



Effective Transformative Leadership: Addressing School Dropout Rates in Community Learning Centers

Arrifa Aulliyatul Gofar,^a Moh. Dasuki^{a 1}

^a UIN Kiai Haji Achmad Siddiq Jember, Indonesia

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Abstract

Transformative leadership is crucial in reducing school dropout rates in Indonesia, especially in nonformal education, such as Community Learning Activity Centers (PKBM). One example is PKBM Miftahun Najah in Banyuwangi, East Java, which has implemented an effective leadership strategy. This research explores and describes the transformative leadership strategy the Chairperson of PKBM, Miftahun Najah, implemented to reduce the school dropout rate in Banyuwangi. This research method uses a qualitative approach to explore and describe the transformative leadership strategy the Chairperson of PKBM Miftahun Najah implemented to reduce school dropout rates. Data was collected through observation and in-depth interviews. Interactive model analysis consisted of data condensation, data display, and concluding/verification, which resulted in an in-depth understanding of these leadership strategies' effectiveness in nonformal education. This research shows that the collaborative, visionary, and proactive leadership style of the Chairperson of PKBM Miftahun Najah effectively reduces dropout rates and improves education quality. Inclusive leadership engages stakeholders in government programs, seminars, and institutional collaborations. The Independent Learning concept empowers students, enhancing synergy and collaboration. This approach underscores the importance of adaptive leadership and innovation in overcoming challenges and achieving better educational outcomes.

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I. Introduction

Community-based leadership plays an important role in finding practical solutions to education problems, especially with Indonesia's increasing school dropout rate. In the cold hands of the leader, problems will be identified, and solutions will be found quickly and precisely (Northouse, 2018). Data from the Central Statistics Agency in June 2023 shows that the school dropout rate at the elementary school level reached 0.13 percent, middle school 1.06 percent, and high school 1.38 percent. The nominal figure is enormous because in the same period, the total number of elementary school students reached 24,035,934 people, middle school students 9,970,737

¹
dasukimhammad83@gmail.com

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people, and high school students 5,317,975 people (Central Statistics Agency, 2023). PKBM

Miftahun Najah was founded to address this problem by identifying the causes of dropping out of school, such as the cost of education, people's mindset, boredom with formal schools, and interest in religious education in Islamic boarding schools (Anwar, 2017). Miftahun Najah's PKBM leadership offers flexible nonformal education, which, since its founding in 2016, has succeeded in increasing the number of students through various innovative programs such as Garda Ampuh and Smart Better, as well as developing life skills (Supriyadi, 2019). The success of Miftahun Najah's PKBM shows that community-based leadership with a nonformal education approach and innovative programs can effectively solve the problem of dropping out of school in Indonesia (Hasanah, 2020).

Community-based leadership is essential in finding practical solutions to education problems, especially with Indonesia's increasing school dropout rate. Data from the Central Statistics Agency in June 2023 shows that the school dropout rate at the elementary school level reached 0.13 percent, middle school 1.06 percent, and high school 1.38 percent. The nominal figure is enormous because in the same period, the total number of elementary school students reached 24,035,934 people, middle school students 9,970,737 people, and high school students 5,317,975 people (BPS, 2023). PKBM Miftahun Najah was founded to address this problem by identifying the causes of dropping out of school, such as the cost of education, people's mindset, boredom with formal schools, and interest in religious education in Islamic boarding schools (Anwar, 2017). Miftahun Najah's PKBM leadership offers flexible nonformal education, which, since its founding in 2016, has succeeded in increasing the number of students through various innovative programs such as Garda Ampuh and Smart Better, as well as developing life skills (Supriyadi, 2019). The success of Miftahun Najah's PKBM shows that community-based leadership with a nonformal education approach and innovative programs can effectively solve the problem of dropping out of school in Indonesia (Hasanah, 2020).

So far, there has been much research on PKBM regarding improving community education, reducing school dropout rates, and forming positive character in students. For example, research by Sarofah (2022a) shows that PKBM Khalimul Khasan significantly improves the community's education and economy by increasing economic participation and reducing school dropout rates. Ani Susi (2021) observed that Tunas Scholar PKBM effectively reduces school dropout rates through nonformal education adapted to local conditions. Restu Handayani (2017) found that PKBM Citra Ilmu managed equality programs well through a planned management and structured evaluation. Muhammad Ali (2017) highlighted that PKBM, such as Al Suroya, is active in shaping the positive character of students, even though they face infrastructure and environmental obstacles. Ayu Safitri (2020) shows the role of PKBM in instilling character values in society through equality and life skills education programs. Cut Mairani (2019) shows that effective leadership from the head of the madrasah at MTs Al-Manar Tembung contributes significantly to improving teacher performance and the quality of educational institutions. Challenges such as local socio-economic conditions, adequate supporting infrastructure, and capabilities in program management and evaluation continuously remain the focus for increasing the effectiveness of the PKBM program as a whole. The tendency of this research to focus on the existence of activity programs needs to capture the role of leaders fully.

Studies on the role of leadership in managing PKBM activities have significant relevance in education and community development. Analysis of leadership strategies and policies at PKBM highlights the significant role of leadership in improving nonformal education programs. One study focused on management standards at PKBM Sejahtera in Pontianak, revealing that effective implementation of leadership and management practices, such as a clear vision, mission, structured activities, and comprehensive reporting, is critical to achieving educational goals and community engagement (Mahmud et al., 2018). Another study examined the influence of transformational leadership, job satisfaction, and work motivation on teacher performance in PKBM, which showed that transformational leadership positively impacted teacher performance, which is essential for improving student learning outcomes (Natan & Hidayat, 2023). These findings emphasize the importance of effective leadership in forming a learning environment that supports and improves

the quality of education in the PKBM environment.

This article aims to fill the research gap and strengthen understanding of the role of leadership in managing PKBM activities as a solution to the increase in cases of children dropping out of school. The main focus is on the chair's leadership style and the efforts made by the Learning Activity Center in dealing with the problem. By analyzing leadership strategies and implemented policies, this article will provide in-depth insight into how effective leadership can have a positive impact on reducing school dropout rates in these communities.

Thus, this research not only fills academic knowledge gaps but also contributes to efforts to overcome educational challenges at the local community level. In support of this view, studies on inclusive leadership show that leadership styles that include openness, accessibility, and interactive communication can significantly increase engagement and behavior outside of formal roles of academic staff, which in turn can strengthen educational initiatives at the community level (Adewale & Ghavifekr, 2020; Randel et al., 2018). Additionally, adaptive and inclusive leadership has been proven effective in supporting an inclusive and empowering educational environment, essential in reducing school dropout rates and increasing educational participation (Panicker et al., 2018).

II. Methods

This research aims to determine the transformative leadership strategy of the Chairperson of the PKBM Miftahun Najah in Kalibaru, Banyuwangi, in reducing school dropout rates. This research uses a qualitative approach with a qualitative descriptive research type. This type of research was chosen because it aims to explore natural phenomena and describe patterns related to the problems raised. The data produced in this research is in the form of verbal, written, and spoken descriptions of the individuals observed, making this research appropriate for describing complex leadership strategies.

This research was designed using descriptive qualitative methods, which allows researchers to study various problems, rules, situations, and conditions in the community environment. This approach focuses on relationships, attitudes, activities, views, ongoing processes, and the impact of phenomena that occur. The informants in this research are individuals who have in-depth knowledge about PKBM Miftahun Najah, selected through a purposive sampling technique to ensure the validity of the information obtained.

The main data sources in this research were observation, interviews, and documentation. Observations are carried out to obtain careful and detailed data regarding events, behavior, and places. Interviews are conducted to record the informants' opinions, feelings, and emotions regarding research, while documentation is used to collect written evidence, photographs, or other relevant works. The data collected is then compiled and organized systematically to facilitate analysis.

The data analysis technique in this research uses an interactive analysis model with a data condensation process, data presentation, and concluding/verification. Data condensation is done by selecting, focusing, abstracting, and simplifying irrelevant data. Data presentation is carried out to understand better the problems that arise and assist researchers in continuing the analysis. The final stage is drawing conclusions and verification, where the researcher ensures the validity of the findings based on the evidence and data that has been collected and draws conclusions that are relevant to the focus and objectives of the research.

III. Results and Discussion

Leadership Style in Emphasizing School Dropout Rates

The Leadership Style of the Center for Community Learning Activities Chairperson Miftahun Najah Kalibaru Banyuwangi "Emphasising School Dropout Rates" effectively emphasizes the importance of a solution leadership style in the context of nonformal education. This shows that

research does not only focus on reducing school dropout rates but also on how good leaders effectively provide real solutions to the problems faced. By stating "Suppression of School Dropout Rates."

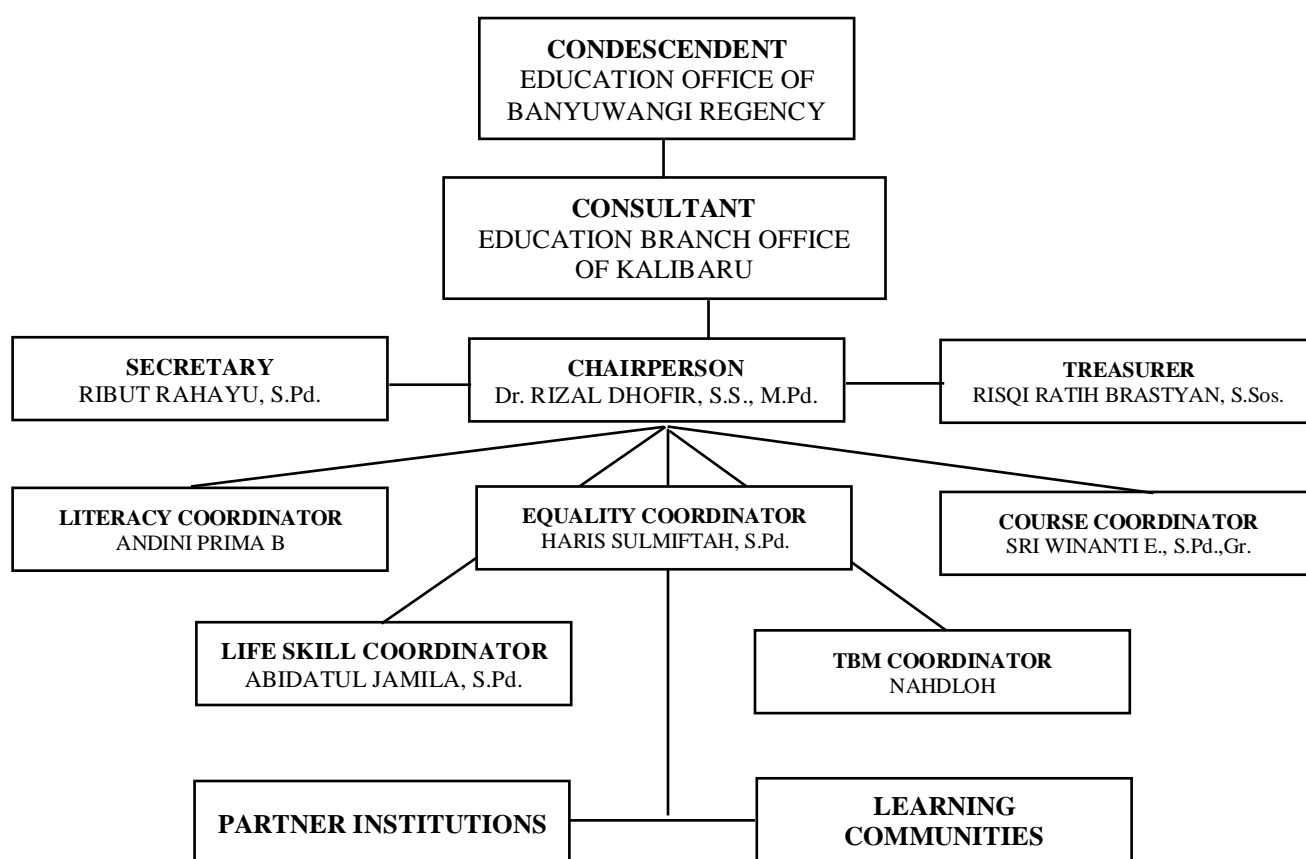
Table 1. Leadership style of PKPM Miftahun Najah

NO	Informant's Name	Statement	Description
1	Chairperson of PKBM 35 (years old)	Of course, my success in reducing the school dropout rate was not without help from my friends, especially my wife. The help of energy and thoughts has succeeded in bringing me to be able to establish this PKBM, which is aimed at reducing the number of school dropouts. If no one starts now, how long will we have to wait to improve education in Kalibaru.	Success in reducing the school dropout rate cannot be separated from his friends' support, especially his wife. He emphasized the importance of initiatives to advance education in Kalibaru.
2	Tutor 1 (26 years old)	Mr. Dhofir is my teacher and motivator for me. From the past until now, this has not changed; I have even more respect and admiration for him. His leadership is extraordinary. What was the struggle from the beginning of the establishment of this institution until now?	A tutor considers Mr. Dhofir to be a teacher and motivator. He was impressed by Pak Dhofir's leadership and struggled in establishing and developing PKBM
3	Tutor 2 (29 years old)	Mr. Dhofir always gives us direction and motivation. He pays attention to learning activities, starting from learning methods and media, class tutors, and other things. This makes us more enthusiastic about teaching.	a tutor, felt that he received direction and motivation from Mr. Dhofir, who paid attention to every aspect of learning activities, thus increasing the tutors' enthusiasm for teaching.
4	Learning member 1 (17 years old)	Mr Dhofir cares about our education. He always supports and encourages us to continue learning and not give up. His leadership helped us move forward.	a student appreciates Mr. Dhofir's care and support, who always motivates them to continue learning and moving forward
5	Learning member 2 (16 years old)	I feel lucky to study at PKBM under Mr. Dhofir's leadership. He is very charismatic and always motivates us, which makes us enthusiastic about studying.	A student feels lucky to be able to study at PKBM under the charismatic leadership of Mr. Dhofir, who always motivates students.
6	Learning member 3 (16 years old)	Mr. Dhofir always invites us to change for the better. His leadership is truly inspiring and gives us hope for a brighter future.	As a student, I felt inspired by Pak Dhofir's invitation to change for the better, which gave me hope for a brighter future.

This description shows that the PKBM Chairperson has collaborative leadership, involving the community and family in achieving goals. His leadership is visionary and focused on positive

change in education. Inspirational and transformational leadership inspires and motivates both tutors and students. Leadership is transformational, encouraging positive change and increasing enthusiasm for learning (Bass & Riggio, 2006; Northouse, 2021). Caring and Empowering: His empathetic and supportive leadership helps students stay motivated and strive (Avolio & Yammarino, 2013). This shows leadership that focuses on individual empowerment and development. Detail and Proactivity: The PKBM chair's attention to every aspect of learning reflects proactive and detailed leadership, ensuring that the learning process runs effectively and efficiently. His leadership effectively manages educational institutions and can provide inspiration, motivation, and positive change for his community (Kvale & Brinkmann, 2009).

Chart 1. Miftahun Najah PKBM Management Structure



Source: Document of PKBM Miftahun Najah


Apart from this, previous research, such as by Handayani (2017) and Mairani (2019), emphasizes the importance of good management and effective leadership in improving the quality of education. This is consistent with the findings of this research, which show that the planned and detailed leadership of the PKBM Chair can increase the effectiveness of learning at PKBM Miftahun Najah. Likewise, research by Sarofah (2022b) and Susi (2021) shows the importance of community participation in improving education. This research supports these findings by showing how the collaborative leadership of the PKBM Chair involves the community and family in achieving educational goals.

PKBM's clear and firm leadership in empowerment and character development, research by Ali (2017) and Safitri (2020) highlights the role of PKBM in forming positive character and empowering individuals. This research found that the caring and empowering leadership of PKBM leaders also plays a vital role in developing students' character and learning motivation. The PKBM Chair, as the leader of the institution and community, has delegated his leadership to professional

people and done collaboratively; below is the PKBM HR who works collaboratively under his leadership.

The leadership of the head of PKBM Miftahun Najah includes collaborative, visionary, inspirational, caring, and proactive. His transformative leadership reduced school dropout rates by involving communities and families, inspiring and motivating students, and providing the necessary support and attention. This research shows that effective leadership styles in nonformal education can create an inclusive and supportive learning environment and provide positive change for the community. These findings support previous research which emphasizes the importance of good leadership and community participation in improving the quality of education and reducing school dropout rates (Handayani, 2017; Mairani, 2019; Sarofah, 2022; Susi, 2021; Ali, 2017; Safitri, 2020).

Table 2. Coordination and discussion about PKBM Miftahun Najah Program

Observation	Description	Activity Photos
<p>Observations: 1 The activities of the PKBM chairperson were in the middle of the staff, and the tour staff carrying out the coordination meeting were in the middle position during the meeting.</p>	<p>In this meeting, the PKBM chairperson led the discussion and actively listened to each participant's input. He showed his collaboration by giving every staff member and tutor the opportunity to talk, share views, and provide reports regarding the progress of the program being implemented. The interactions that occurred look dynamic and full of a spirit of cooperation, reflecting the inclusive and participatory work culture at PKBM Miftahun Najah.</p>	

Transformative leadership often exhibits characteristics such as those described in the description. Some key aspects of transformative leadership can be seen in such situations: *Idealized Influence*: Transformative leaders serve as good role models and act in ways that subordinates can respect and follow. When the PKBM leader sits in the middle position and is the center of attention, he shows charismatic leadership and is respected by staff and tutors (Northouse, 2021). *Inspirational Motivation*: Transformative leaders can provide a clear vision and encourage team members to achieve higher goals. In the meeting, the PKBM chairperson motivates and praises staff and tutors, creating a positive and inspiring atmosphere (Hoch et al., 2018). *Intellectual Stimulation*: Transformative leaders encourage innovation and creativity by challenging assumptions, stimulating new ideas, and encouraging critical thinking. In coordination meetings, the PKBM chair listens to ideas from staff and tutors and encourages their participation, demonstrating high intellectual stimulation (Wang et al., 2020). *Individualized Consideration*: Transformative leaders pay attention to the individual needs of each team member and provide support and coaching according to their needs. By allowing each meeting participant to speak and contribute, the PKBM chairperson shows individual attention and consideration (Antonakis & Day, 2018).

Transformative leadership focuses on positive change by empowering and inspiring team members to reach their maximum potential. In this coordination meeting, the PKBM chairperson demonstrated many characteristics of transformative leadership through collaboration, open communication, and empowerment of team members. The conclusion of this research shows that the leadership style of PKBM Chair Miftahun Najah, which is collaborative, visionary, inspirational, caring, and proactive, has effectively reduced school dropout rates. Her transformative

leadership inspires and motivates students and staff, creating an inclusive and supportive learning environment. In addition, his involvement in government programs and active community participation shows that his leadership approach improves the quality of education and provides real solutions to local challenges. These findings support previous research on the importance of good leadership and community participation in reducing school dropout rates and improving the quality of education (Handayani, 2017; Mairani, 2019; Sarofah, 2022; Susi, 2021; Ali, 2017; Safitri, 2020).

Application Efforts of the Head of the Learning Activity Center to Reduce School Dropout Rates

PKBM Chair Miftahun Najah has demonstrated effective leadership by utilizing government programs, identifying and exploiting local potential, and overcoming social and economic obstacles that cause school dropouts. These efforts have succeeded in attracting students from various age groups and maintaining gender balance in education. These efforts are based on the following statement:

Table 3. Efforts have succeeded in attracting students

NO	Informant's Name	Statement	Description
1	Chairperson of PKBM	Initially, people chose not to continue their education or dropped out of school because of unsupportive financial conditions. However, my assumption was resolved after I conducted a survey and observed directly. Many things cause people to choose not to continue their education.	Financial conditions are often cited as reasons for people not continuing their education or dropping out. However, surveys and observations reveal that many other factors influence this decision. These findings indicate that various complex factors influence the decision not to continue education.
2.	Chairperson of PKBM	The number of students studying at PKBM Miftahun Najah has increased thanks to participation in government programs such as Smart Better, which encourage the community's enthusiasm for learning. In 2020, the Banyuwangi Regency Government launched the Vocational Village program, which provides education to 100 residents to develop the village's potential. This program is relevant to the potential of Kalibaru village, which has extensive coffee land and most of the population is coffee farmers. We took part in this program to exploit this potential. We realized that many children drop out of school because their parents prefer that they help the family economically by working on coffee plantations, which is more profitable than going to school.	The number of people studying at PKBM has increased thanks to government programs such as Smart Better, which encourage enthusiasm for learning. In 2020, the Government launched the Vocational Village program, providing training to 100 residents to develop the village's potential. This program is relevant. This program is to exploit this potential and overcome the problem of children dropping out of school, which often occurs because parents choose to have their children help the family economy by working on coffee plantations, which is considered more profitable than formal education.

The Chair of PKBM, as the head of the institution, has a significant role in reducing the school dropout rate in Kalibaru District. As founders and developers of institutions, various strategies are designed and implemented to achieve these goals (Northouse, 2021; Yukl, 2020). These strategies play an essential role in determining the success of an institution in achieving its vision and mission and facing change (Dinh et al., 2020). The PKBM chairperson is expected to do his best in carrying out his duties, which ultimately brings positive changes in the development and achievement of the institution's goals (Antonakis & Day, 2018). Based on the statement made by the PKBM chairperson and the movements carried out, several efforts have been made to suppress school dropout rates, including:

Surveys and Observations: The Chair of PKBM conducted surveys and direct observations of people who had dropped out of school. These results found that the leading causes of dropping out of school were economic problems, low awareness of the importance of education, lack of parental support, and the choice to board without formal education. The survey and observation strategy carried out by PKBM Chair Miftahun Najah is similar to the approach used by other PKBMs as reported by Sarofah (2022a). By identifying the causes of dropping out of school, PKBM can design more effective programs to overcome this problem. This strategy reflects the intellectual stimulation component of transformative leadership, where leaders encourage followers to think creatively and critically (Northouse, 2021; Dinh et al., 2020; Anderson et al., 2017; Gardner et al., 2020; Harrison & Raineri, 2020).

Direct Approach, the PKBM Chair, and his team went to homes to invite those who had dropped out of school to continue their education at PKBM. Despite experiencing many rejections, this effort continues to be carried out enthusiastically. The direct approach to homes by the Miftahun Najah PKBM team shows high commitment and enthusiasm, which is similar to the approach of Ani Susi (2021) in PKBM Tunas Scholar. Despite much resistance, these efforts are essential for reaching vulnerable students. This shows the ideal influence where the leader becomes a role model and inspires others (Bass & Avolio, 1994). Table 4 is the activities carried out by the PKBM Chair.

Programs and Activities: PKBM Miftahun Najah participates in various government programs that support increasing the number of students studying, such as the "Smart Better" and "Vocational Village" programs. This program helps develop village potential and provides educational opportunities to the community, especially those who work as coffee farmers. Participation in government programs and national seminars, such as that carried out by PKBM Miftahun Najah, shows effective strategy adaptation, as Handayani (2017) found. This program helps develop the village's potential and provides educational opportunities to the community. This aligns with the inspirational motivation in transformative leadership, where the leader communicates a compelling vision and encourages followers to achieve higher goals (Bass & Riggio, 2006).

Participation in National Seminars: PKBM participated in national seminars such as "Freedom to Learn to Build Quality Villages" at Malang State University. This activity aims to expand knowledge and improve the quality of education and village communities. Participation in national seminars reflects the importance of professional development and continuous learning, which is part of the intellectual stimulation in transformative leadership theory (Northouse, 2021).

Collaboration with BLKK: PKBM collaborates with the Ummul Quro Glenmore Community Work Training Center (BLKK) for graphic design and digital entrepreneurship skills training. This collaboration aims to expand educational services and meet the learning needs of students. Collaboration with Community Job Training Centers (BLKK) for skills training reflects Ali's (2017) approach, which focuses on developing skills and positive character despite infrastructure constraints. This collaboration shows the individual consideration of transformative leadership, where the leader provides attention and support appropriate to each individual's needs (Avolio & Yammarino, 2013).

Table 4. Activities carried out by the PKBM Chairperson

Observation	Description	Activity Photos
<p>Observation: 2 The PKBM Chairperson's activities are participating in workshop activities as a form of vocational development.</p>	<p>Chairperson of the Miftahun Najah Community Learning Activity Center (PKBM), Rizal Dhofir, has actively participated in various workshops as part of efforts to develop vocational programs at his institution. This activity aims to expand the knowledge and skills needed to improve the quality of education and skills of the community in Kalibaru District. The following is a description of the workshop activities the Chair of PKBM attended.</p>	
<p>Observation: 3 The activities of the PKBM Chairperson are participating in seminar activities.</p>	<p>The PKBM Miftahun Najah Chairperson, Rizal Dhofir, actively participates in various seminars to improve education quality and broaden insight regarding best practices in managing nonformal education institutions. The following is a description of the seminar activities the Chair of PKBM attended.</p>	
<p>Observation: 4 Activities of the PKBM chairperson in collaboration with BLKK (Community Work Training Center) partners</p>	<p>Chairperson of the Miftahun Najah Community Learning Activity Center (PKBM), Rizal Dhofir, is actively collaborating with various partners, including the Ummul Quro Glenmore Community Work Training Center (BLKK). This collaboration aims to improve the skills and competencies of students, as well as provide educational and training opportunities that are relevant to the needs of the job market.</p>	

Implementation of Freedom to Learn: At PKBM Miftahun Najah, learning focuses on the process, not just the results. The tutors, especially the PKBM head, apply creative methods that suit the learning community's needs. Applying the Merdeka Belajar concept, which focuses on creative processes and methods according to the needs of learning citizens, reflects Safitri's (2020) findings regarding the importance of equality and life skills programs in instilling positive character values. This indicates transformative leadership's intellectual stimulation and inspirational motivation (Hoch et al., 2018).

Regular Meetings and Effective Management: The chair of PKBM, Rizal Dhofir, holds regular meetings with staff and tutors to discuss problems, input, and suggestions. Problems that arise are handled immediately to prevent obstacles in achieving institutional goals. Regular meetings and effective management carried out by Rizal Dhofir align with Mairani's (2019) findings, which show the importance of effective leadership in improving the quality of education and institutional performance. This reflects the influence of ideals and individual consideration in transformative leadership (Wang et al., 2020).

The PKBM chairperson's strategies have led him to improve the level of education of the people of Kalibaru, Banyuwangi. Table 4 is his PKBM efforts have produced quite maximum results:

Table 5. Number of Students by Gender

1.	Number of Students Based on Gender		
	Man	Woman	Total
	862	654	1516

Source: Miftahun Najah PKBM Document

Table 6. Number of Students by Age

2.	Number of Students Based on Age			
	Age	L	P	Total
	< 6 years	0	0	0
	6 - 12 years	2	4	6
	13 - 15 years old	52	34	86
	16 - 20 years old	228	136	364
	> 20 years	580	480	1060
	Total	862	654	1516

Source: Darun Najah PKBM Document

Based on the distribution of students, especially in the age group 13 years and above, this institution successfully attracts students who may have dropped out of school and provide them with educational alternatives. The significant number in the age group >20 years shows that PKBM has successfully attracted adults who still need to complete their formal education to return to study. With the most significant number of students in the age group >20 years, PKBM has successfully provided educational opportunities to adults who may have previously dropped out of school. Although these institutions have successfully attracted older students, more attention needs to be paid to improving educational programs for the 6-12-year-old age group, whose numbers still need to be more significant.

Through these various efforts, PKBM Miftahun Najah reduced the dropout rate and improved educational conditions in Kalibaru District. This success was achieved thanks to solid

cooperation and effective management from the PKBM chairperson and his team. Cooperation and participation in various programs and activities are essential to achieving institutional goals. The transformational leadership applied by Rizal Dhofir, which includes ideal influence, inspirational motivation, intellectual stimulation, and individual consideration, plays a crucial role in creating positive change and improving the quality of education at PKBM Miftahun Najah (Northouse, 2021; Hoch et al., 2018; Wang et al., 2020; Antonakis & Day, 2018).

IV. Conclusion

The transformative leadership implemented in PKBM has reduced school dropout rates and improved the quality of education in Kalibaru District. With a collaborative, visionary, inspiring, caring, and proactive leadership style, leaders can involve communities and families in achieving educational goals, creating an inclusive and supportive learning environment. Efforts such as surveys and observations, direct approaches, participation in government programs, national seminars, collaboration with BLKK, application of the Merdeka Belajar concept, and regular meetings show a high commitment to increasing learning effectiveness and individual empowerment. These findings support previous research that emphasizes the importance of good leadership and community participation in improving the quality of education and reducing school dropout rates, suggesting that effective leadership in nonformal education can provide positive change for communities.

This research makes an essential contribution to the literature on transformative leadership and nonformal education by confirming that transformative leadership involving ideal influence, inspirational motivation, intellectual stimulation, and individual consideration can effectively overcome the problem of dropping out of school in nonformal education. These findings expand our understanding of collaborative and visionary leadership creates inclusive learning environments. Practical implications include developing leadership training programs for nonformal education leaders, creating policies that support community and family participation, and implementing strategies such as surveys, observations, and collaboration with external partners to increase the effectiveness of educational programs. In addition, these findings can be used to design nonformal education curricula that are more responsive to local needs.

This study has several limitations that need to be noted. First, this research uses a descriptive qualitative approach, limiting the generalization of the findings to a broader context. Second, this research only focuses on one PKBM in Kalibaru District, so the results may not reflect PKBM conditions in other areas with different characteristics. Third, data obtained through interviews and observations may be influenced by the subjectivity of informants and researchers, although steps have been taken to minimize bias. Further research is recommended to conduct comparative studies between several PKBM in various regions to obtain a more comprehensive understanding of the role of leadership in nonformal education. Quantitative research can also be conducted to examine the relationship between leadership style and educational outcomes objectively. In addition, further research could explore the specific impact of innovative programs such as Garda Ampuh and Smart Better on student motivation and learning achievement. Finally, further research can examine more deeply the involvement of families and communities in the educational process, as well as the factors that influence the effectiveness of this collaboration.

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VI. Author Contributions Statement

AAG was responsible for conceptualizing, designing, analyzing, and writing this manuscript. In addition, AAG played a leading role in data analysis. MD was responsible for interpreting the research results. Together, AAG and MD collected data at PKBM Miftahun Najah and edited and reviewed the manuscript thoroughly.

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