

Transformational Leadership and Managerial Challenges in PKBM Al-Falah Bobosan: Insights on Strategic Growth in Non-Formal Education

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ABSTRACT

This study investigates the leadership and managerial challenges faced by PKBM Al-Falah, a community learning center in its early development stage. Using a qualitative approach, the research employed interviews, observations, and archival data to explore the institution's managerial and leadership dynamics. The results indicate significant issues, including limited leadership participation, leading to overlapping authority and inefficiencies in management. The study suggests that the application of transformational leadership is crucial to enhance staff participation and commitment, which would improve the organizational performance. Additionally, incorporating general managerial principles alongside specific non-formal education management strategies is essential to streamline administrative processes and enhance the effectiveness of PKBM Al-Falah. The conclusion emphasizes that addressing these leadership and management issues is vital for the institution's growth, enabling it to better serve its community and remain competitive within the non-formal education sector.

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1. Introduction

Education is a fundamental human need for survival (Yusuf & Hanif, 2025). However, in terms of access, opportunities, and implementation, educational inequality remains a major issue, including in terms of facilities, teacher quality, and learning quality (Yusuf & Hanif, 2025; Hanif & Rijal, 2024). Existing schools are considered inadequate to meet all educational needs as expected (Hanif & Rijal, 2024). Therefore, various alternative institutions have emerged to address this issue, such as Community Learning Centers (PKBM), a rapidly growing non-formal institution (Hanif, Ausat, & Suherlan, 2025). Currently, there are approximately 10,506 PKBMs across Indonesia, covering levels from elementary to high school. However, several obstacles, such as structural and operational issues, still exist, limiting PKBMs' ability to provide inclusive, high-quality, and relevant education (Progresia, 2025).

Relevant education refers to making students the center of learning, where they think, give meaning to what they learn, and enrich it with direct experiences

interacting with the media being studied (Rosyidah, 2021; Humam & Hanif, 2025). Non-formal education (PNF) as a subsystem of national education not only contributes to increasing the Human Development Index (HDI) through literacy and equality education programs, but also complements the nine-year compulsory education program, fosters future leaders among the youth, enhances the dignity and status of women, and develops career skills (Hanif & Ausat, 2025; Hanif, Ausat, & Suherlan, 2025) (Sukmana, 2024). Therefore, the existence of PKBM as part of non-formal education is very important (Kusrini & Hanif, 2024; Hanif & Rijal, 2024).

Initially, PKBM was initiated as an alternative to address the issue of school dropouts by providing free education to the community (Putri, 2025; Hanif & Rijal, 2024). Its programs are designed to help solve community problems, particularly those related to education (Hanif, Ausat, & Suherlan, 2025). This institution later developed into a popular educational alternative that competes with formal education (Yusuf & Hanif, 2025). In general, PKBM uses managerial concepts ranging from planning, organization, and evaluation, oriented towards improving the quality of its management so that it continues to exist and compete with other institutions (Mustopa, 2022; Arifin & Hanif, 2024). Common problems faced are limited multi-purpose teaching staff, inadequate facilities, and limited funding, which then affects the quality of educational services that can be provided by PKBM (Umami et al., 2025; Muslikhudin & Hanif, 2024).

To optimize the managerial process in PKBM, it depends on the leadership aspect within it (Suparyo, Hanif, & Suratno, 2024). The better the leadership within the institution, the better the movement of all the components within it (Sari et al., 2024; Hanif, 2025). This means that, in general, existing problems, concepts, and leadership issues remain major challenges for PKBM in its development (Hanif & Rijal, 2024). What may not have been discussed in detail is that PKBM is still in its infancy and requires improvements in all aspects, thus requiring appropriate leadership to address these challenges (Hanif, Ausat, & Suherlan, 2025; Arifin & Hanif, 2024).

Therefore, in this study, the points to be discussed are the entire series of managerial processes and the leadership aspects within them (Arifin & Hanif, 2024; Hanif & Rijal, 2024). Speaking of the managerial process, the first point to be discussed is how PKBM can plan to address various existing problems (Hanif, 2025; Hidayah & Hanif, 2024). Then, how to organize the plan so that the structure built can be effective and efficient in realizing the plan (Suparyo, Hanif, & Suratno, 2024). The next stage is how to actualize the programs formulated in the plan (Hanif, Ausat, & Suherlan, 2025). Finally, the discussion concludes with how to monitor and evaluate the ongoing program to ensure all concepts formulated in the plan are running optimally (Musarofah, Nurhalim, & Hanif, 2020).

To ensure this, it is also necessary to understand how effective leadership can optimize all managerial processes in PKBM (Suparyo et al., 2024; Hanif, 2025). Specifically, this study will focus on how to maximize the teacher recruitment process (Asngad & Hanif, 2025), how to address facility and funding issues (Muslikhudin & Hanif, 2024; Istiyarini & Hanif, 2024), and the role of leadership in

managing these issues (Hanif, 2025). It is hoped that all existing problems and challenges can be addressed, and emerging opportunities can be executed and their potential enhanced (Hanif, Ausat, & Suherlan, 2025).

Given these challenges, implementing all aspects of management, while optimizing the leadership role, is a realistic solution if an institution wants to improve its quality (Hanif, 2025; Suparyo, Hanif, & Suratno, 2024). This means that planning is a key priority that requires serious attention to ensure the achievement of all organizational goals, anchored in a strategic and measurable vision and mission (Hidayah & Hanif, 2024). This is achieved through a structured organization with competent personnel in each component, who then implement it in appropriately and creatively packaged programs and learning experiences (Arifin & Hanif, 2024; Humam & Hanif, 2025).

This certainly requires the active participation of stakeholders to oversee the program's progress and ensure it aligns with the planning (Hanif & Rijal, 2024; Hanif, Ausat, & Suherlan, 2025). Evaluation is then used to address potential obstacles that arise during the process, using a phased approach, starting with weekly, monthly, and then semester evaluations (Musarofah, Nurhalim, & Hanif, 2020). Ensuring the smooth running of all managerial processes requires effective leadership, the ability to adapt to every challenge, and the ability to continuously innovate for the development of the institution (Hanif, 2025; Suparyo et al., 2024). Without effective leadership, the managerial process within an organization cannot run optimally, or may even stall altogether (Hanif, 2025). Therefore, this research is crucial to address these challenges (Hanif & Rijal, 2024).

2. Methods

The unit of analysis in this study focuses on PKBM Al-Falah, a community learning center located in Purwokerto, Indonesia. The research examines various aspects of its managerial processes and leadership practices. The specific case discussed includes the challenges faced by PKBM Al-Falah in its early stages, particularly in the realms of leadership, management, and organizational growth. The study also highlights key events and challenges, such as the lack of effective leadership participation and the impact this has on the institution's development. The primary individuals involved in this study include the head of PKBM Al-Falah and the teaching staff, who also take on managerial roles. This setting serves as a rich context to explore the dynamics between leadership and management within non-formal educational institutions.

This research uses a qualitative design, employing a field research approach to gain an in-depth understanding of managerial practices and leadership within PKBM Al-Falah. The study focuses on exploring the daily operations of the institution, particularly in how leadership influences managerial processes such as planning, organizing, and evaluating educational programs. Both primary and secondary data are utilized in this research. Primary data includes interviews, observations, and direct documentation from the institution. Secondary data are drawn from archives, administrative files, and relevant literature that provide

additional context to the study.

The primary sources of data in this study are the individuals involved in the management and leadership of PKBM Al-Falah. These include the head of the institution, the teaching staff who double as managerial staff, and other relevant employees within the organization. The respondents were selected based on their direct involvement in the daily operations and decision-making processes at PKBM Al-Falah. The selection was purposeful, aiming to gather insights from individuals with hands-on experience and comprehensive knowledge of the institution's challenges and successes. Additionally, secondary sources such as administrative files, institutional records, and reports are also used to support the findings from the primary data.

Data collection in this study employs a combination of methods to ensure the triangulation of information. The primary techniques include desk-review, observation, and interviews. Desk-review involved analyzing existing documentation, such as internal reports and administrative files from PKBM Al-Falah, to gain a preliminary understanding of the institution's management and leadership structures. Observations were conducted in the field to examine the real-time operations of the institution, particularly focusing on leadership and managerial practices. Semi-structured interviews were also carried out with key informants, including the head of PKBM Al-Falah and staff members, using an interview guide that focused on specific themes related to leadership and management challenges. In addition, focus group discussions (FGDs) were conducted to gather collective insights from staff members, providing a broader perspective on the organizational issues.

The data analysis in this study follows a systematic approach using data triangulation to ensure the validity and reliability of the findings. The first step involves data reduction, where unnecessary information is filtered out to focus on the most relevant data points. This is followed by data display, which organizes the information in a manner that allows for easier analysis and interpretation. The final step is drawing conclusions based on the findings from the displayed data. In terms of analytical methods, this study utilizes qualitative content analysis, which involves identifying patterns, themes, and insights from the data. Through this approach, the study aims to provide a comprehensive understanding of the managerial and leadership issues faced by PKBM Al-Falah and the steps necessary for institutional improvement.

3. Literature Review

PKBM (UNESCO calls it CLC or Community Learning Center) is a non-formal vehicle established and managed by a particular community/local community that specifically concentrates on various learning and community empowerment efforts, especially marginalized local communities, in accordance with the dynamics of the community's needs (Hanif & Rijal, 2024; Hanif, Ausat, & Suherlan, 2025). The vision of PKBM is the creation of a local community/community that is independent, smarter, more skilled, more

productive, more prosperous, living together in more harmony and always developing themselves as complete human beings created by God (Hanif & Rijal, 2024). The mission of PKBM is to dynamically identify the learning needs of the local community/community and mobilize various existing resources and potentials in order to facilitate the implementation of learning processes and community empowerment (Sukmana, 2024; Hanif, Ausat, & Suherlan, 2025). Even nowadays, PKBM stands the same as common schools, offering alternative learning with various beneficial programs that build student creativity (Arifin & Hanif, 2024). So, PKBM's paradigm must be changed, no longer as an equal education that is prioritized second, but rather as a strategic part of human resource development (Yusuf & Hanif, 2025; Hanif, 2025).

Equivalency education is a form of non-formal education that aims to replace formal education for people who have dropped out of school for various reasons (Hanif & Rijal, 2024). The educational activities take place outside the school system, but the competencies of graduates are considered equivalent to those of formal education graduates (schools) after passing an equivalency exam (Hanif, Ausat, & Suherlan, 2025). The purpose of equivalency education is to ensure that the learning needs of all citizens are met, allowing them to access education, continue learning, and acquire life skills (Yusuf & Hanif, 2025). It also aims to assist those in need of academic education and life skills to improve their quality of life and achieve flexible self-actualization (Hanif & Rijal, 2024).

Its emergence is a response to the limited space available for educational services. This is also useful for meeting educational needs and ensuring that all members of society have equal access to educational services (Syaputra, 2023; Yusuf & Hanif, 2025). So, the graduates of equivalency education can improve their skills as part of the strategic concept of human resource development (Hanif, 2025; Hanif, Ausat, & Suherlan, 2025). Also, the improvement of these skills needs to be balanced with improvements in facilities in the form of educational technology and the development of teacher capacity and quality (Humam & Hanif, 2025; Asngad & Hanif, 2025).

The term management actually refers to the process of carrying out activities that are completed efficiently with and through the use of other people (Hidayah et al., 2021). In this context, we are discussing the management of PKBM (Hanif & Rijal, 2024). So, as a member of non-formal education, it has some components of management, that is the basic components of out-of-school education management include the following functions: planning, organizing, motivating, coaching, assessment, and development (Puspito et al., 2021; Arifin & Hanif, 2024).

In order to ensure that all components can work optimally, there are several aspects that need to be considered, namely the education system used, the management within it, and the education staff (both educators and administrative staff), which as a whole have a significant influence on the success of education management activities in an educational institution (Nurhayati & Rosadi, 2022; Muslikhudin & Hanif, 2024). The existence of management is crucial for the sustainability of educational institutions (Hanif, 2025). Therefore, integrated quality

management is the answer to organizational needs (Hanif, 2025). Integrated quality management itself can be defined as an action focused on customer feedback through a continuous improvement process involving all members of the organization (Bintari, 2022; Hanif, 2025).

Planning is the initial preparation for achieving a goal. Planning is the process of preparing the systems, tactics, techniques, methods, personnel, and facilities that will be used in carrying out activities (Asni et al., 2023; Hidayah & Hanif, 2024). Organizing is a step forward after planning is done (Asni et al., 2023; Arifin & Hanif, 2024). Providing motivation is one part of supervision in education. Motivation itself can be defined as encouragement given to someone to do something so that they can improve their performance to be better and more optimal (Hanif, 2025). Coaching is needed to improve employee performance, in this case teachers and administrative staff, so that their skills and qualifications improve, so that the work they do will be better and of higher quality (Damayanti et al., 2022; Asngad & Hanif, 2025). Coaching is an approach to developing individuals or groups to achieve goals through a process of reflection, self-awareness, and skill improvement (Setianingsih & Hanif, 2024). What is expected from integrated quality management is the implementation of several principles such as commitment from management, employee empowerment, and of course continuous improvement (Bintari, 2022; Hanif, 2025). Another important thing is financing. In terms of financing, the preparation of a budget plan is based on deliberation to reach consensus through stages of problem analysis, potential analysis, and community interest analysis, so that the possibility of waste can be minimized (Suryatini & Nurhalim, 2023; Istiyarini & Hanif, 2024).

Leadership is a crucial factor in the management of an organization, particularly educational organizations (Hanif, 2025; Suparyo, Hanif, & Suratno, 2024). Good leadership can improve teacher performance by creating conducive conditions for learning activities, thereby achieving quality education (Awwaliyah & Nugroho, 2023; Hanif, 2025). The principal is the principal of a school. To achieve good learning, the school must have a positive climate (Suparyo et al., 2024). Efforts to build a conducive school climate are carried out by the principal by controlling the allocation of learning time, encouraging teacher professional development, focusing on achieving the school's vision, providing incentives for high-achieving teachers, setting academic standards in accordance with existing laws and regulations for teachers, and providing incentives for high-achieving students (Wahyudi et al., 2020; Hanif, 2025).

The most ideal type of leadership today is transformational leadership (Hanif, 2025). Transformational leadership influences commitment without the use of rewards or punishment. Member commitment is crucial for an organization's survival (Suparyo et al., 2024). Commitment demonstrates a company's employees' desire to stay, work, and dedicate themselves to the company (Jamilatul Hasanah et al., 2023; Hanif, 2025). So, using this type of leadership, teachers and administrative staff as the employees of educational institutions will give their best commitment to the success of the organization (Hanif, 2025; Suparyo et al., 2024).

Leadership in this era is team-based leadership, which is the leadership pattern needed by today's organizations (Hanif, 2025; Suparyo, Hanif, & Suratno, 2024). The right and effective leadership style demonstrated by a leader can improve the skills of prospective organizational members who are to be recruited, including in determining the pattern of education and leadership training, and the leadership model that will be provided to new organizational members (Hanif, 2025). There are three stages in the process of implementing transformational leadership: 1) revitalization, 2) creating a new vision, and 3) implementing institutional change (Hanif, 2025).

If correlated with Islamic educational institutions, there are several values that can be internalized in this transformational leadership, namely self-development according to Islamic teachings, instilling values in it, mental strengthening, individual improvement, prevention from bad things, enrichment of Islamic knowledge, and exploration, distribution, as well as support for students' talents and interests, especially in Islamic education (Wahyuni & Maunah, 2021; Suparyo et al., 2024). The principal of PKBM must implement this type of leadership to gain the success of the organization (Hanif, 2025; Suparyo et al., 2024).

4. Results and Discussion

Result

Table 1. Key Issues in PKBM Al-Falah Implementation

Aspect	Description	Key Issues	Suggestions for Improvement
Concept of PKBM	PKBM Al-Falah aims to provide alternative education, especially for those who have memorized the Qur'an but need to obtain an equivalent diploma.	PKBM Al-Falah is still following the formal institution model, lacking flexibility and a wider range of skills training. The focus is mostly on religious memorization rather than skill-building for employment.	PKBM should focus on offering flexible education and provide practical skills training to help improve employment opportunities.
Management Implementation	Uses a general management framework (planning, organizing, implementing, monitoring). In practice, non-formal education management is more focused on motivating and coaching.	The leadership in PKBM Al-Falah lacks participation, affecting the overall management and organizational success. The structure is small but not fully effective due to the lack of leadership involvement.	The head of PKBM Al-Falah should be more involved in management, focusing on motivating and coaching to improve outcomes.
Leadership	The ideal leadership type is transformational, integrating leadership	The head of PKBM Al-Falah does not optimize their role, leading to overlapping authority	PKBM Al-Falah needs to improve leadership first, followed by

Aspect	Description	Key Issues	Suggestions for Improvement
	ability with member participation and trust.	and disorganized decision-making. This creates issues in the management and development of the organization.	managerial and administrative improvements.

Referring to the first discussion about PKBM as a part of non-formal education, which conceptually provides alternative educational services for children of productive age who do not get the opportunity to enjoy the world of education, then clearly PKBM AL-Falah has become one of the institutions that strives to provide these facilities, especially for those who have memorized the Qur'an who want to stay focused on completing their memorization, but still get access to have an equivalent diploma. So we can see, conceptually, PKBM AL-Falah has been in accordance with the main purpose of the existence of PKBM institutions and the like. the problem that arises then is precisely in its implementation, regarding the concept of learning which actually still refers to the concept of classes in formal institutions. which means, PKBM AL-Falah has not been able to answer the need for flexible education, which allows access to education to be done anywhere. this is compounded by the lack of skills training options provided by PKBM AL-Falah, which should focus on these things. Although mastery of memorizing the Qur'an and hadith can be considered a special skill, it is not part of the skills in question, especially in increasing opportunities and chances in the world of work.

Between the theories presented regarding the ideal form of PKBM, with the reality that exists in PKBM AL-Falah, illustrates that the first argument which actually shows that the ideal concept of PKBM is as mentioned above, actually shows a different direction. This means that currently, the existence of PKBM is no longer merely an alternative institution that is a second-class institution, but has become an alternative educational choice that is starting to be in demand. However, the interpretation of the ideal form of PKBM will give rise to further assumptions, regarding the limitations that PKBM can or cannot be exceeded, such as holding learning similar to formal schools, but more emphasis on mastering certain skills, which will later be useful in the world of work. Of course with flexibility which is the main attraction of PKBM. In this case, the finding inside this research is appropriate with the first assumption about PKBM, even in the implementation, there are many differences found.

The second discussion is about the implementation of management, which in the first assumption, uses a general managerial picture that involves planning, organizing, implementing or actuating, and then monitoring or evaluating. It is a general concept commonly used in management studies. However, in this study, it turns out that non-formal education management has several principles of its own, including planning, organizing, motivating, and coaching. This means that a

different managerial orientation is shown in non-formal education management, in this case PKBM, which emphasizes strengthening structural components within the organization, rather than using general managerial concepts. This also does not mean that general managerial concepts are not all applied, only that their implementation is not a major part of the principles used. So, based on the findings, PKBM Al-Falah as the member of non-formal education, is built in small structure but effective, that focus on strengthening the employees, as the way to reach the success of the organization.

Although in terms of managerial concept, the focus is actually on the participation of leaders in PKBM, in fact, the obstacle faced by PKBM Al-Falah is the minimal participation of the head of PKBM Al-Falah in managing the institution, which is actually the responsibility of its members. If we refer to the ideal argument at the beginning, then this reality is far from the first argument, where two of the main principles in non-formal education management are precisely the provision of motivation and training, where this authority is held by the head in an educational institution. The lack of participation from the head of the Al-Falah Community Learning Center (PKBM) certainly impacts other aspects, such as planning, organization, and so on, all of which require the participation and supervision of an institutional leader. Therefore, the steps that need to be taken by PKBM Al-Falah are of course improvements from the leadership first, then developing each managerial aspect that requires improvement or enhancement.

The third discussion is about the leadership aspect. The urgency of leadership in the management of an organization, especially an educational organization, is very vital. Because of educational leader is the face of the institution. Based on the findings in this study, the ideal type of leadership that a leader needs to have is a transformational leadership type, which integrates his/her ability to lead the organization, while still involving the participation of its members, with a high level of loyalty and commitment, based on their trust in the leader of the organization. However, the facts found in PKBM Al-Falah characterize something else, where the head of PKBM Al-Falah does not optimize his/her role as a leader of an educational institution, another problem that arises as a result of the leader's attitude is overlapping authority, resulting from the efforts of individual members in making unilateral decisions, even though the ultimate goal is the succession of organizational goals.

Based on these findings, we can see that when a leader does not maximize his role in an organization, the problems that arise do not only occur on one side, but also impact all aspects, especially the managerial aspect which becomes less than optimal. Although the first argument, if referring to the ideal side of the theory at the beginning, describes that the percentage of theory's suitability with implementation is very close, in fact the facts on the ground speak differently. Of course, corrective steps are needed to address this problem. This means that if PKBM Al-Falah wants to improve, then the main target is improvement on the leadership side first, then develop into improvements in the managerial and administrative fields. So that PKBM AL-Falah can grow to compete with other

institutions, without losing its essence as a flexible institution and becoming an answer to potential alternative educational needs.

5. Discussion

Table 2. PKBM Al-Falah Study Findings and Recommendations

Key Theme	Details
Institutional Challenges	Significant issues in leadership, management, and educational delivery (Hanif, 2025; Suparyo, Hanif, & Suratno, 2024).
Conceptual Alignment	PKBM Al-Falah aims to provide flexible education and skills training to marginalized communities (Hanif & Rijal, 2024; Hanif, Ausat, & Suherlan, 2025).
Gap in Implementation	A disconnect exists between the institution's goals and its traditional, formal structure, limiting flexibility (Hanif, 2025; Yusuf & Hanif, 2025).
Limitations in Skill Development	The institution does not provide adequate skill-building opportunities needed for students' employability (Hanif, 2025).
Leadership Issues	Minimal involvement of leadership in daily operations, leading to a need for a more hands-on leadership approach (Hanif, 2025; Suparyo, Hanif, & Suratno, 2024).
Recommended Leadership Model	Transformational leadership, focusing on trust, engagement, and commitment, is crucial for driving improvement (Hanif, 2025; Suparyo et al., 2024).
Management Structure	The institution needs a dynamic, responsive management structure that promotes motivation, continuous training, and employee empowerment (Arifin & Hanif, 2024; Asngad & Hanif, 2025).
Employee Empowerment	Empowering employees is key to improving the institution's impact and efficiency (Hanif, 2025; Hanif, Ausat, & Suherlan, 2025).
Impact of Current Leadership	Ineffective leadership and misaligned authority are causing stagnation in organizational growth and performance (Hanif, 2025; Suparyo, Hanif, & Suratno, 2024).
Need for Transformational Leadership	A leadership model that emphasizes trust, collaboration, and active participation is vital for success (Hanif, 2025; Suparyo et al., 2024).
Strategic Overhaul Needed	A comprehensive overhaul in leadership and management practices is necessary for PKBM Al-Falah's growth and effectiveness (Hanif, 2025; Arifin & Hanif, 2024).
Key Areas for Improvement	Focus on transformational leadership, professional development of employees, and aligning staff with the institution's vision (Hanif, 2025; Hanif & Rijal, 2024).
Recommendations for Future Success	Enhanced employee training and skills development will help PKBM Al-Falah remain responsive to student needs, ensuring sustainability and effectiveness (Asngad & Hanif, 2025; Hanif, Ausat, & Suherlan, 2025).

The data from this study highlights significant operational challenges faced by PKBM Al-Falah, particularly in leadership, management, and educational delivery (Hanif, 2025; Suparyo, Hanif, & Suratno, 2024). Conceptually, PKBM Al-

Falah aligns with the core objectives of non-formal education, aiming to offer flexible education and essential skills training to marginalized communities (Hanif & Rijal, 2024; Hanif, Ausat, & Suherlan, 2025). The institution primarily serves individuals who have memorized the Qur'an but seek to obtain an equivalent diploma, thus addressing the educational needs of those outside the formal system (Hanif & Rijal, 2024).

However, the study reveals a gap between the institution's conceptual goals and its actual implementation (Hanif, 2025). Despite its focus on flexibility, PKBM Al-Falah still adheres to a traditional, formal educational structure, limiting its ability to provide the necessary flexibility that non-formal education promises (Yusuf & Hanif, 2025). This rigid approach restricts access to various skill-building opportunities, which are crucial for enhancing the employability of its students (Hanif, Ausat, & Suherlan, 2025). As a result, while the institution fulfills an academic need, it falls short in offering the comprehensive, practical training required for meaningful career advancement in today's job market (Hanif, 2025).

The managerial challenges at PKBM Al-Falah, especially the minimal involvement of the head in managing the institution's daily operations, point to the need for significant changes in its management practices (Hanif, 2025; Suparyo, Hanif, & Suratno, 2024). To improve its performance and ensure long-term success, PKBM Al-Falah must shift toward a more hands-on leadership style (Hanif, 2025). Transformational leadership, which emphasizes engaging members, building trust, and fostering a strong sense of commitment, is crucial for driving institutional growth and improvement (Hanif, 2025; Suparyo et al., 2024). This leadership approach will enable the head of the institution to inspire greater participation from staff and stakeholders, aligning everyone with the institution's goals (Hanif & Rijal, 2024).

Moreover, the findings emphasize the need for a more dynamic and responsive management structure (Arifin & Hanif, 2024). This structure should focus on motivation, continuous training, and employee empowerment, areas that are currently lacking in PKBM Al-Falah (Asngad & Hanif, 2025). By empowering employees and creating an environment where they feel supported and valued, the institution will be better positioned to enhance its educational impact and efficiency (Hanif, 2025; Hanif, Ausat, & Suherlan, 2025).

The lack of effective leadership and managerial participation at PKBM Al-Falah is directly linked to stagnation in organizational growth and overall performance (Hanif, 2025; Suparyo, Hanif, & Suratno, 2024). According to the research findings, the current leadership does not fully embrace its responsibilities, leading to overlapping authority and inefficient decision-making processes (Hanif, 2025). This misalignment among leaders and staff creates confusion and hampers the institution's ability to work cohesively toward common goals (Hanif & Rijal, 2024). Without transformational leadership, which emphasizes trust, collaboration, and active participation from all members, the organization struggles to inspire and engage its team effectively (Hanif, 2025; Suparyo et al., 2024).

Transformational leadership is essential for fostering a sense of purpose and ownership among staff, ensuring that everyone is aligned with the institution's vision (Hanif, 2025). The findings clearly point to the need for a leadership model that promotes mutual trust, encourages active involvement, and empowers staff, all of which are critical for the institution's success (Suparyo et al., 2024; Hanif, Ausat, & Suherlan, 2025). Adopting this model will not only enhance organizational growth but also improve the delivery of non-formal education to the community (Hanif & Rijal, 2024; Hanif, Ausat, & Suherlan, 2025).

In conclusion, the evolution of PKBM Al-Falah requires a comprehensive strategic overhaul that starts with significant improvements in leadership and extends to more effective management practices (Hanif, 2025; Arifin & Hanif, 2024). The current leadership style at PKBM Al-Falah has hindered the organization's potential for growth and its ability to fully meet the educational needs of its community (Hanif, 2025; Suparyo, Hanif, & Suratno, 2024). By adopting a transformational leadership approach, which fosters trust, encourages active participation, and prioritizes the professional development of its employees, PKBM Al-Falah can create a more cohesive and motivated team (Hanif, 2025).

This approach will empower staff, align them with the institution's vision, and inspire them to work collaboratively toward achieving organizational goals (Hanif & Rijal, 2024; Suparyo et al., 2024). Furthermore, enhancing employee skills and providing continuous training will ensure that the institution remains dynamic and responsive to the needs of its students (Asngad & Hanif, 2025). By focusing on these key areas, PKBM Al-Falah will be better equipped to deliver quality non-formal education, stay true to its mission, and ultimately become a more effective and sustainable institution (Hanif, Ausat, & Suherlan, 2025).

6. Conclusion

Based on the analysis of PKBM Al-Falah, this study emphasizes the crucial role of leadership in overcoming managerial challenges within educational institutions. While PKBM Al-Falah aims to provide flexible education, especially for those seeking equivalency diplomas alongside Qur'anic memorization, the lack of effective leadership has hindered its potential. The institution's adherence to a formal educational structure limits its flexibility and impedes the development of practical skills necessary for students' employability. The study concludes that transforming leadership through a participatory, transformational approach is essential for improving both the organizational and managerial aspects of PKBM Al-Falah. This leadership shift, coupled with the strengthening of employee motivation and skills development, is vital for the institution's growth, enabling it to better serve its community and remain competitive within the non-formal education sector.

Based on the findings of this study, future research should focus on exploring the specific impact of transformational leadership on the performance of PKBM institutions, particularly in improving organizational efficiency and educational

outcomes. It would be valuable to examine how leadership styles, such as transformational leadership, directly influence the involvement and commitment of staff members in non-formal education settings. Additionally, future studies could investigate the integration of modern technology and innovative teaching methods in PKBM programs to enhance the practical skill development of students. Furthermore, research could also explore the role of community and government involvement in supporting the sustainability and effectiveness of PKBM, considering the increasing demand for flexible, skill-based education in marginalized communities. These areas of research would provide deeper insights into optimizing management practices and leadership models in non-formal educational institutions.

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