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Transformative Leadership in Non-Formal Education: Managerial Orchestration of Training Course Institutions towards Community Economic Independence

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Abstract

Non-formal education through Training and Course Institutions (LKP) plays a strategic role in alleviating structural unemployment, yet its implementation is often hindered by inefficient managerial governance. This study aims to analyze the managerial role of the LKP Leader in increasing community income and economic independence through bridal makeup training at LKP La Dhiva, Bandung Regency. Employing a descriptive qualitative approach, data were collected through in-depth interviews, observation, and documentation involving the leader, instructors, and alumni selected purposively. Data were analyzed using an interactive model (condensation, data display, and verification) and validated through technique and source triangulation. The findings reveal that successful empowerment is constructed through a model of "administrative centralization and pedagogical decentralization. " Demand-driven planning and learning-by-doing execution successfully convert participants' time into high-value human capital. Empirical results indicate that 70% of graduates successfully started independent businesses, triggering an escalation in community welfare (Sejahtera II families) from 29.18% to 38.12%. In conclusion, adaptive and orchestrated leadership is proven effective in reducing micro-vocational barriers. This best practice recommends integrating vocational curricula with industry trends and strengthening capital partnerships to sustain graduates' businesses.

Keywords: Non-Formal Education; LKP Management; Transformative Leadership; Economic Empowerment; Vocational Training.

INTRODUCTION

Resource development Power Human resources (HR) are an essential pillar in alleviation poverty and drivers growth economy inclusive (Han et al., 2021; Todaro & Smith, 2015). In the midst of complexity challenge unemployment structural and disparity access formal education , intervention through non-formal education in particular training vocational recognized in a way empirical and global as the most adaptive catalyst For expand capability economy public marginalized (McGrath et al., 2022; Martinez & Fernandez, 2021; UNESCO, 2020). In Indonesia, the mandate equality access This implemented in a way juridical (Law No. 20 of 2003) through the Course and Training Institute (LKP), which is designed in a way specific For equip graduates with skills market -oriented life skills to respond the needs of the business world and the industrial world (Ministry of Education and Culture , 2018; Sutisna , 2019).

One of sector proven training own resilience and prospects empowerment the most promising economy is industry service beauty , especially bridal makeup . This sector represent industry growing creativity exponential , driven by shifts style life and trends consumption modern society (Kotler & Keller, 2016; Sharma & Bhal, 2022). Various studies latest confirm that ownership skills in the field cosmetology and make-up provide flexibility spatial and crucial financial , enabling the majority of participants Woman For transition become entrepreneur independent and groundbreaking obstacle structural in the formal labor market (Al-Dajani & Marlow, 2023; Jones & Smith, 2022; Kumar et al., 2021).

Although its potential big , transformation skills become autonomy the real economy is largely determined by the quality of governance institutions organizer . Based on Human Capital Theory (Becker, 1964) and the principles fundamental management (Terry, 2013), human resource investment is only will have optimal impact if orchestrated through synergy planning

, organizing , implementing , and supervising under visionary leadership (Siagian , 2014 ; Wang & Zheng, 2020). Unfortunately , the reality on the ground often show anomaly ; many LKP failed print graduates who are absorbed by the market because weakness function managerial leadership , especially in post-training actuating and controlling stages (Nurhayati, 2021; Singh & Mishra, 2021). However , a success empirical found at LKP La Dhiva, Bandung Regency , which was proven success manage ecosystem the training until culminating in an increase real income family participants , which indicates existence practice leadership transformational at the level root grass (Abbas et al., 2022).

Phenomenon success at LKP La Dhiva present urgency urgent academic For dissect anatomy management leadership at the level large-scale non- formal education micro . Remembering literature previously tend trapped in separation between evaluation pedagogical vocational and analytical governance role institutions (Jones & Smith, 2022; Nurhayati, 2021), research This occupy position crucial For to unravel knot interaction between leadership operational Head of LKP and improvement external economic outcomes of society in a way comprehensive .Discourse about non-formal education , training vocational and empowerment economy has Lots explored by scholars through various lens scientific . In general , literature previously can classified to in three theme main . First , effectiveness training vocational to independence economy . Some studies has show that the training program based skills applied correlated positive with improvement opportunity work and income families in rural areas (Sutisna , 2019; Martinez & Fernandez, 2021). Second , the significance industry beauty as catalyst entrepreneurship women . Research by Jones and Smith (2022) and Al-Dajani and Marlow (2023) consistent find that training in the make-up sector (cosmetology) provides autonomy unique spatial and financial for women , allowing they overcome obstacle structural in the formal labor market .

Third , leadership and management in institutions non-formal education . Previous studies emphasize that sustainability of training programs No only depends on the curriculum , but also capabilities managerial the manager (Nurhayati, 2021). Wang and Zheng (2020) argue that leader institutions effective vocational capable mobilize partnership external and adapt curriculum with need industry local . However , there are inconsistency findings in the field ; while Singh and Mishra (2021) found that centralized management on the leader often hinders creativity instructor , other studies actually confirm that figure central chairman institutions are vital for guard guarantee quality in institutions scale micro such as LKP.

Through synthesis the literature above , it can be seen clear existence gap theoretical and contextual . The majority study previously tend separate between effectiveness of vocational programs (domain pedagogy / economics) and leadership institution (realm management). Existing studies often only measure impact end make-up training for well-being (Jones & Smith, 2022), or just evaluate style leadership in a way general without link it with results economy specific (Nurhayati, 2021). There is emptiness literature (research gap) regarding How in a way specific function operational management (POAC) run by the Head of LKP transformed become catalyst strengthening human capital which is direct culminating in an increase income society , especially in context sociocultural urban-suburban areas such as Bandung Regency .

Study This offer explicit novelty in three dimensions . In terms of conceptual , research This integrating Human Capital Theory (Becker, 1964) with function management classic (Terry, 2013) for construct framework understanding new about leadership productive in non-formal education . In contextual , research This adopting best practices from LKP La Dhiva, a representation institution root grass in Indonesia, which focuses on the bridal makeup niche something sector essential in culture local However often marginalized in literature current main governance education . Contribution from study This expected can enrich runway theoretical management education outside school , at the same time provide a practical model or framework

for maker policies and other LKP managers in designing adaptive and valuable empowerment programs economy tall .

Based on arguments and gaps literature that has been described , research This aim For analyze in a way in-depth and comprehensive role managerial Chairman of the La Dhiva Course and Training Institute (LKP) through function planning , organizing , implementing and monitoring in increase income and independence economy public through organizing bridal makeup training programs.

RESEARCH METHODS

Research background The selection was focused on the La Dhiva LKP, located in Pakutandang Village , Ciparay District , Bandung Regency . background This based on considerations contextual that institution the in a way active and consistent organize bridal makeup training , as well as has proven produce graduate of with skills professionals who have an impact on independence economy . Determination subject in study This use purposive sampling technique (Sugiyono , 2022). Informants key informant is Chairman of LKP La Dhiva, who holds authority full on overall program cycle from planning until action continue . In order to obtain balanced perspective and avoiding managerial bias , researchers also involved supporting data sources that include training instructor (tutor) , participants who are currently active , and alumni . Multi- actor involvement This essential For verify to what extent is the alignment between vision leadership institution with success actual perceived graduates , such as opening field business new .

Field data extraction process done through three technique integrated main , namely interview in-depth , observation direct , and study documentation . Interview deep with semi-structured format done together Head of LKP, instructors , and alumni for dig narrative factual regarding the identification process market needs , preparation curriculum , up to dynamics management constraint operational like limited business capital . Observation direct implemented in the LKP environment to observe in a way careful interaction pedagogical , effectiveness use means appropriate practice trends , as well as activity visit field participants . As strong support , study documentation utilized For examine archives institutional , report evaluation and recording footsteps statistics that confirm change percentage level life participant going to Prosperous II category .

Collected qualitative data Then analyzed using analysis models interactive method developed by Miles, Huberman, and Saldaña (2014). The analysis process This nature cyclical and consists on three stages main . Stage First , data reduction is carried out with selecting , focusing , and categorizing transcript interview as well as notes field to in themes main research , such as planning , implementation , factors external /internal, and external income . Stage second is data display, where the information that has been reduced assembled to in text narrative descriptive complete with quantitative data supporters (for example , the achievement of 70% of graduates who open effort) so that the pattern empowerment seen systematic . Stage lastly , withdrawal conclusion and verification , carried out with evaluate findings field use knife surgery theory management base For produce findings credible ending.

In order to ensure degrees validity and rigor of data, research This adapt principle credibility qualitative (Lincoln & Guba, 1985) through implementation technique triangulation in a way strict . Triangulation source applied with do inspection cross -check against information provided by the Head of LKP, and compare it with testimony empirical from instructor as well as participant training . Triangulation technique done with validate results interview through observation direct during the practice process in progress and match it with document report evaluation . In addition that , implementation studies This hold on stick to the principles ethics

study social . Before data collection begins , researchers has ensure agreement voluntary (informed consent) from all over informant . Identity and privacy participants guarded its confidentiality with great care , especially moment describe related demographic data with transition of economic status underprivileged , to ensure all over series study uphold tall dignity of the subjects.

RESULTS AND DISCUSSION

The management of the bridal makeup training program at LKP La Dhiva represents A ecosystem Dynamic non-formal education . Research results reveal that the success of this program No happen in a way coincidence , but rather constructed through stages orchestrated management in a way systematic starting from precise planning , adaptive implementation , and ongoing evaluation.

Planning Strategy Based Market Demand and Mobilization Partnership

planning at LKP La Dhiva goes beyond just fulfillment condition administrative ; he is instrument mapping strategic . Based on field data , the stages the initial action taken by the Head of LKP was not direct compile material , but rather do analysis need crossed societies with reading market opportunities in the field service beauty . This step confirm application of the demand-driven education model, where the curriculum designed in a way specific For respond need real industry , not just assumptions institution .

More far , findings This in a way empirical validate Wang and Zheng's (2020) argument that leader institutions effective vocational is those who are able mobilize partnership external . At LKP La Dhiva, the Chair of LKP is proactive build network social between institutions , communities , and actors business local (salons and wedding organizers). Network development since phase planning This become foundation important For ensure that competencies taught in harmony with standard industry local , so that graduate of own level high absorptive capacity.

Centralization Managerial vs. Autonomous Instructor : Answer Debate Literature

One of the most crucial findings in study This is what is the leadership model The Head of LKP La Dhiva responded debate literature regarding governance institution education scale micro . A previous study by Singh and Mishra (2021) provides warning that over management centralized on the figure leadership often disrupts the learning process Because hinder creativity instructor . However , findings at LKP La Dhiva show different reality and precisely strengthen postulates of Abbas et al. (2022), which confirms that figure central chairman institutions are vital for guard guarantee quality assurance.

Success at LKP La Dhiva is constructed through the " Centralization " model Administrative However Pedagogical Decentralization ". In administrative (planning , provision) facilities , scheduling , and evaluation achievement), control centralized full responsibility for the Chair of the LKP to ensure that the program does not go out from vision empowerment . However , in the realm of technical implementation in class , the Head of LKP provides autonomy to instructor (tutor) for act as facilitator independent . Synergy This prove that centralization leadership at the LKP level is not turn off creativity , during leadership positioning himself as architect supporting infrastructure not intervene realm pedagogical instructor.

Orchestration Implementation and Resilience Ecosystem Learning (Experiential Learning)

Stage implementation at LKP La Dhiva is phase transmutation where the plan strategic changed become action pedagogical through organizing and coaching participatory . Empirical evidence from autonomy instructor seen from implementation method learning by doing, centered on andragogy . The process of transferring knowledge No nature instructional One

direction , but rather facilitated through practice direct use makeup tools that are always updated adapt trend beauty latest .

Implementation of this program No off from various obstacles , such as limitations means infrastructure , limitations time training , up to lack of business capital for graduates . However , obstacles the No lead to failure blessing resilience managerial Head of LKP. Limited capital and facilities overcome through maneuver tactical in the form of optimization existing facilities and activities visit field visits . This functioning double : as method learning contextual in the real world at a time as an infiltration medium For connect participant with social capital in the job market (Sihombing , 1999).

Human Capital Transformation and Escalation Public welfare

System evaluation at LKP La Dhiva (covering input, process, output, and outcome) ensures that estuary from training This is creation autonomy economy at the level root grass . Empirical data training outcomes show very significant results : 70% of alumni are successful pioneering business independent or opportunity Work new , 20% experienced improvement skills professionals , and 10% earned addition knowledge applicable . In analytical , nothing participants (0%) who felt No get benefit prove that LKP leadership has success convert time and energy participant become valuable human capital sell high (Becker, 1964).

Intervention institution this is the end trigger domino effect on profile macroeconomics village . Record footsteps regional statistics show occurrence shift demographics at the level welfare society ; percentage family the Prosperous II category soared from 29.18% (2020) to 38.12% (2025), while family Underprivileged shrink from 10.41% to 6.48%. Although variables growth economy macro in a way general participate plays a role , the aggregate data of LKP La Dhiva graduates proves contribution direct intervention vocational to resistance economy society . At this point this , role The Head of LKP was proven beyond limitation manager course ; he is architect successful empowerment reconstruct resilience economy House ladder participants in a way sustainable.

CONCLUSION

Based on results analysis and discussion , research This conclude that The Head of the La Dhiva Course and Training Institute (LKP) holds a very strategic and determinant role in success of bridal makeup training program as instrument essential For increase income and independence economy society . Central role the articulated in a way effective through implementation function integrated and adaptive management , which includes planning based market needs (demand-driven), implementation learning based experience (experiential learning), as well supervision quality sustainable governance success institutions root grass This answer debate theoretical with prove that the leadership model that applies " centralization" administrative However decentralization pedagogical " capable " guard guarantee quality institutional without sacrifice room creativity instructor in transfer skills applicable to participants . Series intervention managerial the proven success overcome various obstacle classic institutions vocational scale micro , such as limitations infrastructure and lack of financial capital beginning for graduates , through strengthening social capital and orchestration network collaborative partnerships at the level local .

In a way practical and macroeconomic , effectiveness leadership managerial This give contribution real measurable shift demographic welfare family participants . Conversion time and energy participant become valuable human capital sell tall reflected from height percentage successful graduates pioneering field business independent as well as occurrence depreciation significant in numbers family underprivileged in the research area . Therefore that , experience empirical at LKP La Dhiva implications important as a practice model good (best practice) that can replicated by the managers institutions other non-formal education in designing

empowerment programs relevant and sustainable society . Recommendations strategic directed to maker policies in the field education vocational For give support strengthening infrastructure and schemes financing micro for alumni, as well as encourage LKP practitioners to in a way consistent align design curriculum with shift trend industry creative so that power competitiveness and resilience economy graduates at the level footprint can Keep going awake optimally.

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