

The Role of Leadership in Improving The Personality Competencies of Tutors of Package B Equivalence At PKBM Widyatama Lamongan

Ririn Fikri Yuliatin^{1*}, Yatim Riyanto¹, Sjafiatul Mardliyah¹

¹Universitas Negeri Surabaya, Surabaya, Indonesia



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ABSTRACT

Objective: This study aims to describe and analyze the role of leadership in enhancing the personality competence of Paket B equality tutors at PKBM Widyatama Lamongan, as well as to analyze the supporting and inhibiting factors. **Method:** This research employs a descriptive qualitative approach. Data were collected through observation and in-depth interviews. **Results:** The research results indicate that strong and visionary leadership is highly influential in improving the competence of Paket B equality tutors at PKBM Widyatama Lamongan. **Novelty:** The novelty of this research lies in its focus on the specific context of non-formal education, particularly Paket B equality programs, where the role of leadership has been less explored. Leaders at PKBM Widyatama Lamongan fulfill roles as educators by fostering a positive learning culture, managers, administrators by planning training programs to improve tutors' pedagogic and andragogic competence, supervisors, innovators, and motivators. Supporting factors include PKBM management support and adequate resource provision. Inhibiting factors include the lack of tutor participation and budget limitations. The transformational leadership theory serves as a critical foundation, where leaders inspire and motivate tutors through effective communication and constructive feedback, creating a conducive learning environment.

INTRODUCTION

Non-formal education plays a crucial role in the education system, especially in providing flexible and inclusive access to education (Rembangsupu et al., 2022). In this context, tutors have a central role in the teaching and learning process at the Community Learning Activity Center (PKBM). Tutor personality competency is an important foundation in creating an effective and conducive learning environment. However, the reality in the field reveals a gap, as seen at PKBM Widyatama Lamongan, where package B equivalency tutors faced limitations in personality competency, particularly in keeping pace with developments in science and technology, as well as globalization.

An educational background that is not in line with the field being taught is one of the factors causing the inability of tutors to design and implement effective learning. In addition, the lack of relevant training and professional development further exacerbates this situation, making it difficult for tutors to utilize technology to increase student interaction and engagement. Based on the statement conveyed by (Hardiyanto & Robandi, 2021) it also highlights that tutors are often only able to make lesson plans formally without effective implementation.

Recognizing these problems, this study focuses on the role of leadership in PKBM in improving tutors' personality competencies. Effective leadership is expected to create an environment that supports tutors' self-development, motivates them, and provides the necessary facilities to achieve educational goals. This study seeks to fill this gap by focusing on the unique context of PKBM Widyatama Lamongan, where tutors often have

educational backgrounds that do not align with the subjects they teach and have limited access to professional development in technology integration.

This study adopts a transformational leadership perspective, which emphasizes the leader's ability to inspire, motivate, and empower subordinates (Sadiartha, 2020). Transformational leadership is among the most enduring of the many leadership models, it offers a normative approach to school leadership which focuses primarily on the process by which leaders influence staff and stakeholders to become committed to school goals, that's why followers are assumed to accept the leader's vision for the school and to work hard, and loyally, to implement the vision (Bush, 2017). Thus, PKBM leaders are expected to encourage tutors to improve their performance through self-development, collaboration, and innovation (Kusrini, 2024). Visionary and inspiring communication can positively influence employees' feelings about themselves (psychological state) and their attitude towards work; it focuses attention and gives meaning to employees' actions of employees (Vermeulen et al., 2022). The problem-solving plan proposed in this study includes evaluating tutors' qualifications and competencies, providing relevant training programs, and creating a culture of continuous learning in PKBM. This indicates that the personality competency required for tutors is not only teaching but also in other contexts, this opinion supported by (Servey et al., 2020) many faculty teaching the course had multiple prior academic leadership positions meaning they not only had knowledge, but could give practical advice and mentoring by choosing faculty meant ensuring the faculty were competent in the teaching strategies of facilitated discussion, incorporating work in the midst of the workshop, and enhancing reflection and community building. This study is based on transformational leadership theory, which emphasizes the leader's ability to create a clear vision, inspire subordinates, and facilitate positive change in the organization (Sadiartha, 2020). Transformational leadership is relevant in the context of non-formal education because it is able to encourage tutors to improve their performance through self-development, collaboration, and innovation (Kusrini, 2024).

In addition, this study also considers the importance of tutor personality competency as a key factor in creating an effective and conducive learning environment (Sari et al., n.d.). Personality competency includes the ability to communicate effectively, build positive relationships with students, and adapt to developments in science and technology and globalization. Thus, this study combines transformational leadership theory with the concept of personality competency to provide a comprehensive understanding of the role of leadership in improving the quality of education in PKBM. The implementation of transformational leadership in this context is expected to create a supportive environment for continuous professional development, foster a culture of innovation, and ultimately improve the quality of non-formal education. Therefore, this study aims to describe and analyze in depth how the role of transformational leadership can improve the personality competency of package B equivalency tutors at PKBM Widyatama Lamongan, addressing a significant gap in the literature and providing practical implications for non-formal education management in Indonesia.

RESEARCH METHOD

This study employs a descriptive qualitative approach to gain a deeper understanding of the social phenomena related to the role of leaders in enhancing the personality competence of package B equivalency tutors at PKBM Widyatama Lamongan. Qualitative research, as stated by (Sugiyono, 2015), allows researchers to explore the meaning given by individuals or groups to social or humanitarian problems in a natural context. A qualitative approach was adopted to explore the conceptualisations and developmental approaches of academic leadership from the perspective of academic leaders themselves (Grajfoner et al., 2022). As qualitative research becomes increasingly recognized and valued, it is imperative that it is conducted rigorously and methodically to yield meaningful and useful results (Nowell et al., 2017). Qualitative descriptive research aims to systematically and accurately describe the phenomena that occur, without testing hypotheses, but rather to provide a comprehensive understanding (Riyanto & Oktariyanda, 2023). Researchers are directly involved in data collection, analysis, and interpretation.

The purposive sampling technique was used in the selection of informants, specifically by determining certain criteria to ensure that the selected informants are truly relevant to the research objectives. The informant criteria in this study were: (1) tutors who have taught for at least one year at PKBM Widyatama Lamongan, (2) have experience in computer-based learning, and (3) are actively involved in professional development activities at PKBM. In addition, learners were selected based on their activeness in participating in Package B learning and involvement in the use of computer technology. The number of informants consisted of 5 tutors and 5 learners, who were selected because they had met these criteria and were considered capable of providing rich and in-depth data. This number is also in accordance with the principle of data saturation in qualitative research, where the addition of informants no longer produces significant new information. The research was conducted at the Widyatama Lamongan Community Learning Center (PKBM), located at Jl. Raya no. 05 Jugo Village, Sekaran District, Lamongan Regency. This research was conducted over a certain period of time, namely January 2025 - March 2025) to ensure that the data collected was representative and comprehensive.

Data collection techniques used include: participatory observation, in-depth interviews and documentation. Data analysis was carried out interactively and continuously, following the model developed by (Miles and Huberman, 2014) in (Riyanto & Oktariyanda, 2023), namely data condensation, data presentation, verification and drawing conclusions. Data condensation, namely the reduction and focusing of raw data from interview transcripts, field notes, and documents, is conducted to emphasize information relevant to the research questions. This process involves creating contact summaries, coding categories, making reflection notes, and sorting data. Data display, namely summarized data presented in narrative, table, matrix, or graphic form to facilitate understanding and identification of significant patterns. Verification and conclusion, namely, temporary conclusions are drawn based on the data presented, then re-verified with raw data and relevant theories. The final conclusion must be relevant to the research's focus and objectives. Data validity is tested using four criteria developed

by Lincoln and Guba (1985) in (Riyanto, 2016) including credibility, dependability, confirmability, transferability. Credibility was achieved through triangulation of data sources (tutors, learners, and documents), member checking, and participant observation. Reliability was maintained with an audit trail, which is a detailed record of the research process so that it can be traced and replicated by other researchers (Nowell et al., 2017). Confirmability was achieved by maintaining researcher objectivity and using reflective notes to minimize bias. Transferability was maintained by providing detailed contextual descriptions so that the research results can be applied to similar contexts.

RESULTS AND DISCUSSION

Results

The research results indicate that leadership plays a role in enhancing the personality competence of package B equivalency tutors at PKBM Widyatama Lamongan. This research is based on data analysis obtained through observation, in-depth interviews, and documentation.

The definition of leadership itself has various meanings based on existing journal references. According to (Lustiawati & Haryati, 2023) the ability to persuade others to strive to achieve goals and objectives is known as leadership. Likewise, the opinion put forward by (Saputra & Ningsih, 2023) means that leadership is the capacity of an individual (leader) to influence others (followers or people they lead) to act according to the leader's wishes. As for leadership in the context of early childhood, the paper by Marit Boe, Karin Hognestad and Manjula Waniganayake conclude that 'shadowing is a powerful resource that can enrich leadership learning and development within the early childhood sector' (Bush, 2017). According to (Ranta et al., 2023) distributed leadership, it is a leadership approach characterized by interdependence, cooperation, and distribution of leadership opportunities among group members.

Good leaders generally have a clear vision, the ability to motivate the team, and in-depth knowledge of how to achieve organizational goals. According to (Taufiq et al., 2020), the eight characteristics of ideal leadership, namely intelligent, responsible, honest, trustworthy, initiative, consistent, firm, and straightforward, can be seen as tools used to try to influence and control individuals or groups of individuals so that they are willing to work together to achieve certain goals. Izhak Berkovich examines what he describes as three common conceptions about transformational leadership, first, principals' transformational leadership behaviours are more prevalent in national contexts that are restructuring, second, transformational behaviours are more effective than transactional behaviours, third, principals are either transformational or transactional. He shows that transformational leadership is second only to instructional leadership in the number of published papers in three leading journals, including EMAL (Bush, 2018).

Leadership has its own definition, as does personality competence. According to (Nazipah, 2024) from the perspective of early childhood education, personality competence reflects the quality of teachers in mastering knowledge, skills, and moral values that are reflected in daily actions so that teachers with good personality competence are able to become role models for students through their professional and ethical behavior. Personality competence not only reflects individual character but is also

an important factor in shaping the character of students in accordance with the noble values of education (Rismawan et al., 2023). According to (Daud, 2022) personality competence is the teacher's ability to place their identity in a position of good and integrated nature so that they can distinguish themselves from other people or nations.

The Role of Leadership in Improving Tutor Personality Competence

The results of the study indicate that leadership plays a crucial role in improving tutor personality competence at PKBM Widyatama. This role is manifested through various leadership functions carried out by PKBM leaders. Specifically, the study identified six main roles that contribute significantly to improving tutor competence: 1.) Leaders as educators: PKBM Widyatama leaders act as educators by providing direction, guidance, and training to tutors. They facilitate the development of skills, knowledge, and attitudes needed to become effective tutors. For example, leaders provide IT training to improve tutors' ability to use technology in learning; 2.) Leaders as managers: in the managerial role, PKBM leaders manage human resources, finances, and facilities to create a conducive work environment for tutors. They set schedules, assign work, and ensure that tutors have the support they need to carry out their duties; 3.) Leaders as administrators: PKBM leaders are responsible for administrative management, including managing student data, preparing reports, and maintaining accurate records. They ensure that all PKBM activities run in accordance with applicable regulations and procedures; 4.) Leaders as supervisors: as supervisors, PKBM leaders supervise, evaluate, and provide feedback to tutors. They observe tutors' performance in class, provide suggestions for improvement, and help tutors overcome challenges they face; 5.) Leaders as innovators: PKBM leaders encourage innovation in learning and program development. They seek new ways to improve the quality of education and ensure that PKBM remains relevant to the needs of the community; 6.) Leaders as motivators: PKBM leaders motivate tutors by providing recognition, rewards, and support. They create a positive and inspiring environment, where tutors feel valued and motivated to give their best; 7.) Leaders as a leader: the leaders can be a leader that lead all of tutors and the students of PKBM and can be leaders that give exercise and examples for all of tutors and students.

Factors that Support and Inhibit the Role of Leadership

In addition to identifying leadership roles, this study also reveals factors that support and inhibit the effectiveness of the leadership role in improving the personality competence of tutors. The supporting factors and inhibiting factors of the leadership role are as follows:

Supporting Factors

Supporting factors related to the leadership role in improving the personality competence of tutors at PKBM Widyatama Lamongan are as follows: 1.) Leader commitment: PKBM Widyatama leaders have a strong commitment to developing tutor competence. They are willing to spend time and resources to provide training, guidance, and support to tutors; 2.) Support from leaders: tutors at PKBM Widyatama have a positive attitude towards self-development. They are willing to accept feedback, take

training, and apply new knowledge and skills in their learning practices with support or motivation from PKBM leaders; 3.) Conducive work environment: PKBM Widyatama has a conducive work environment, where tutors feel appreciated, supported, and motivated to give their best.

Inhibiting Factors

The inhibiting factors related to the role of leadership in improving the personality competence of tutors of package B equivalency at PKBM Widyatama Lamongan are as follows: 1.) Limited Resources: PKBM Widyatama faces limited resources, especially in terms of budget and facilities. This can hinder tutor development efforts; 2.) Inadequate facilities and infrastructure: some tutors feel that the facilities and infrastructure that support learning and teaching activities for students are partly less than standard or not optimal in supporting learning in package B equivalency at PKBM Widyatama Lamongan; 3.) Operational funds from the government are very minimal: tutors at PKBM Widyatama expressed the opinion that funds sourced from the government to meet the needs of PKBM, especially package B equivalency, are not optimal, thus hindering learning and teaching activities at PKBM.

Overall, the results of this study indicate that leadership plays an important role in improving the personality competence of tutors of package B equivalency at PKBM Widyatama. By carrying out various leadership functions and overcoming inhibiting factors, PKBM leaders can create a conducive environment for tutor development and improve the quality of education for students by also implementing a transformational leadership role.

Discussion

The discussion section, conducted by the researcher, will provide a more in-depth and comprehensive description of the research results obtained, based on the research conducted. In this section, the researcher will explain more clearly regarding "The Role of Leadership in Improving the Personality Competence of Package B Equivalency Tutors at PKBM Widyatama Lamongan." The initial competency conditions of tutors and leadership challenges are based on the results of the study showing that the personality competencies of Package B equivalency tutors at PKBM Widyatama, especially in the IT field, vary greatly. Some tutors have good abilities, while others are still very low. This variation is influenced by their educational background, experience, and the training they receive. This diversity of competencies poses challenges in the teaching and learning process, because tutors with limited IT skills tend to use conventional learning methods that are less attractive to students. This has an impact on the low interest and motivation of students to learn. Transformational leadership theory emphasizes the importance of leaders in inspiring and motivating their followers to achieve higher goals. Transformational leaders strive to align the organization's vision and mission with the needs and goals of each member of the organization (Nur et al., 2021). In this context, the leader of PKBM Widyatama plays a crucial role in overcoming the IT competency gap among tutors. This is supported by the statement (Nurlaili et al., 2024) which states that transformational leadership training can foster a learning-oriented culture in a team. It

can be concluded that transformational leaders must be able to identify the competency development needs of each tutor and provide appropriate support.

Tutors at PKBM Widyatama agree that the role of leadership is very important in improving their competence. They define a leader as someone who has more abilities, is able to improve the environment, and has a different character and charisma. Leaders are expected to be able to create an environment that supports the growth and professional development of tutors.

In transformational leadership theory, this is in line with the Individualized Consideration dimension, where leaders pay special attention to the individual needs of their followers. Transformational leaders at PKBM Widyatama need to understand the strengths and weaknesses of each tutor, provide relevant training and mentoring, and create opportunities for tutors to share knowledge and experiences.

The results of the study identified that leadership in PKBM Widyatama includes functions as Educator, Manager, Administrator, Supervisor, Innovator, and Motivator (EMASLIM). These functions align with the Intellectual Stimulation dimension in transformational leadership, where leaders encourage their followers to think critically, creatively, and innovatively. Transformational leaders in PKBM Widyatama can encourage tutors to develop more interesting and effective learning methods by utilizing technology.

By implementing transformational leadership, PKBM Widyatama leaders can create significant changes in tutor competence and personality. Tutors who initially have limited IT competence can be motivated to improve their abilities through training, mentoring, and support provided by leaders. This increase in competence will have a positive impact on the quality of learning provided to students, thereby increasing their interest and motivation.

Additionally, transformational leadership can enhance tutors' self-confidence and job satisfaction. When tutors feel appreciated and supported by their leaders, they will be more motivated to give their best in their work. This will create a positive and productive work environment in PKBM Widyatama. There are several supporting and inhibiting factors in realizing the leadership role in improving the personality competence of tutors at PKBM Widyatama Lamongan based on the opinions of several tutors and students, namely the need for motivation from leaders, giving freedom to tutors in developing their professional work for PKBM through holding training or seminars to improve the personality competence of tutors, the existence of a conducive environment, the availability of adequate facilities and infrastructure, and opening open and good relationships or communication patterns with tutors are supporting factors in realizing the leadership role. Building a positive communication pattern with tutors in the work environment is supported by the opinion that company leaders must be able to maintain employee stability and foster a sense of attachment through effective communication. Meanwhile, the inhibiting factors that can hinder the role of leadership in improving the personality competence of tutors in PKBM are that the leadership role can be hampered by the increasing development of the digital era so that the thinking of learners is also increasingly critical so that tutors must also work harder and prepare themselves with better pedagogical competence than before, as well as operational funds from the

government which are very minimal so that they hinder the leadership role from being implemented properly in PKBM.

Based on the results of the research and the theory of transformational leadership, it can be concluded that the role of leadership is very crucial in improving the competence and personality of Package B equivalency tutors at PKBM Widyatama Lamongan. Transformational leaders who are able to inspire, motivate, and provide support to tutors will create positive changes in the quality of learning and the work environment at PKBM. Thus, investment in developing transformational leadership at PKBM Widyatama will provide significant benefits for tutors, learners, and the institution as a whole.

Role of Tutor Leadership for Package B Equivalency

The role of tutor leadership in achieving Package B equivalency at PKBM Widyatama Lamongan is very significant in improving students' computer skills. The leadership carried out by the administrators and tutors at this PKBM not only functions as educators, but also as managers, administrators, supervisors, leaders, and innovators. Through this role, tutors are able to organize and implement computer training or workshops both for the development of tutors' own competencies and for students. This training is an important means of improving digital skills, which has a direct impact on significantly improving students' abilities. Effective leadership encourages tutors to actively use a variety of learning methods, such as discussions and direct practice, so that the computer learning process becomes more interesting and easier for students to understand. As a result, students exhibit high enthusiasm and a notable increase in computer mastery, which aligns with the goal of equivalency education to produce graduates who can compete in the digital era. A good leader in carrying out his role is a leader who is able to provide a positive influence both in formulating strategies and when leaders provide examples of acting in the PKBM environment. For tutors. This statement is in accordance with the statement (Misbahuddin et al., 2021) namely that if a leader carries out his role, it can be seen from the way he leads his members and how he uses the method to determine strategies so that his members are able to work optimally. This success cannot be separated from the inspiring and collaborative leadership in the PKBM Widyatama Lamongan environment, which continues to encourage innovation and professionalism through ongoing training.

Personality Competence of Tutor Equivalency Package B

The personality competence of a tutor is a personal ability that reflects a mature, wise, authoritative, steady, stable, noble personality, and can be a good role model for students. This competence is very important because it significantly contributes to the tutor's ability to manage learning, control teaching materials, and maintain a commitment to work. One of the indicators in the personality competence of a tutor is, presenting oneself as a steady, stable, mature, wise, and authoritative person (Desi, 2017). This shows that in the personality of a tutor, there needs to be actions according to social norms, being proud to be a teacher, and being consistent, as well as showing independence, high work ethic, actions that are beneficial to students, schools, society, and openness in thinking

and acting. According to (Daud, 2022), personality competence is in the form of a teacher's ability to place their identity in a position of good and integrated nature so that they can distinguish themselves from other people or nations. Teacher personality competency is related to the skills, abilities, power, and authority possessed by the teacher in his/her personality, for example, having a responsible attitude, honesty, discipline, and other good qualities (Syah et al., 2024). Teacher personality competency is the personality ability that: 1) has noble morals; 2) is wise and prudent; 3) is steady; 4) has authority; 5) is stable; 6) is mature; 7) is honest; 8) is a role model for students and the community; 9) objectively evaluates one's own performance; and 9) develops oneself independently and sustainably (Holilah et al., 2021). The personality competency of the B package equivalency tutor at PKBM Widyatama Lamongan, especially in the field of computers, is to implement actions and attitudes that greatly encourage students to improve their knowledge and science in the field of computers, where the tutor provides an example first by improving their knowledge in the field of computers through training programs followed by the tutor until the tutor directs students with the attitudes and behaviors possessed as an educator when carrying out the learning process, especially in the field of computers. According to (Ansori et al., 2024) teachers who have good personality competencies are able to create a conducive learning environment, motivate students, and be positive role models.

The Role of Leadership in Improving the Personality Competence of Package B Equivalency Tutors

The initial competence conditions of tutors and leadership challenges, as revealed by the study's results, indicate that the personality competence of Package B equivalency tutors at PKBM Widyatama, particularly in the IT field, varies significantly. Some tutors have good abilities, while others are still very low. This variation is influenced by their educational background, experience, and training they receive. This diversity of competence poses challenges in the teaching and learning process, because tutors with limited IT skills tend to use conventional learning methods that are less interesting for students. This has an impact on the low interest and motivation of students to learn. Transformational leadership theory emphasizes the importance of leaders in inspiring and motivating their followers to achieve higher goals. PKBM Widyatama leaders have a crucial role in overcoming the IT competence gap among tutors. Transformational leaders must be able to identify the competency development needs of each tutor and provide appropriate support. Tutors at PKBM Widyatama agree that the role of leadership is crucial in enhancing their competence. They define a leader as someone who has more abilities, is able to improve the environment, and has a different character and charisma. Leaders are expected to create an environment that supports the growth and professional development of tutors. One of the indicators of tutor personality competency is presenting oneself as a steady, stable, mature, wise, and authoritative person (Desi, 2017). This shows that the tutor's personality needs to act according to social norms, be proud to be a teacher, and be consistent, as well as display independence, high work ethic, actions that are beneficial to students, schools, communities, and openness in thinking and acting. According to (Daud, 2022), personality competency is the teacher's

ability to place their identity in a position of good and integrated traits so that they can distinguish themselves from other people or nations. In the theory of transformational leadership, this aligns with the Individualized Consideration dimension, where leaders focus on the unique needs of their followers. Transformational leaders at PKBM Widyatama need to understand the strengths and weaknesses of each tutor, provide relevant training and mentoring, and create opportunities for tutors to share knowledge and experiences. The results of the study identified that leadership in PKBM Widyatama includes functions as Educator, Manager, Administrator, Supervisor, Innovator, and Motivator (EMASLIM). These functions are in line with the Intellectual Stimulation dimension in transformational leadership, where leaders encourage their followers to think critically, creatively, and innovatively. Transformational leaders in PKBM Widyatama can encourage tutors to develop more interesting and effective learning methods by utilizing technology. Implementing transformational leadership, PKBM Widyatama leaders can create significant changes in the competence and personality of tutors. Tutors who initially have limited IT competence can be motivated to improve their abilities through training, mentoring, and support provided by leaders. This increase in competence will have a positive impact on the quality of learning provided to students, thereby increasing their interest and motivation. Transformational leadership can also increase tutors' self-confidence and job satisfaction. When tutors feel appreciated and supported by their leaders, they will be more motivated to give their best in their work. This will create a positive and productive work environment in PKBM Widyatama.

Supporting Factors in Realizing the Role of Leadership in Improving the Personality Competence of Tutors of Package B Equivalency

There are several supporting and inhibiting factors in realizing the role of leadership in improving the personality competence of tutors at PKBM Widyatama Lamongan based on the opinions of several tutors and students, namely the need for motivation from leaders, giving freedom to tutors in developing their professional work for PKBM through holding training or seminars to improve the personality competence of tutors, the existence of a conducive environment, the availability of adequate facilities and infrastructure, and opening open and good relationships or communication patterns with tutors are supporting factors in realizing this leadership role. This is supported by the opinion of (Hasibuan, 2020) Tutors who can be role models and show high dedication, such as prioritizing service above personal interests, will find it easier to build positive relationships with students and the learning environment. Meanwhile, the inhibiting factors that can hinder the role of leadership in improving the personality competence of tutors in PKBM are that the leadership role can be hindered by the increasing development of the digital era so that the thinking of students is also increasingly critical, so that tutors must also work harder and prepare themselves with better pedagogical competence than before, as well as operational funds from the government which are very minimal, thus hindering the leadership role from being appropriately implemented in PKBM.

CONCLUSION

Fundamental Finding: This research highlights the pivotal role of tutor leadership in the Package B equivalency program at PKBM Widyatama Lamongan, particularly in enhancing students' computer skills. Tutors and administrators do not only act as educators but also take on multifaceted roles as managers, administrators, supervisors, leaders, and innovators. Their leadership directly contributes to organizing and implementing computer training and workshops, which significantly improve students' digital competencies. Effective leadership motivates tutors to employ diverse teaching methods, making learning more engaging and accessible. The study also finds that tutor personality competence-demonstrated through maturity, wisdom, authority, and the ability to be a role model-is crucial for managing learning and fostering student growth. However, there is considerable variation in tutors' IT competencies, influenced by their backgrounds and training, which presents challenges in delivering engaging instruction. Transformational leadership, characterized by individualized support and intellectual stimulation, is essential for bridging these gaps and promoting professional development among tutors. **Implication:** The findings imply that strong, transformational tutor leadership is essential for advancing both digital and personality competencies among tutors and students. Leadership that provides ongoing training, mentorship, and a supportive environment fosters innovation, confidence, and job satisfaction among tutors, which in turn enhances student engagement and learning outcomes. The research underscores the importance of leadership functions such as educator, manager, innovator, and motivator in creating a collaborative and dynamic learning environment. For policymakers and educational leaders, investing in leadership development and professional learning communities is critical for sustainable improvement in digital skills and teaching quality. **Limitation:** This study is limited by its focus on a single PKBM, which may not fully represent the diversity of contexts and challenges faced by other equivalency programs. The variation in tutors' IT competencies and the availability of resources also restrict the generalizability of the findings. Additionally, the research relies on qualitative data, which, while rich in detail, may not capture the full scope of the impact of leadership on tutor development and student outcomes. External factors such as limited government funding and the rapid pace of digital transformation further constrain the implementation of effective leadership strategies. **Future Research:** Future research should expand to include multiple PKBM institutions across different regions to provide a more comprehensive understanding of the role of tutor leadership in equivalency education. Quantitative studies could complement qualitative insights to measure the direct impact of leadership interventions on tutor and student performance. Further investigation into the development of digital leadership competencies and the effectiveness of professional learning communities in supporting tutor growth is also recommended. Exploring strategies to overcome resource limitations and adapt to the evolving digital landscape will be vital for ensuring the continued relevance and success of equivalency programs in the digital era.

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***Ririn Fikri Yuliatin (Corresponding Author)**

Department of Nonformal Education, Faculty of Education,
Universitas Negeri Surabaya
Faculty of Education UNESA Campus Lidah Wetan, Lakarsantri District, Surabaya, Indonesia
Email: 24010985005@mhs.unesa.ac.id

Yatim Riyanto

Department of Nonformal Education, Faculty of Education,
Universitas Negeri Surabaya
Faculty of Education UNESA Campus Lidah Wetan, Lakarsantri District, Surabaya, Indonesia
Email: yatimriyanto@unesa.ac.id

Sjafiatul Mardliyah

Department of Nonformal Education, Faculty of Education,
Universitas Negeri Surabaya
Faculty of Education UNESA Campus Lidah Wetan, Lakarsantri District, Surabaya, Indonesia
Email: sjafiatulmardliyah@unesa.ac.id
