleagues, friends, and subordinates about themselves and their leadership practices. They admit that the tricky thing is to get feedback on "how people see him," which he must distinguish from "how I want to be seen, be judged by people." For that, he observes "real-time feedback," noting his immediate response when he communicates with people, his subordinates.

Authentic Leaders always try to understand their leadership goals to invite the people around them to achieve common goals. Common goals enable him to recognize the potential and uniqueness of each person he leads. That way, he can harmonize the identity and role of each person in achieving common goals. This aspect is much more critical to focus on achieving goals than mere quantitative measures such as money, fame, and power. Although, of course, this measure of performance is also necessary. Authentic leaders' processes make them skilled in assembling, combining their leadership style with their audience, and the situation and the surroundings' readiness to accept different approaches (Sufyan, et al., 2019).

Once in a while, there were situations where a leader had to make a difficult decision that made a colleague or subordinate uncomfortable, and they needed to appear tough, assertive, and courageous to give sharp feedback. On other occasions, he needs to seem inspiring, as a good coach, and build consensus. As leaders, they gain experience and develop a more comprehensive self-awareness. They are better trained, adept at adapting their leadership style without losing their

character traits. Authenticity at a deeper level is also related to transparency and honest communication, reconciling with paradoxes, and seeking the truth. (Shamir & Eilam-Shamir, 2018) conducted a study on Authentic leadership development through reflection on the leader's life journey (life story).

Authentic leadership development in the PKBM Tutor has four components. First, the result of a leader's identity is a major component of an individual self-concept. Second, the development of self-knowledge and clarity of self-concept, including transparency about values and beliefs. Third, the development of life goals following self-concept. Fourth, increasing consistency between behaviour and the self-concept of the leader. The Tutors firmly hold these four concepts at PKBM, so that leadership learning runs organically.

## CONCLUSION

Authentic leadership is a leader who can be honest with himself and his followers. Genuine leaders must be aware of themselves and foster self-awareness of their employees to work optimally. Authentic leadership has four aspects: self-awareness, moral perspective, balanced processing, and relational transparency. Tutors who have authentic leadership attitudes can be developed, but it takes a long time to build. When Tutors do not make mistakes, leaders are not very satisfied because they do not try hard and do not grow.

Learning for the leadership of the Community Learning Activity Center begins with learning from mistakes within oneself. PKBM leaders provide opportunities for their members to make mistakes because doing wrong is equivalent to trying through the chance to develop PKBM services, both learning services and PKBM entrepreneurial development for the sustainability of non-formal education programs. The role of the leader in the learning organization in PKBM is as a teacher, designer, and servant to develop its members' capacity to establish PKBM services.

Whereas in the aspect of educational administration, it can be seen in the element of behaviour change, especially the behaviour of organizational members, namely the efforts of the leader in creating a learning organization in PKBM which provides benefits in increasing knowledge of members' attitudes and skills, where members dare to accept challenges and learn in developing PKBM for the sustainability of non-formal education services at PKBM.

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