

Description of Management Leadership, Supervision in Improving the Performance of Tutors at PKBM Lembah Mentenang

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Abstract

This study explores the leadership of managers and supervision in improving tutor performance at the Lembah Mentenang Community Learning Center (PKBM). Non-Formal Education (PLS) has an important role in developing skills, attitudes, and values that are relevant to the needs of individuals and society. PKBM as a form of non-formal education plays a vital role in providing community-based education services. However, the results of the study indicate that there are problems in tutor services at PKBM Lembah Mentenang, which affect the performance and quality of education services. Through an analysis of the roles of leadership and supervision, this study highlights the importance of effective management and training for tutors to improve the quality of learning. The findings of the study provide strategic recommendations for improving tutor performance through ongoing supervision and capacity development of PKBM managers.

Keywords: Leadership, Managers, Supervision, Tutor Performance

1. Introduction

Community involvement as part of a system in the education process also plays a role as an organizer of education in the community. Currently, the implementation of education in the community is still relatively low (although not all regions in Indonesia are low) and not evenly distributed. This is directly involved in the problem of high dropout rates and improving the mindset and paradigm of the community. Therefore, education providers need to raise awareness and provide an understanding of how important education is as a provision for the future of the nation for the next generation of the Indonesian nation. Direct involvement of community elements in organizing community-based education processes can be done by establishing and organizing non-formal education units that are managed and developed by the community itself and in collaboration with the government through non-formal and informal education work units.

The implementation of non-formal education in Indonesia is very diverse. Starting from preschool age, at the productive age of school, to the concept of lifelong education. Education is an important key to the starting point and picture of a country's civilization. Therefore, directly or indirectly, education is not something that should be put on the back burner, but an

important factor that cannot be underestimated. The attention of the Indonesian government to growth and development needs to be increased for the advancement of education in the future. The existence of non-formal education has an important role in growing and developing knowledge and education in Indonesia.

Non-formal education programs that have been implemented in the community include; functional literacy programs, Early Childhood Education, equality and life skills programs, Community Reading Parks, course and training education, women's empowerment. All of these non-formal education programs can be organized by an institution or non-formal education unit that grows in the community to provide services as a community education program. The Community Learning Activity Center (PKBM) is an inseparable part of the existence of Non-formal Education in Indonesia. The development and growth of PKBM in today's society has experienced a significant increase. This can be seen from the increasing number of permits submitted to the Education Office through the Non-School Education Implementation Section to establish and develop non-formal education units such as PKBM. Each PKBM that is established has different characteristics and depends on the community's need for non-formal education services.

The implementation of all PKBM management activities is assisted by Pamong and tutors. Pamong helps to prepare programs and activities to be implemented by PKBM. While tutors help the learning process according to their competencies. By definition, a tutor itself means a worker from the community who is tasked with planning, implementing, evaluating the learning process in non-formal education, has competence and becomes an educator in study groups or honorary workers who are given the task, responsibility, authority to guide non-formal education activities with various specializations. Tutors are education implementers who are directly related to students in teaching and learning situations.

Tutors who work at PKBM are people who are willing and interested in developing out-of-school education. The tutor has the status of honorary workers and receives incentives based on an agreement with the manager. In accordance with the tasks they carry out, tutors must have qualifications and abilities that are in accordance with the field of learning they are in charge of. In addition, they must be willing to carry out teaching and learning activities and guide their students. To carry out learning activities, a tutor must be able to prepare teaching preparations, have certain techniques/methods in teaching, evaluate the learning outcomes of students and also provide enrichment and remedial for students.

The tutor service process is expected to provide valuable, useful and satisfying services to the community, especially students at PKBM. PKBM is an institution that must have high credibility for the community in managing and providing education services. This is in accordance with the goals of national education as stated in Law Number 20 of 2003 concerning the National Education System. The attitude and mindset of each tutor in working can be seen from their performance in carrying out daily tasks. Good performance shows seriousness in working, discipline, perseverance, hard work, sincerity, having high loyalty and integration towards managers and colleagues. Information that the author obtained from the management of PKBM Lembah Mentenang and the Merangin Regency Education Office, in PKBM Lembah Mentenang, poor tutor services were found. This can be seen from around 45% or 18 tutors who work at this PKBM in carrying out their daily tasks. In providing educational services, it is indicated that: tutors who create monotonous and unvaried teaching materials, tutors who often come only when there is a teaching schedule, still like to postpone work, work results that are not so satisfactory and work intensity that is still static. In addition, it also seems that tutors are not very productive, have a dependence on the manager's orders, still need to be supervised and lack learning to create change and improvement and are quickly satisfied with the results of their work. In terms of loyalty, tutors were found to be not ready to accept incidental tasks, they do not like challenging work, are lazy to do work that is not liked and are

still choosing jobs. Considering that this problem needs to be studied and analyzed in depth, the researcher wants to reveal a description of: a. Managers in leading activities that take place at PKBM Lembah Mentenang, b. Institutional supervision carried out by managers in improving tutor performance, c. Factors that can improve tutor performance.

2. Theoretical Study

Wibowo (2007:2-4) "performance is what is done and how to do it". This definition has a broad meaning, not only stating as a result of work, but is an implementation of a plan that has been prepared by human resources who have competence, motivation and interests but also how the work process takes place. The better the quality to be achieved, the more optimal ability is needed to do the job depending on creativity, initiative, ability to organize work, and tenacity in working.

Every tutor in carrying out activities has a role and responsibility, both individually and collectively. If each tutor has a high commitment and completes the work well according to the field of duty entrusted to him, the institution will be able to achieve its goals. This means that every individual in the institution is highly expected to have good performance in order to achieve the goals of the Institution.

The importance of performance is also emphasized by Siagian (2002:168) that employees who have good performance will have a positive impact on the organization as a whole. The level of performance shown is not only beneficial for the organization, but also for the employees concerned, especially to increase work productivity.

The productivity of an institution's work requires good leadership. Leadership basically has a basic understanding as a trait, ability, process and/or concept possessed by a person. He is followed, obeyed, respected and loved by others and those others are willing to sincerely carry out actions or activities desired by that person. With the ultimate goal of being able to achieve the targets previously set by the leader and the people he leads. Anoraga (1992:2) defines leadership as a person's ability to influence others, through communication, both direct and indirect communication, with the intention of moving those people so that with full understanding, awareness and pleasure they are willing to follow the leader's will.

Hasibuan (2004:46-47) states that the duties of a leader/manager include the following:

- a. Managerial Cycle is a cycle of 'decision making, planning, organizing, directing, controlling, evaluating and reporting'.
- b. Motivating, meaning a leader must be able to encourage his subordinates to work hard and develop them well, so that a good and harmonious working atmosphere is achieved.
- c. Leaders must try to meet the needs of their subordinates, so that their loyalty and participation increase.
- d. Leaders must create conditions that will help their subordinates get satisfaction in their work

In leading, the ability of a manager's leadership is very urgent, especially in carrying out the supervision process. Supervision (Arikunto: 2004: 4) is defined as an activity carried out by managers as officials who have a position above or higher to see or supervise the work of tutors. In other words, supervision is an activity of observing, identifying which things are right, which are not right and which are not right so that they are in accordance with the objectives of development.

In the main supervision activity, a manager can carry out three types of supervision, namely:

- a. Academic supervision which focuses on the manager's observation of academic problems in the learning environment when students are in the teaching and learning process.
- b. Administrative supervision that emphasizes tutor observation on administrative aspects that function as support and help smooth the implementation of learning.
- c. Institutional supervision that emphasizes all aspects that improve the quality of learning and development of institutional quality.

3. Research Methodology

This study uses a case study approach. According to Yin (2005:12) that "the research strategy using case studies is to determine the types of research questions, the categories are: who, what, where, how and why".

While the method used is a qualitative method. According to Moleong (2006:7) defines qualitative research as "research that intends to fulfill the phenomenon of what is experienced by the research subject, for example, behavior, perception, motivation, action, and others". Holistically, and by means of description in the form of words and language, in a special natural context by utilizing various natural methods.

This study does not use condition settings or does not manipulate the variables studied. This study only collects data on the Description of Management Leadership, Supervision in Improving the Performance of PKBM Lembah Mentenang Tutors. PKBM Lembah Mentenang has PAUD programs, Packages A, B, C and courses (life skills). The presence of researchers acts as an instrument as well as data collectors, namely researchers conduct direct research to the research location to collect data, data managers, namely data that has been collected is grouped based on research questions and reporting of research results, namely researchers make reports as research findings. Therefore, in the implementation, researchers will interact and communicate with managers and tutors so that good and harmonious relationships are established during the research and can facilitate researchers to obtain accurate information. In collecting or obtaining data, using several methods, namely: Observation or observation is one of the important research techniques. Observation is used for various reasons. With observation, it can be easily seen how the Leadership of Managers, Supervision in Improving the Performance of PKBM Lembah Mentenang Tutors. Interviews were conducted to obtain data such as Leadership of Managers, Supervision in Improving the Performance of PKBM Lembah Mentenang Tutors. To conduct the interview, the researcher conducted an interview with one of the parents as a key informant. The interview data that researchers are looking for is based on the focus of the research described in the research questions. In addition to key informants, researchers conducted interviews with tutors. This method is used to obtain data on: the number of students, administrative data of managers, tutors including reports on the progress of students' learning outcomes. From the field results, researchers obtained documentation in the form of research photos at PKBM Lembah Mentenang. In this study, the author used sources of information as competent informants who were relevant to the study, while the place that became an element of the social situation was the situation and environmental conditions of the place related to the research problem. To obtain valid and correct data, this study used snowball sampling techniques. In this study, the key informant is Zuhadi. Furthermore, it will be rolled out to tutor informants who work at PKBM Lembah Mentenang so that the required data is fulfilled.

In analyzing research data, data analysis techniques are used using the Miles and Huberman data analysis model (in Sugiyono, 2009:337). The steps are as follows:

a. Data Reduction

Data reduction is the process of collecting research data, a researcher can find at any time to get a lot of data, if the researcher is able to apply the observation method, namely as field notes, interviews by interviewing key informants of the principal and supporting informants of class teachers or from various documents related to the subject being studied, researchers record field data in the form of field notes, must be interpreted, or selection of each data that is relevant to the focus of the problem being studied

b. Data Display or Data Presentation

Presentation of data obtained into a number of matrices or lists of categories for each data obtained, data presentation is usually used in narrative form. Data display is used to see an overall picture of the data obtained to draw the right conclusion. From the explanation above, the researcher sorts the research results received from observations, interviews and documentation to be used as research findings.

c. Conclusion or Verification

The conclusion in qualitative research is a new finding that has never existed before. Findings can be in the form of a description or picture of an object that was previously still dim or dark so that after being studied it becomes clear, it can be a causal or interactive relationship, hypothesis or theory.

In order to test the validity of the data, the researcher conducts a credibility test of the data obtained. In the credibility test, there are several steps taken, including:

- a. Extend observation in this extended observation the researcher returns to the field, makes observations, interviews again with data sources that have been encountered or new ones. In this extended observation, the researcher focuses on testing the data obtained, whether the data obtained after being checked again in the field is correct or not, if after being checked again in the field the data is correct, it means the data obtained is credible.
- b. Increase perseverance, namely the researcher makes observations more carefully and continuously. In this way, the certainty of data and the sequence of events can be recorded with certainty and systematically.
- c. Conduct triangulation, namely checking data from various sources.

4. Results & Discussion

4.1. Results

Based on the research, it was obtained that the leadership of the manager influences various aspects, both related to improving the quality of learning, increasing loyalty, and tutor performance as well as improving the quality of the PKBM Lembah Mentenang institution. The leadership of a manager can influence tutors to achieve a mission, task, or goal of the institution, and direct it in a way that makes it more cohesive and more reasonable. Leadership basically emphasizes appreciating the goals of the institution so that later the tutors will have confidence that actual performance will exceed the expectations of the tutor's performance. A manager has implemented a leadership style that must be able to influence the success of the PKBM Lembah Mentenang in achieving its goals. Leadership factors also affect tutor performance.

In carrying out learning activities, managers always carry out academic supervision related to the readiness of tutors in planning, implementing and evaluating learning, as well as difficulties encountered by tutors during teaching and learning activities. Furthermore, the tutor reports to the manager. The report is reported by the tutor verbally and in writing. Oral reports are made during routine meetings or end-of-semester meetings involving all elements related to learning activities. While written reports are reported in the child's learning development

report card and the tutor's performance report. For tutors who have difficulty in planning and implementing learning, coaching is carried out with assistance from senior tutors or third parties invited by the manager. Furthermore, administrative supervision is carried out to evaluate things that support the learning process, such as the availability of teaching materials, supporting books and learning media tools including the availability of learning space facilities and infrastructure.

However, the performance of tutors is still not satisfactory, it can be seen that there are still many tutors who teach using only conventional learning strategies, the existing modules have not been used optimally so that the learning outcomes of students are still not good. This can be seen from the reporting of the performance of tutors, many of whom have difficulty implementing learning due to changes in the curriculum from the 2013 curriculum to the independent curriculum. Tutors have difficulty developing their teaching materials. For this reason, coaching from the institution is needed or involving tutors in training or workshops on the implementation of the independent curriculum, especially in the implementation of non-formal learning.

4.2. Discussion

Leadership is the ability to influence, guide others to follow the leader with full awareness and sincerity, both directly and indirectly, in order to achieve common goals. It should be remembered that leaders bear responsibility and try to handle the problems faced. Leaders identify and understand the desires of their subordinates. If the leader communicates with colleagues and subordinates to convey plans, explain their goals, inform each other of their duties, try to raise work enthusiasm, try to overcome tensions between group members. That way, the goals to be achieved can be met optimally.

Basically, the tasks of a leader are to fix all the processes of activities that take place in a group properly, in order to achieve goals as optimally as possible. The leader is responsible for directing the vision and resources that can produce the most effective and efficient things. In this case, the leader is responsible for the work of others, responsible for the results achieved. To be precise, the leader must be responsible for the development and sustainability of the group or institution he leads.

The organizer or leader in non-formal education for a program activity is called a manager. An effective manager has three main things as follows; First, managers who hold a commitment to the vision of the institution in carrying out their duties and functions, second; making the vision of the institution a guideline in managing and leading the institution, third; always focusing their activities on learning and tutor performance in the classroom. Furthermore, related to the duties of the manager, a manager will carry out supervision and coaching. Supervision of the manager will have a positive impact on the psychology of the tutor. The sense of satisfaction that the tutor gets with the supervision of the manager will trigger the tutor's enthusiasm in carrying out his duties, so that learning will run well.

The success of PKBM is the success of the manager in leading his subordinates. PKBM is a complex organization, therefore the manager must be able to coordinate all activities in the school including tutor activities in preparing learning, starting from teaching modules, teaching materials, media, and teaching aids. The success of the learning process is greatly influenced by factors of the manager, tutor and students. Therefore, the learning process needs to be optimized with supervision and guidance from the manager.

A manager must carry out supervision but must not forget the principles that take place in implementing an Institution. According to Arikunto (2004:24) The stages of the manager's work in carrying out supervision are: first, supervision is providing guidance and assistance to tutors and administrative staff in order to improve performance, second, providing guidance and assistance is done directly, no intermediaries are needed. Third, providing assistance and

guidance must be linked to events that require guidance, fourth, supervision activities are carried out periodically so that there is an orderly and routine mechanism.

After the supervision process for tutors, a picture of the tutor's performance will be obtained. The factors that influence tutor performance include: motivation, knowledge, incentives, communication, commitment to tasks, facilities and infrastructure, superior leadership and work climate. Each factor that can influence these can be described as follows:

- a. Motivation is a psychological condition that drives someone to fulfill their needs. With the motivation in the tutor to work, he will be more active and diligent in working with a high level of performance. Someone who has low motivation in working will result in low performance. This will affect the quality of education provided by the institution
- b. Knowledge is the ability that a person has about the tasks that are his responsibility, which will help the smooth implementation of his duties. Low knowledge will affect the smooth implementation of the tutor's duties.
- c. Incentives are also thought to affect the performance of tutors. A worker certainly expects a salary or incentive that is in accordance with the type and workload he carries. Likewise with tutors in educational institutions such as PKBM, if the incentives he receives are low, it will reduce his performance at work.
- d. Tutor commitment is an agreement between the tutor and the institution in carrying out tasks or work with a full sense of responsibility. Tutors who are not ready for incidental tasks and are picky about jobs, then their commitment is relatively low and that interferes with their performance at work
- e. Facilities and infrastructure are also thought to affect the performance of tutors. To carry out certain tasks, equipment is needed that can help smooth the implementation of these tasks. Facilities and infrastructure in the form of limited space can also hinder the smooth learning process in the institution.
- f. Superior leadership. Superiors who have a high level of attention to the problems faced by their subordinates will encourage subordinates to work better. Managers who often leave the institution and the unclear delegation of authority will also affect the performance of tutors.
- g. The atmosphere and work climate in an institution will be seen through the pattern of interpersonal relationships in the institution. If the work atmosphere is less conducive, such as conflicts between fellow tutors, it will cause low tutor performance
- h. Communication is a very essential aspect for the smooth running of tasks in the institution, without good communication, the goals as expected will not be achieved, either between tutors and managers, tutors with fellow tutors, or tutors with other parts of the institution.

5. Conclusion

Based on the description above, it can be concluded:

- a. The leadership of the management at PKBM Lembah Mentenang has supervised, guided, and directed coaching so as to produce quality learning and increased tutor performance
- b. Supervision carried out by the management with wise leadership is able to improve tutor performance.
- c. Tutor performance is getting better because the management in leading PKBM Lembah Mentenang pays close attention to the principles of supervision and treats tutors wisely.

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