SITUATIONAL LEADERSHIP OF THE HEAD OF NON-FORMAL EDUCATION UNIT IN IMPLEMENTING LEARNING DURING THE PANDEMIC

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Article history:		Abstract:
Received:	30th March 2022	This research aims to reveal the situational leadership of the head of the non-formal education in the face of a pandemic. This research is a case study qualitative research. The research informants were 5 heads of education units from both the Learning Activity Center and the Community Learning Activity Center and in addition tutors as learning implementers. Data were collected through interview and observation techniques which were then analyzed descriptively on qualitatively. The results showed that about four indicators of situational leadership which were the focus of the research, it was shown that the leadership of the head of the non-formal education unit in carrying out situational leadership showed that in the directing aspect, the head of the Nonformal Education unit has not been able to clearly show the tasks that must be carried out by the tutors other than only providing individual schedules and teaching materials. In a structured manner, the head of the Nonformal Education unit leaves completely to the perceptions of each tutor. Likewise, in the selling aspect, all Nonformal Education unit heads have not prepared structured instructions even though they have provided support to tutors in learning during the pandemic. In the participating and delegating aspects, the head of the Nonformal Education unit has been able to carry out very well, where interactions are established with tutors in determining the right learning practice decisions during a pandemic. The head of the Nonformal Education unit confidently assigns full duties and responsibilities to the tutor in carrying out the learning based on the abilities and strategies chosen by the tutor.
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1. INTRODUCTION

As a system, the provision of education couldn't be separated between informal, non-formal and formal education. Heretofore, the attention of the public and the government has focused more on formal education. Recently, the government even wants to integrate non-formal education into formal education. This proves how non-formal education is not considered a component of education that contributes to the quality of education in Indonesia.

In the education system Law Number 20 of 2003, it is stated that non-formal education is a path of education outside formal education that can be organized in a structured and tiered manner. Furthermore, the 26th Article of the law states "The results of non-formal education can be valued at par with the results of a formal education program after going through an equalization assessment process by an institution appointed by the Government or local government with reference to national education standards".

The explanation above shows that juridically, there is no doubt about the importance of non-formal education. The community as stakeholders has felt a lot about the role of non-formal education in improving their quality of life. Reduced illiteracy rates, the number of alumni from the Package C pursuit program who have successfully pursued higher education and the large number of high-ranking officials in this country who use diplomas and certificates of non-formal educational institutions, as well as the increased skills of the people who attend course institutions show how important non-formal education plays an important role as part of the education system in Indonesia.

Nonformal Education always provides educational services to all levels of society, which are not limited to age, gender, socioeconomic status and doesn't strictly require previous education levels, so that they have the ability to develop their potential with an emphasis on mastering vocational knowledge and skills. Development of professional attitudes and personalities, so that Nonformal Education can also function as a substitute, enhancement and / or complement to formal education in supporting lifelong education.

Change and development of non-formal education, surely, couldn't be separated from the role of effective leadership. The head or manager has a significant leadership role in lifting the quality and accreditation in the development of educational institutions including non-formal education. In the non-formal education system, both administrators and tutors, and even classrooms can benefit from effective leadership to increase the effectiveness of implementing Nonformal Education both on staff, motivating citizens to learn, and all tutors can be up-to-date with learning methods and strategies to achieve goals. When framed in this way, the necessary knowledge and skills could be thought of as divided into the five necessary processes. These five processes are: Creating a vision for success, Building capacity for leadership, Increasing expectations for student achievement, Instructional Leadership, and Situational Leadership.

Non-formal education institutions, which are currently called Non-Formal Education Units, consist of Learning Activity Center, Community Learning Center Non-formal Education Unit and Nonformal Education Units Course and Training Institution and Islamic boarding schools. The number Learning Activity Center Non-formal Education Unit throughout Indonesia as many as 431 institutions and Community Learning Center Non-formal Education Unit as many as 9,377 institutions. Meanwhile, in South Sulawesi, there were 24 Learning Activity Center and 410 Community Learning Center institutions.

From the number of Nonformal Education Units, all organizers or heads who lead Nonformal Education Units have never attended special education as leaders of education units to improve managerial competence, as school principals as non-formal education units have received a large budget allocation for training activities (Permendikbud No. 6 2018), which requires the assignment of teachers as school principals, that one of the requirements for the appointment of a school principal is to have attended the Prospective School Principal Training and Education and Training Certificate. Principals who have been appointed prior to the promulgation of Permendikbud No.6 of 2018, are required to attend the Education and Training All prospective school principals must pass education and training for prospective school principals while the head or prospective head of the non-formal education unit also Sharus has standardized leadership competencies. One of the characteristics of non-formal educational institutions is the movement of change which is very complex. This complexity can be seen in the characteristics of the learning community, the characteristics of the tutor / tutor, environmental characteristics, facilities and infrastructure and the reasons for students entering the Nonformal Education unit which are very dynamic. These changes require leaders to be able to manage well, in order to achieve their goals which is expected. Non-formal educational institutions are very dynamic. Very quickly affected by the condition of society and the characteristics of students, so that in leading also must always follow these dynamics.

2. LITERATURE REVIEW

The education system, both formal and non-formal education as well as learning classes will be able to benefit from effective leadership to improve the performance of educators and education personnel as well as to motivate students, and to enable the school community to know methods for achieving common goals. Glickman and colleagues [6] believe that successful educational overseers and leaders need knowledge and skills to manage education. The knowledge component includes the potential or preferred state that can be achieved by educators and schools, the current state of teachers and schools, and how to transform teachers and schools so that potential states can be achieved. This also applies to non-formal education. To be able to achieve this transformation, the head of the non-formal education unit needs interpersonal skills - to be able to influence positive change in others - and technical skills in observing, analyzing, evaluating, and planning. When framed in this way, the necessary knowledge and skills can be thought of as divided into the five necessary processes. The five processes are: Creating a vision for success, Building capacity for leadership, Raising expectations for student achievement, Instructional Leadership, and Situational Leadership.

2.1. Situational Leadership

Situational leadership theory always refers to an explanation of the resources in an organization so that it can answer why one leader is biased to be effective in certain situations but not in others. A person who is appointed as a leader has a charismatic personality and believes that his charisma will not use the leadership style of his own choice in the new situation at hand. In order to determine the best approach in some situations, it is possible for one to simply compare the approaches taken by successful and failed leaders in the same situation. However, differences and organizational complexity between situations often result in different performance for each organization. Therefore, leaders must be able to adapt to situations rather than simply copying strategies that should work. One of the strengths of situational leadership theory is to test the extent to which leaders are able to carry out their duties in the field. Situational leadership is intended to train leaders in an organization. Each leadership style may not be used in all situations, therefore a successful leader will work with a variety of leadership styles based on the "right" situation and place. Effective leaders in any organization are those who can "master" all leadership styles, and can apply where and when they should be used.

The most famous situational leadership model in the field of psychology and HR is that of Paul Hersey and Ken Blanchard (1994). These two experts define two basic levels of leadership behavior, namely a) Management: where the managerial behavior of the leader is focused on task definition. What, when and how to do it are explicitly defined; and b) Support: in this type, supportive behavior is focused on team building, with an emphasis on the participation of all

its members. In the end, this leadership behavior provides cohesion and motivates others to run the organization. Based on the movement between leader behaviors, it can be reviewed at four levels of leadership

2.1.1. Leadership that Directs

The main function demanded by a leader is to lead and make decisions. To be able to do this successfully, while encouraging and motivating the team, a leader must still pay attention to the instructions given to colleagues must be clear and concise, so that colleagues can carry out these instructions properly.

The leader must ensure that, from the start, his team members know what they have to do. Only with that, they will be able to take small steps and achieve success after success, to ensure and maintain motivation for the entire group.

2.1.2. Selling leadership

At this second level, the leader offers more and more constant supervision to his team, as well as providing constant feedback. At this stage the leader asks for information from his colleagues to be able to collect suggestions, improvements, and new ideas that can contribute to organizational development. The final decision is up to the leader, but thanks to the input, it is at this level that the leader engages the whole team to help them think and understand.

The type of selling leadership is indicated by the leader's ability to provide alternative problem-solving assistance for staff or colleagues. These choices will help subordinates to determine the best strategy in solving problems and to improve their performance.

2.1.3. Advises or participating leader

The leader must be able to facilitate and encourage teammates. This is the only way to be sure of getting the best out of them, because they have received guidance and motivation towards the same goal.

When this stage is reached, leadership provides the opportunity for the team to discuss and exchange different views and perspectives, so it will be enriching the collaborative process. The better the leader involves the team in every organizational activity, the more member participation will be.

2.1.4. Delegation Leader

It is important for leaders to know how to delegate tasks to their teams. At this level of situational leadership, individuals are trained to be mature; so that team members know how to behave, what their roles are, and what is expected of them, it is only possible when their leader is able to explain things clearly when delegating their team to specific tasks.

For this reason, leaders are able to delegate responsibilities to colleagues and respect the way they carry out the tasks entrusted to them and the decisions they make. A person's leadership behavior in dealing with the group as a whole must be different from dealing with individual group members, as well as manager leadership behavior in dealing with each individual must be different depending on maturity. Each has a different level of maturity.

According to this theory the leader must be situational, every decision made is based on the level of maturity of the subordinates, this means that the success of a leader is when they adjust their leadership style to the level of maturity of the subordinates.

Regardless of the organizational structure, leaders can still choose how much authority and control they have over the decision-making process. Leadership of Tannenbaum and Schmidt Continuum are simple models for describing the level of authority delegated to the team by the leader for decision-making purposes. This delegation can be exemplified as the inverse relationship between the freedom given to the team and the authority maintained by the leader. When more freedom is granted, leaders delegate more authority and personally exercise less. However, because the leader makes the decision to delegate authority, the leader remains responsible for the outcome.

The model of Tannenbaum and Schmidt has seven levels, from level one without delegation to level seven with the most delegations. Because the model only measures the current level of delegation, the rate can change within an organization over time.

2.2. Non-formal Education Units

Talking about non-formal education, we will be brought to a set idea for what will be a broadly readable and analysis of the developing 'world education crisis' (Coombs 1985), a reference in every meeting that shows concerns about an inappropriate curriculum. corresponding; awareness that education growth and economic growth do not always go hand in hand, and that employment does not arise directly as a result of educational inputs. Many countries find it difficult (politically or economically) to pay for the expansion of formal education.

The conclusion is that formal educational systems have adapted too slowly to the socio-economic changes around them and that they are held back not only by their own conservatism, but also by the inertia of society itself (Coombs, 1968; Fordham 1993). It is very clear that education policy-making tends to follow the type of leader of the prevailing social trends at that time, so that formal schools are always required to change rapidly following these changes, but in fact these changes also occur more quickly from the wider community and from other sectors. inside it. It was from this point of departure that planners and economists at the World Bank began to distinguish between informal, non-formal and formal education. (Fordham 1993: 2) Non-formal education is any organized educational activity outside of a

predetermined formal system, either that takes place separately or as an important feature of some broader activity intended to serve citizen learning and identifiable learning objectives. (Coombs, 1968 and Education System Law of 2003).

Nonformal Education always provides educational services to all levels of society, which are not limited to age, gender, socioeconomic status and do not strictly require previous education levels, so that they have the ability to develop their potential with an emphasis on mastering vocational knowledge and skills. , the development of professional attitudes and personalities, so that Nonformal Education can also function as a substitute, enhancement and / or complement to formal education in supporting lifelong education.

Reviewing non-formal education in developing countries, Foster (2011) observes a shift from top-down provision and management to collaborating with local communities in the development and dissemination of new knowledge, skills and methods and the use of social constructivist, constructivist, constructionist and social constructivist bricolage. ICT-based learning to help realize the 21st century ambitions of a 'knowledge society. Through the results of this analysis, it is deemed necessary that leaders in non-formal education institutions have the ability to lead situationally in order to improve the quality of non-formal education.

3. MATERIAL & METHODOLOGY

This study uses a qualitative method with an explanatory analysis approach. According to the author's belief that qualitative methods that emphasize this interpretive strategy will be able to explain the situational leadership patterns of non-formal education providers. Through this approach, it will be revealed what situational leadership patterns have been carried out by administrators in managing teaching and education staff at non-formal educational institutions. The choice of paradigm in this study uses the constructivism paradigm. (Creswell, 2010: 11).

This constructivism paradigm will be combined with the selection of a case study method to focus on the situational leadership competence of non-formal education units in improving the quality of learning during the pandemic. The choice of this case study relates to the author's belief that this method will be able to understand unique situations and identify it by digging deep information.As a case taken from several leaders of non-formal education units that manage non-formal education units, both SKB, PKBM, and course institutions in South Sulawesi. As for the informants in this study are managers of non-formal educational institutions consisting of the head of the non-formal education unit.

Data collection is planned with document study, direct observation and in-depth interview technique based on purposive retrieval of informants through key informant sampling technique, namely informants with specific retrieval who are considered to have mastered the problem, especially the two key figures, the group leader and (the) members. the group to be dialogued. The number of respondents followed the snowball sampling principle.

The study focus is a derivative of the concepts used in research. The study focus is situational leadership that is the leadership of a leader who should work with various leadership styles based on the "right" time and place. In other words, effective leaders in all parts of the organization can "master" all leadership styles, and recognize where and when to use them.

The data analysis was carried out qualitatively through the stages of the data reduction process, data display and conclusion drawing. The series of analysis will be applied to the case analysis unit on situational leadership behavior which includes the level of guidance and direction given by the leader (task behavior). The level of socio-emotional support provided by the leader (relationship behavior). The level of readiness or maturity shown by members in carrying out their duties and functions in achieving certain goals.

To ensure data validity, data reliability is carried out with four standards based on the principles of credibility, transferability, dependability and confirmability. Meanwhile, the data validity was done by using triangulation techniques, namely triangulation of sources and triangulation of methods.

4. RESULTS AND DISCUSSION
4.1. Result

The same question was asked to three heads of non-formal education units, namely one person from the head of the Nonformal Education learning activity center (P1) and two heads of the community learning center (P2 and P3) to reveal the extent to which situational leadership is exercised in managing the education unit. non-formal he led. As material for triangulation and cross-check, confirmation questions were also asked to tutors who held lessons during the pandemic. The following results illustrate how the head of the non-formal education unit carries out his duties in situational leadership.

4.1.1. Telling Situational Leadership

When asked "Do you have to monitor the tutor at each stage of your learning?" and was asked to explain the reason, (P1) answered "I as the leader of the Nonformal Education Units always monitors every tutor's activity because it is one of the main duties and functions as the leader of the Nonformal Education". Meanwhile (P2) answered that "as a leader, he continues to monitor the tutor in the learning process, but not all learning stages are carried out by monitoring, because it is usually carried out randomly to monitor the implementation of learning, especially during a pandemic, many limitations hinder monitoring."

"In my opinion, as the head of the non-formal education unit I must always monitor the learning process but due to the pandemic situation, I only monitor learning through reports from tutors and ask questions on the WhatsApp

application, of course this method is less effective, but that's all that can be done because of the use of the Learning application. I don't really master the Management System yet, nor do my tutors (P3)."

4.1.2. Selling Situational Leadership

When asked "During the pandemic what new steps or strategies were directed at your tutor/staff to make learning more efficient?" P1 answered that "During a pandemic like what is happening now, of course there is a difference with the situation before the pandemic. Before the pandemic, the learning process was carried out face-to-face, whereas during the pandemic, learning could not be done face-to-face, so as a leader I had to direct and encourage each tutor to carry out the learning process in the literacy program with an online approach or online learning. This online approach fits perfectly with the conditions we are experiencing today."

Meanwhile P2 stated that "the mainstay of strategy during the pandemic to make learning effective is through module-based learning." And P3 stated: Actions taken by our tutors in overcoming internet network problems during the pandemic by visiting the homes of students one by one that could be reached. There are also our tutors who conduct face-to-face learning on condition that they follow health protocols.

4.1.3. Participating situational leadership

When asked whether the head of the education unit was involved in the preparation of the lesson plan, P1 answered "I have never been involved in planning the lesson because I think the tutors understand what to do. Tutors have been involved in training the preparation of learning tools so that they understand their tasks. As a leader I occasionally conduct supervision to check whether the tutor has made learning tools and how they carry out the learning." However, with regard to the problems faced, I will be fully involved to help tutors and staff to help solve the problems faced, especially when it comes to the learning process.

A similar answer was delivered by P2 and P3 that they do not need to be involved in the preparation of learning tools because tutors better understand their duties as teachers in the equivalency program, especially when they are generally teachers in formal schools.

When asked the question "How actively can your boss support you and other staff members in continuous learning during a pandemic" the tutor replied: "I believe all Nonformal Education's heads should help their staff and tutors learn. The head of the Nonformal Education unit has tried to facilitate us in participating in various training activities so that We master many things related to the learning process starting from the preparation of learning tools to evaluation so that the head of the Nonformal Education units no longer needs to be involved in all stages of learning.

4.1.4. Delegating situational leadership

When asked how the head of the Nonformal Education unit delegates learning tasks to tutors? P1 answered that all learning assignments had been fully delegated to the tutor. I feel that all tasks related to learning including during the pandemic are completely left to the tutor until the evaluation is carried out.

Meanwhile P2 stated "as a tutor, they already know what to do in learning, if it is related to learning, I have completely delegated to the tutor, they are responsible for the learning process to the assessment."

When asked about how delegation was related to decision making, P1 answered "For learning, I indeed delegate completely to the tutor, but if it is related to strategic decision making, of course I cannot delegate, even though I involve staff and tutors before making a decision, but the decision the final remains I decide with my own considerations."

4.2. Discussion

Based on the exposure to the research results above, the findings can be described as follows:

4.2.1. Trends in Situational Leadership Behavior

Of the four situational leadership behaviors that are the focus of the study, it can be seen that the leadership of the head of the non-formal education unit in carrying out situational leadership shows that in the aspect of direction, the head of the NonFormal Education unit has not been able to clearly show the tasks that must be carried out by tutors. The head of the Nonformal Education learning activity unit has not explicitly demonstrated the tasks that must be carried out by tutors during the pandemic to carry out learning effectively. Tutors take the initiative to independently carry out learning using the module as a whole.

Several months after the pandemic period, the Directorate of Equality held online learning training through the Learning Management System application named SETARA. As a Learning Management System, meanwhile in an online network provides completeness of learning from design, implementation of learning, to assessment. Because the Final Assessment such as Mid-Semester Assessment, Final Semester Assessment, and End-of-Year Assessment are carried out in schools, SIAJAR only provides learning material and questions developed by the teacher as a vehicle to practice facing the End of Year Assessment and Examination. True national. The presence of this application minimizes the opportunity for the head of the Education unit to provide direction to tutors and staff because all the directions that the tutor must take to carry out the learning are all complete in the application.

The direction that can be given by the head of the Nonformal Education Units for Learning Activities is only an appeal to use the application to its full potential. Furthermore, he also conveyed that the schedule and teaching materials

could be carried out as well as possible. In a structured manner, the head of the Nonformal Education units fully submits the tutor's duties based on the perceptions of each tutor.

In the aspect of selling behavior, all heads of Nonformal Education units have not prepared structured instructions but have provided several alternative options for tutors and staff to be able to carry out learning effectively during a pandemic. Some of these alternatives are strengthening the module system learning. Each learning citizen is distributed modules or teaching materials that are available and learn independently by filling in the tasks contained in the module. Another alternative is direct learning with small groups. Tutuor is expected to visit the learning community in small groups based on mutual agreement. This alternative is given because there are still learning residents who have difficulty learning independently through modules and there are also learning residents who do not have smartphones that can be used for online learning. The last alternative is online learning based on a structured LMS application.

In the aspect of participation, the head of the Nonformal Education Learning center unit has involved a lot in helping tutors and staff in solving problems, especially related to the approach that must be used during a pandemic. Meanwhile, the head of the Nonformal Education unit of the Community Learning Center did not fully participate in learning activities, especially in the preparation of learning tools. Learning problem solving was also mostly solved by the tutor team, although it was based on the alternatives presented by the head of the Education unit.

In the delegation aspect, the head of the Nonformal Education unit has been able to carry out very well, where there is interaction with tutors in determining the right learning practice decisions during the pandemic. The head of the Nonformal Education unit confidently assigns full duties and responsibilities to the tutor in carrying out the learning based on the abilities and strategies chosen by the tutor. This delegation can be exemplified as the inverse relationship between the freedom given to the team and the authority maintained by the leader. When more freedom is granted, leaders delegate more authority and personally exercise less. However, because the leader makes the decision to delegate authority, the leader remains responsible for the outcome.

5. Conclusion

Based on the results of the research and discussion above, the following conclusions can be drawn:

5.1. Situational leadership shown by the head of the non-formal education unit in the four research focuses shows a tendency towards selling and delegation behavior that dominates their behavior in carrying out situational leadership, where they could provide various alternatives in solving tutors and staff problems and give very high delegations to tutors for carry out learning during the pandemic by giving great trust because of the confidence of the head of the Nonformal Education units if the tutor can carry it out well.

5.2. It is necessary to study more deeply the extent to which non-formal education leadership can improve the quality of non-formal education learning so that it gets recognition from the community.

5.3. This research is still limited to two non-formal education units, namely the Community Learning Activity Unit and the Community Learning Center while there are still many non-formal education units such as course institutions, women's empowerment institutions and early childhood education units that need to be studied in depth so that they can find research results in a comprehensive manner. generaliser concerned with nonformla education leadership as a whole.

5.4. Understanding the situational leadership of the head of the non-formal education unit could add to the scientific knowledge related to educational leadership which so far has been more focused on formal education units.

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