

## VISIONARY LEADERSHIP STRATEGY OF THE HEAD OF PKBM IN COLLABORATING WITH THE INDUSTRIAL BUSINESS WORLD (DUDI)

<sup>1</sup>Rina Darmawan,<sup>2</sup>Mohammad Sofwan,<sup>3</sup>Sugiarto

<sup>1,2,3</sup>Faculty of Education, State University of Jakarta, Indonesia

Author's email:

<sup>1</sup>[rinadarmawanunj@gmail.com](mailto:rinadarmawanunj@gmail.com); <sup>2</sup>[mohammad.sofwan@unj.ac.id](mailto:mohammad.sofwan@unj.ac.id); <sup>3</sup>[sugiarto@unj.ac.id](mailto:sugiarto@unj.ac.id)

\*Corresponding author: [rinadarmawanunj@gmail.com](mailto:rinadarmawanunj@gmail.com)

**Abstract.** *In education, leadership has a significant role in mobilizing the potential of PKBM resources. The Head of PKBM is responsible for leading and managing all aspects of educational activities, including educators (tutors), students, curriculum, program development, parents, and the community in this case the business world of the industrial world. This study aims to identify the characteristics of the visionary leadership of the Head of PKBM Al Amiria which supports collaboration with the business world of the industrial world. Second, to examine the application of visionary leadership strategies in building cooperation with the business world of the industrial world and the third is to examine the supporting and inhibiting factors for the success of implementing implementation of the visionary leadership collaboration strategy of the Head of PKBM. These visionary leadership strategies are interrelated and support each other. The characteristics of visionary leadership and collaboration strategies with the business world of the industrial world are solutions to improve the quality of equivalency education in PKBM and competitive graduates to be accepted in society. This study was conducted using a qualitative approach with a descriptive method to gain a deeper understanding of the PKBM Al Amiria Jakarta environment.*

**Keywords:** *Business World of the Industrial World; Collaboration; PKBM; Visionary Leadership.*

### 1. INTRODUCTION

In every organization, the role of the leader is very important in achieving the goal set. Leadership functions as a rule maker and manager of the organization because leaders are responsible for directing activities, making decisions, and managing organizational resources to achieve goals effectively and efficiently (Munif et al., 2023). Leaders also have a role to play in establishing upheld values, motivating members to actively participate, and creating a work environment that encourages collaboration and innovation (Marce et al., 2020). Overall, leaders must be able to carry out their functions so that all components in the organization can carry out their missions according to the organization's vision or goals.

The leadership of the head of the education unit is the key to success in managing and developing educational institutions. The role of the principal is crucial in integrating all components of education, from educators and students to establishing strong relationships with the community and the business world. Effective leadership focuses on operational management but also requires an inspiring vision and the ability to adapt to dynamic changes. Effective leadership will be able to motivate and direct all of these elements so that they can contribute optimally to achieving educational goals (Howell et al., 2022). The leadership of the head of the education unit needs to combine an understanding of management principles with an inspirational vision and the implementation of the right strategy (Ghufron, 2020). Heads of education units can effectively utilize resources towards better achievement, a deeper understanding of educational values, and the application of innovations in learning and curriculum development (Berkovich & Eyal, 2021).

According to (Sugiarto, 2024) An effective leader not only can manage and direct others but must also have a clear vision and mission. A strong vision will guide leaders and their followers in achieving organizational goals. The ability to communicate this vision effectively will be the key to successful leadership. The determination of a clear vision and mission can provide direction for the future of an organization (Iqbal, 2021).

Several studies have been conducted regarding the definition of leadership, in general, have been conducted by experts over the years. However, as a result of this search that began in 1993, according to Rivai (2014:42), Leadership Style is "a set of traits used by leaders to influence subordinates to achieve organizational goals or it can also be said that leadership style is a pattern of behavior and strategy that is preferred and often applied by a leader". The research conducted has not been completely satisfactory in explaining the widely accepted definition of leadership (Usman, 2016). In his research, Usman highlighted the difficulty in reaching a consensus on a universal definition of leadership. Meanwhile, Wahyuni and Maunah (2021) emphasize the relational aspect of leadership, where leaders and followers influence each other. The unique aspects of leadership are also discussed by Asrar-ul-Haq and Anwar (2018), who link leadership to organizational performance. On the other hand, Day and Antonakis (2017) highlight the complexity of leadership traits that make a single and comprehensive definition difficult to achieve. These differences in perspectives suggest that leadership is a multidimensional and context-specific phenomenon, so the exact definition will largely depend on the specific situation and context." "Differences in defining leadership have significant implications for leadership research, practice, and development. If we do not have a clear and consistent understanding of what leadership is, then it will be difficult to develop valid and reliable leadership theories and models. In addition, differences in definitions can also hinder the development of effective leadership training programs. To address these challenges, researchers need to continue to work to develop a more comprehensive and inclusive conceptual framework for understanding leadership." "From the various studies that have been conducted, it can be concluded that the definition of leadership is very diverse and influenced by various factors, including theoretical perspectives, research methodologies, and cultural contexts. This is mainly due to the complexity of leadership traits, so finding a specific and generally acceptable definition of leadership may not be easy or even unattainable soon (Reiche et al., 2017). However, several key elements are generally recognized as characteristics of leadership, such as the ability to influence others, vision, integrity, and the ability to adapt to change.

Effective leadership is the key to the success of an organization in achieving the vision that has been set. In its implementation, a leader needs to implement strategies to achieve goals. A leader can be said to be successful because he can implement a strategy, while a good strategy provides a clear direction for the leader and the organization. The two complement each other and work together to achieve organizational goals. Leadership and strategy are two concepts that are closely intertwined in the context of an organization. Effective leaders act as architects who design the vision and mission of the organization, as well as formulate strategies to achieve these goals. A strategy is a comprehensive action plan that is drawn up to achieve long-term goals. They can identify opportunities and challenges, as well as make the right strategic decisions. Meanwhile, the strategy provides a clear direction for leaders and members of the organization in managing organizational resources. A good strategy will not succeed without strong leadership. Leaders who are visionary, inspiring, and able to build trust will be able to implement strategies successfully. In a dynamic situation, strategies need to be adjusted periodically. Effective leaders must be able to anticipate changes and adjust organizational strategies. The strategy involves a comprehensive decision-making process, from identifying missions and objectives to analyzing the external and internal environment and evaluating the strategies that have been implemented (Efendi et al, 2024). Leadership strategies in organizations have a

significant influence on motivation, job satisfaction, and ultimately, the performance of education personnel (Efendi et al, 2024). (Akmalia & Rikumahu, 2020) strategy is an effort to survive in a competitive world, create a positive perception in the minds of consumers, recognize and understand the strengths and weaknesses of competitors, and be the first in the market rather than just trying to be the best. Based on this view, the strategy involves a comprehensive decision-making design process, starting from the identification of missions and targets, analysis of the external and internal environment, to the evaluation of the strategies that have been implemented. According to (Ahmadi & Sulistyono, 2019) strategy is an effort by individuals or groups to design a scheme to achieve set targets or goals.

In implementing strategic decisions, a leader must have a visionary leadership style. Leaders need to help organizations achieve greater goals by connecting effort to success. Visionary leadership, a form of transformational leadership, offers an opportunity to develop an organization's capacity to meet the needs of its constituents. Waldman et al. (Nwachukwu et al., 2017) argue that effective communication is used by visionary leaders to change the attitudes and outcomes of team members under them leading to organizational transformation. Visionary leadership is defined as the ability to create and articulate a vision that gives meaning and purpose to the work of an organization (Nanus, 1992; Visionary leaders develop their vision, and then combine it into a shared vision with their peers. Vision communication is what empowers people to act. When people don't act, it tends to be because the vision hasn't been communicated; people spend their time trying to figure out which direction to go, which makes them tired and unresponsive (Heath and Heath, 2010). Dhammika (2016) emphasizes that visionary leadership focuses on creating and communicating inspiring visions among subordinates to achieve and maintain superior performance. Visionary leadership focuses on creating and articulating a clear vision, giving meaning and purpose to the work of an organization (Nanus, 1992; Sashkin, 1992). At a time when leaders are facing complex and uncertain situations, providing a framework that can serve as a touchstone for setting goals, setting priorities, aligning structures, policies, and beliefs with principles, and assessing progress. M.Khoiri, 2020).

In the era of increasingly complex globalization, the demand for the quality of human resources that are competent and relevant to the needs of the world of work is increasing. Non-formal education, especially the Community Learning Center (PKBM) as a non-formal education unit, has an important role in answering these challenges. Non-formal education as part of the national education system has the same duties and functions as formal education, namely providing the best service to the community, especially the people who are targeted by the non-formal educational institution. Non-formal education is present in society, together with formal education, to ensure that the goal of national education is achieved, which is to educate the life of the nation with character. (Ishak Abdulhak, 2012). PKBM has a very big social responsibility to the nation and society to organize educational programs to reduce the number of people who drop out of school or do not have a diploma so that they do not get a decent job and life.

PKBM Al Amiria, as one of them, has great potential to produce graduates who are ready to compete in the industrial world. The Al Amiria Community Learning Activity Center (PKBM) is a non-formal education unit that provides equal education for package A (elementary school equivalent), package B (junior high school equivalent), and package C (high school equivalent). By implementing the equality education curriculum, in addition to students gaining knowledge, students also get character education, skills, and empowerment. This approach reflects a visionary leadership pattern that implements strategies by building collaborations with the business world and the industrial world. Visionary leadership is a form of transformational leadership (Waldman et.al; Nwachukwu et al, 207) which focuses on how a leader can influence his

subordinates so that the graduates produced are following with the set standards, as well as the vision, mission, and goals of the school (Septyan et al., 2017).

Following the research conducted (Maulani et al, 2023), the chairman of PKBM Al Amiria determined the leadership strategy and evaluated the leadership strategy at the end of the following year, making the quality of institutional management not improve rapidly and only achieve part of the goals that have been set. Thus, to fill this gap, further research seeks to examine the leadership models that have been implemented in the research site, by combining a broader theoretical approach in understanding leadership in the context of non-formal education to conduct more in-depth empirical research to explore the contextual factors that influence leadership practices in the Community Learning Center

Leadership in non-formal education, especially PKBM, has a crucial role in advancing the institution it leads. A PKBM leader does not only manage the institution, but also acts as a motivator, facilitator, and innovator in creating a conducive learning environment for students. Factors that affect performance are ability, personality, work interest, motivation, competence, work facilities, work culture, and leadership (Efendi et al, 2024). The head of an educational institution uses his role in realizing all work programs based on his main duties and carries out the functions of his position as a leader in the school. The head of the educational institution establishes the strategy that has been carried out in realizing all work programs based on his main duties and carrying out the functions of his position as a leader in the investigative institution (Sari et al, 2023). As is well known, a leader, in this case, the principal must be able to carry out his duties and must have broad insight, knowing every need that exists in the school (Sari et al, 2023). According to (Ahmadi et al, 2019) leadership characteristics include continuous learning, being service-oriented, radiating positive energy, trusting others, living in balance, viewing life as an adventure, being synergistic, and practicing self-renewal.

A visionary leader can carry out his leadership effectively. are those who do not use force to oppose change, but can accelerate change through strong personal integrity, inspire their subordinates, and realize the organization's vision. In managing change, the role and contribution of leaders have a significant level of importance and impact. Based on the results of various studies that have been conducted, transformational leadership has been recognized as one of the most optimal leadership styles to be adopted in overcoming challenges and restructuring in the context of schools (Kristen Satya Wacana et al., 2022). Leaders with a high level of transformational leadership are predicted to have more effective organizations (Taylor et al, 2014). Transformational leadership has been proven to be able to increase the productivity and quality of work of educators, which will ultimately have an impact on improving the quality of education. (Nur Supriadi et al., 2021).

The head of the education unit as an inspirational leader plays an important role in encouraging innovation in his education unit. Trust and respect from staff are the main strengths of the head of the education unit in implementing positive changes. A variety of leadership approaches can be used to create an innovative school culture. Successful PKBM not only focuses on academic development but also on developing a school culture rooted in local and global values. Each type of leadership has its purpose to improve the effectiveness of the organization, thus creating leadership that is valued and desired by team members in the organization (Rahayu Selvia, 2018).

The Head of PKBM has significant responsibility in managing non-formal educational institutions. In addition to playing the role of educators, they must also be able to respond to the changing dynamics of the globalization era and meet the expectations of society. The success of PKBM cannot be separated from visionary and adaptive leadership. The success of educational institutions themselves cannot be separated from the quality and effectiveness that leads them (Wibowo & Subhan, 2020). In this era of globalization, competition is not something that must be avoided, but something that needs to be

prepared. PKBM has the challenge of increasing competition in competitions so that it can attract people to receive education or continue education at PKBM. The fierce competition between PKBMs urges the Head of PKBM to develop a visionary leadership strategy in the management of PKBM that is qualified, and unique and produces graduates who have the competence to enter the business world of the industrial world. Collaboration with the industrial business world does not only focus on providing lessons or fieldwork practices to students, but also includes skill development for teachers, curriculum adjustments, teaching, and the provision of educational facilities and infrastructure (Rahman et al, 2024).

Based on the background described above, this study aims to first identify the characteristics of the visionary leadership of the Head of PKBM Al Amiria who supports collaborating with the industrial business world, second, to examine the application of visionary leadership strategies in building collaboration with the industrial business world, and the third is to examine the supporting and inhibiting factors of the success of the implementation of the strategy visionary leadership of the Head of PKBM. This research will focus on how the Head of PKBM conducts a visionary leadership strategy and applies it in collaboration with the business world of the industrial world. This research is interesting because in the era of globalization, the skills needed by PKBM graduates (Package C more specifically) have shifted from just a diploma. Other skills and soft skills are very important and needed by PKBM package C graduates. Therefore, the application of visionary leadership strategies in the PKBM environment is a very interesting and valuable topic to be researched.

## **2. LITERATURE REVIEW**

### **2.1 Collaboration Strategy**

Strategy is a style of thinking (Iskandar, 2019). Strategy is an effort by individuals or groups to design a scheme to achieve the set targets or goals (Ahmadi et al, 2019).

Strategy is an effort to survive in a competitive world, create a positive perception in the minds of consumers, recognize and understand the strengths and weaknesses of competitors, and be first in the market rather than just trying to be the best. Based on this view, the strategy involves a comprehensive decision-making design process, starting from the mission and target identification, external and internal environmental analysis, to the evaluation of the strategy that has been implemented (Akmalia et al, 2020).

The concept of strategy is defined as sharing ways to achieve ends. Strategy is the center and core of strategic management. Strategy refers to the formulation of organizational tasks, goals, and objectives, the main policy and program strategies to achieve them, and the methods needed to ensure that the strategy has been implemented to achieve the organization's ultimate goals (Muliani et al, 2024). The best strategy will be well received, especially if it comes into contact with local wisdom so that the community is highly committed to playing its role as well as possible (Juharyanto, 2020). This strategy is to lead others to understand, invite, strengthen, and be involved in carrying out and passing on information to other parties (Juharyanto, 2020). A great strategy is meaningless if it cannot be implemented perfectly. Less than 50% of the strategies formulated are successfully implemented due to a lack of leadership skills (Azhar, 2013).

Leadership strategy is a way of changing a leader's perspective to create and develop relevant leadership skills in an organization following the demands of unpredictable change (Cross et al., 2013). Without the right leadership strategy and the best and bold behaviors and actions, human resources in an organization will never realize their potential in supporting the exploration and implementation of organizational values.

In the world of education, strategic collaboration refers to the various methods used by education boards to work together, which can include alliances, partnerships, working groups, and other forms of cooperation. The main goal of this collaboration is to improve

the quality of education through the synergy and integration of various resources and expertise (Kim et al, 2010).

Strategic collaboration in education is when educational institutions make agreements to achieve the goals and objectives of educational institutions effectively. (O'Donnell, 2012).

## *2.2 Visionary Leadership*

Educational leadership is the ability of a leader to motivate, coordinate, and influence his members to make optimal use of resources to achieve set goals, especially in decision-making and the utilization of all available resources. Visionary leadership of school principals to improve the leadership skills of school principals and the performance of educators (Fajar et al, 2023). Visionary leadership is a key factor in the success of improving the quality of education, and school principals with a clear vision and effective strategy can bring educational institutions to make great strides with significant progress (Suparyo et al, 2024). Educational leadership is the ability of leaders to motivate, coordinate, and influence members to make optimal use of resources. The visionary leadership of school principals is essential in improving skills and performance; and plays a key role in improving the quality of education through a clear vision and effective strategies.

Visionary leaders are those who can identify opportunities that can be used as capital for the advancement of educational institutions (Bashori, 2019). A visionary leader is someone who does not easily accept or reject an idea, without first knowing the rational reasons and arguments of the idea, reactionary thinking patterns, without comprehensively and in-depth examining a condition is a taboo for visionaries (Isnaini, 2020).

In the context of the visor's leadership style concerning the duties of educators as an indicator of their performance, this effect cannot be separated from the responsibility of educators as planners, implementers, and evaluators (Shulhi, 2020). According to Nanus in Ahmad Mappaenre (2014:219), visionary leadership works in four pillars, namely: (1) a direction determiner who exerts subordinate behaviors in a predetermined direction; (2) agents of change who drive environmental change and clear and rational work agendas; (3) a spokesperson who convinces people in the internal group to gain access from the outside, introduces and socializes the organization's excellence and vision that has implications for the progress of the organization; (4) Patient trainers, acting as role models, encouraging education personnel, helping them learn and grow, building their confidence, and improving their ability to consistently achieve their vision.

Educational institutions demand visionary leaders who have a vision so that the organization has a clear picture to encourage an innovative way to realize changes in the organization, therefore visionary leadership is needed (Isnaini, 2020). Visionary leadership is related to efforts to create, introduce, and realize the vision of educational institutions by inspiring, persuading, and involving educators and education personnel optimally (Widodo, 2023). Visionary leadership is closely related to the strategy process because organizational strategy is the embodiment of the future state that the organization wants and its path to realizing that vision and visionary leadership are intended to motivate and mobilize followers to achieve these goals (Supriyadhi et al, 2023).

## *2.3 Community Learning Center (PKBM)*

According to Law Number 20 of 2003, non-formal education can be interpreted as an educational path outside of formal education that can be carried out in a structured and tiered manner. Non-formal education is an organized educational activity, organized outside of informal education, individually or as an important part of a broader activity to provide special services to learning residents in achieving learning

objectives (Combs, 1974).

The Community Learning Center (PKBM) is a learning forum for the community formed by the community itself by utilizing the available facilities and infrastructure to achieve quality learning and have skills to improve their quality of life (Widayan, 2020). The Community Learning Center (PKBM) is a forum that organizes non-formal education in Indonesia (Himayatrohmah, 2017).

According to Rahmat (2018) stated that PKBM is a community-owned institution whose management is regulated by the principles of, by, and for the community. The Community Learning Center is a non-formal educational institution, where PKBM is used as a learning space and a source of information formed and managed by the community that is focused on empowering local potential to improve community knowledge, skills, and attitudes in the economic, social and cultural fields (Hermawan et al, 2016). Based on the explanation above, the Community Learning Center (PKBM) is a non-formal educational institution that is formed, managed, and utilized by the community with the main goal of improving the quality of life through quality education. PKBM utilizes the available facilities and infrastructure to achieve skills and knowledge that are useful in the economic, social, and cultural fields. In addition, PKBM is oriented to empowering local potential according to the principles of, by, and for the community.

PKBM is present and in direct contact with the community so it can identify the needs of the community and provide solutions to these needs by equipping the community with skills or training in managing and utilizing the local potential in the surrounding area.

The purpose of PKBM institutionalization is to explore, grow, develop, and utilize all the potential that exists in the community, for the maximum possible empowerment of the community itself (Himayatrohmah, 2017). PKBM emphasizes providing education to the community which is not limited to academics alone, but rather on empowering the community to be able to be independent materially and non-materially (Lukman, 2021). The main purpose of the institutionalization of the Community Learning Center (PKBM) is to explore, grow, develop, and utilize all the potential of the community for maximum community empowerment. PKBM does not only focus on academic education, but also on empowering the community to be able to be independent, both materially and non-materially.

According to Lukman (2021), the objectives of the establishment of PKBM are, 1) providing services to the community with various non-formal education programs that follow the problems and needs of the surrounding community; 2) providing opportunities for the community to be able to empower their potential and environment to improve the quality of life and welfare of the community; 3) providing facilities for people who need help in solving their life problems.

#### *2.4 Collaborating with the Industrial World Business (DUDI)*

According to Law Number 20 of 2003, non-formal education can be interpreted as an educational path outside of formal education that can be carried out in a structured and tiered manner. Non-formal education is an organized educational activity, organized outside of informal education, individually or as an important part of a broader activity to provide special services to learning residents in achieving learning objectives (Combs, 1974).

### **3. RESEARCH METHODS**

Collaboration is a cooperation between two or more parties in managing the same resources, which if done unilaterally will be difficult to implement because collaboration can make it easier to process resources and also accelerate the achievement of common goals (Putra et al, 2024). Collaboration is a form of interaction of social skills, a social process in which there are activities or activities aimed at achieving common goals by mutual and mutual understanding activities.

The collaboration between educational institutions and DUDI is very important to build a productive cooperative relationship between educational institutions and the industrial world. The importance of this collaboration is influenced by external factors that will determine the capabilities of both parties to become more competitive and increase the competitiveness of both the manufacturing and service industry sectors (Ananta, 2008).

The collaboration between DUDI and educational institutions provides opportunities for graduates of educational institutions so that they can enter DUDI (Putra et al, 2024). Collaboration between educational institutions and the business world or the industrial world is a strategic step in that will benefit both parties, the business world and the industrial world (DUDI) as users of graduates from educational institutions should be responsible for the quality of graduates in the world of education (Rojaki, 2021). Characteristics of Collaboration between Educational Institutions and Industry tend to be mutually beneficial for both parties if they can be managed well, but it is necessary to anticipate that there is still a tendency to have a low level of interaction between each party (Diana et al, 2020). Thus, this collaboration not only improves the skills and knowledge of graduates but also strengthens DUDI's competitiveness in the global market.

#### **4. RESULTS AND DISCUSSION**

This study uses a descriptive research method with a qualitative approach at PKBM Al Amiria, East Jakarta. A qualitative approach was chosen to gain a deeper understanding of the phenomenon being studied. The use of this method allows researchers to directly observe the situation in the field and provide an accurate description of the reality that is happening. In the process of collecting data, researchers use interview, observation, and documentation techniques. Interviews are used to gain first-hand views and experiences from respondents, observations are made to observe the situation directly on the ground, while documentation is used to collect relevant written data. Once the data is collected, the data analysis is carried out by applying the Miles and Huberman analysis technique, which includes several stages. The data collection stage, where the researcher focuses on collecting data through selected techniques, the data reduction stage, where the researcher filters and selects information that is following with the focus of the research. The next stage is the presentation of data, where the researcher describes the results of interviews, documentation, and observations that have been carried out while in the field. The fourth stage, namely the data verification stage/conclusion drawn, is where the researcher concludes the findings that have been obtained during the research. At the same time, at this stage, the researcher also verifies the data to the informants to ensure compatibility of the understanding with the results described by the researcher (Miles et al., 2014).

#### **CONCLUSION**

##### **4.1 Results**

##### **A. Visionary Leadership of PKBM Al Amiria**

An in-depth analysis of the leadership practices of the Head of PKBM Al Amiria shows that he has successfully implemented several behaviors that reflect visionary leadership which is characterized by some of the behaviors of the Head of PKBM below.

1. Be an example for educators and students by showing strong character and high integrity. The inspiring attitude of the head of PKBM will motivate PKBM community members to be positive and have integrity.
2. Having the ability to provide an inspiring vision and clear goals to all members of the organization and through effective communication, the head of PKBM can communicate the vision and mission that has been set. The listening, effective communication, and open atmosphere created by the head of PKBM make the

members of the organization feel valued and supported. The Head of PKBM gives responsibility to educators and students, providing autonomy in decision-making that supports the learning process and the overall development of PKBM. The Head of PKBM provides constructive and development-oriented feedback, this helps educators and students continue to improve their performance and achievements. The Head of PKBM initiates collaboration with the business world of the industrial world, creating an environment where all members of the organization feel supported by each other and jointly contribute to achieving common goals. The Head of PKBM Al Amiria responded positively to the offer from PT. Goldena Inti Dinamika and making preparations in the collaboration program starting from planning, namely making an annual work plan or program that is always prepared together by the administrators/managers, namely with the Deputy Head of PKBM and several Tutors also guests from the industrial world, namely the team from PT. Goldena Inti Dinamika so that in the process of preparing curriculum development plans or annual work programs, PKBM always involves various related stakeholders. The Head of PKBM Al Amiria is making decisions at the planning stage in preparation for the implementation of a learning and community empowerment program based on the resources owned by the PKBM institution. The implementation stage begins by conducting a selection on PPDB (New Student Registration) in the new school year, including the selection of participants in the collaboration program by PT. Goldena Inti Dinamika, then the implementation of curriculum development by providing training for educators (tutors) and additional subjects relevant to the industrial world, to the recruitment of graduates to be channeled to the business world and the industrial world. This visionary strategy can seize opportunities and think far ahead.

3. Understand the needs and resources of the organization and give special attention, listen to aspirations, and provide appropriate support, establish a close bond between the head of PKBM and the members of the organization. Encourage educators and learners to think creatively and innovatively, provide space for new ideas, stimulate intellectual discussion, and support the development of knowledge and skills. creating good interpersonal relationships with all PKBM members. All of the behavior of the Head of PKBM creates visionary leadership that develops individuals, motivation, and the achievement of educational goals effectively within PKBM Al Amiria. The success of the implementation of a program often obscures the importance of the next stage, namely the evaluation stage. In fact, evaluation is not just about measuring performance, but it is also a valuable opportunity to learn from mistakes and continuously improve quality. Evaluation is an investment in sustainable success. However, considering that the PKBM Al Amiria Collaboration program with the business world and industry has only been running for less than five years, the evaluation currently carried out is still partial. The current focus of evaluation is more focused on achieving short-term goals and gradual improvements to the ongoing program.

Based on the results of interviews conducted by researchers, and supported by observations made during the research on visionary leadership applied by the Head of PKBM Al Amiria, it is proven to be able to produce cultural changes in PKBM for the better than before. Innovative efforts and continuous empowerment carried out by the head of PKBM in facing the challenges of globalization have produced a positive impact. This visionary leadership has provided strong motivation to all members of the PKBM institution. The head of PKBM has the readiness and ability to face changes in the world of education. The impact can be seen in the quality of effective and efficient education at PKBM Al Amiria. PKBM is an institution that has innovation and quality. In addition, the performance of educators (tutors) at PKBM Al Amiria has also experienced a significant and optimal increase. All of this shows that the visionary leadership applied by the head of PKBM has succeeded in bringing a positive impact on the organizational culture, motivation, quality of education, and individual performance in PKBM Al Amiria.

Documentation data shows that the leadership of the head of PKBM AI Amiria in carrying out his role as a leader is carried out effectively and sustainably, especially in facing the challenges of globalization.

## **B. PKBM AI Amiria's Collaboration Strategy with the Industrial World Business World**

Based on the results of research conducted by researchers to the Head of PKBM AI Amiria, it was found that several steps have been taken to improve the quality of education in PKBM. One of the steps taken is the development of human resources in PKBM, especially in terms of educators. Efforts to improve the quality of educators are carried out by developing their abilities by participating in training such as those provided by the local Education Department.

The Head of PKBM is also involved in the development of professional skills for educators. From the student side, the improvement of the quality of education is carried out through a fairly strict selection at the time of admission of new students (PPDB). The selection process includes various aspects such as admission tests, and interviews with parents of prospective students. The purpose of this selection is to get students with good quality so that the teaching and learning process at PKBM can run efficiently and effectively, producing graduates who are following with the vision and mission of PKBM.

In addition, the head of PKBM is also actively involved in various activities outside PKBM to expand the collaboration network. All of these steps were taken with the aim of optimizing the development of the quality of education at PKBM AI Amiria.

From the description above, it can be concluded that the efforts made by the head of PKBM to improve the quality of education have many benefits. These benefits are not only felt by educators and education staff at PKBM AI Amiria, but also by students and the community as a whole. The leadership of the head of PKBM in PKBM AI Amiria can be identified as visionary leadership that looks far ahead. The head of PKBM shows wisdom and responsibility in carrying out his role. They are able to make wise decisions, solve problems effectively, and ensure accountability for their leadership. The pleasant working atmosphere at PKBM reflects the effectiveness of the leadership of the head of PKBM in creating a harmonious and productive work environment. The Head of PKBM AI Amiria has a very important role in improving by applying programs that have been planned and prepared to achieve the desired goals or vision.

Evaluation of collaboration programs is an integral part of the role of the head of PKBM. The head of PKBM AI Amiria conducts periodic evaluations to measure the extent of the success of these programs and to identify possible failures. The evaluation was carried out on the current collaboration program involving educators, education staff, students, and collaboration partners from the business world of the industrial world, namely PT. Goldena Inti Dinamika is still partial because the new collaboration program is being implemented.

## **C. Supporting and Inhibiting Factors in Collaboration with the Industrial Business World**

### **1. Supporting factors for collaboration in PKBM AI Amiria.**

Strong collaboration is the key to success in achieving common goals, especially in an educational environment such as PKBM. The following research results found several factors that can support collaboration in PKBM AI Amiria:

- a. Visionary Leadership characteristics. The head of PKBM who has a clear and inspiring vision will be a magnet for all members to work together. This vision provides the same direction and goals so that all parties have the same understanding of what they want to achieve. Leaders who focus on a common goal will encourage collaboration between members, creating a positive and supportive work environment where each individual feels like they have an important role to play in achieving those goals.

- b. Effective and open communication allows every member of the organization to share ideas, provide input, and convey obstacles faced. This will create an inclusive atmosphere and encourage active participation. Regular meetings are held to discuss, share information, and solve problems together.
- c. A positive organizational culture at PKBM AI Amiria by respecting each other, respecting differences, and diversity will create a comfortable and safe working environment for all members. An environment that is open to mistakes will encourage team members to dare to try new things and learn from failures. Rewarding the team's success will increase motivation and morale.
- d. Human resource development through relevant training, team members will have the necessary skills to work together effectively. Mentoring programs can help new team members or who need additional support to thrive.
- e. An organizational structure that tends to be flexible in delegating tasks to team members will provide an opportunity to take responsibility and develop members' abilities. Forming a team consisting of members with different backgrounds will enrich perspectives and increase creativity.
- f. Using collaboration platforms such as Google Workspace or Microsoft Teams can make it easier to communicate and share information between team members spread across multiple locations.
- g. Regular evaluation and development of performance will help identify areas that need to be improved and ensure that the collaboration in PKBM AI Amiria with PT. Golden Core Dynamics of the industrial world will continue to improve and be sustainable

## 2. Factors that inhibit collaboration

The following are considered factors that hinder PKBM AI Amiria's collaboration with the business world of the industrial world, in this case:

- a. Lack of communication skills of PKBM AI Amiria that cause misunderstandings and delays from some instructions that result in shifting from a predetermined period. There is a difference in perception between the world of education and industry regarding the goals of education and the skills needed in the world of work.
- b. The limitations of human resources and infrastructure facilities from PKBM AI Amiria hinder the development of relevant programs
- c. The lack of a common vision and differences in priorities between the two institutions make it somewhat difficult to find common ground in collaboration.
- d. The rapid development of technology makes it difficult for the educational curriculum to keep up with the latest developments in the industrial world.

## 4.2 Discussion

### A. Visionary Leadership in PKBM AI Amiria

Transformational leadership focuses on the process of building a strong commitment to the organization's goals, while giving followers the confidence to achieve those goals (Wahyuni & Maunah, 2021). Visionary leadership as a form of transformational leadership emphasizes the leader's ability to formulate a clear vision, build a solid team, and encourage innovation. The head of PKBM AI Amiria is a leader who dares to take risks and is not afraid to face challenges, in line with the characteristics of visionary leadership. The ability to anticipate change and formulate long-term strategies demonstrates strong visionary leadership.

Visionary transformational leadership is not just about transforming organizations, but also about creating a culture of sustainable learning. With a high-level learning orientation, transformational leaders encourage each individual to continuously develop themselves and share knowledge. This creates a positive synergy that drives the organization to achieve greater goals."

According to George R. Terry, "Leadership is a relationship in which one person, the leader influences others to work together willingly on related tasks to attain that which

the leader desires." Leadership is any action taken by an individual or group to coordinate and give direction to other individuals or groups who are members of a certain forum to achieve goals. According to Steve R. Covey, visionary leadership is the ability of a leader to create, formulate, communicate/socialize/transform, and implement ideal ideas that come from him or her or as a result of social interaction among members of the organization. Visionary leadership can be interpreted as a process in which leaders and their followers work together to improve performance and motivation. In addition to generating high motivation, this approach is also able to optimize performance to achieve organizational goals (Sa'adah et al., 2023).

The condition that must be possessed by a visionary leader is a vision as a driver of the ideals that he wants to realize. Vision is a power or power to make changes that encourage the process of creativity explosion through the integration and synergy of various skills from people in the organization. This vision always encourages the organization to grow learn and develop in maintaining its life. Daniel Goleman revealed the characteristics of visionary leadership using shared inspiration, namely confidence, self-awareness and empathy, as done by the Head of PKBM Al Amiria in implementing his leadership. A visionary leader will articulate a goal that for him is a true goal and is in harmony with the shared values of the people he leads. And because they believe in that vision, they can guide people towards that vision with firmness. Visionary leadership can sense the changes of others and understand their point of view means that a leader can articulate a vision that is truly inspiring. The communication that has been carried out by the Head of PKBM Al Amiria in explaining about the innovation of actions towards the set vision is an inspirational decision for the institution he leads.

Visionary leadership takes strategic steps in transforming various innovations to stakeholders through the empowerment of human resources and the creation of an organizational vision system as a common formula. The ideal visionary leader emphasizes the combination of intelligence and emotional abilities to move the members of the organization to achieve the organization's goals. At PKBM Al Amiria, leaders mobilized their intellectual and emotional abilities in responding to the offer of collaboration from PT. Goldena Inti Dinamika so that the members of the organization move, strive and make this collaboration program a unique and superior program of PKBM Al Amiria so that they can serve the community more optimally.

The implementation of supervision of the Head of PKBM uses different approaches. The approach used is a direct and sometimes indirect approach. Sometimes the Head of PKBM directly deals with tutors in class visit activities. However, sometimes the Head of PKBM does not directly deal with the tutor because supervision is carried out indirectly in the form of reports. The implementation of this strategy in the management of PKBM is in line with the opinion of Suharta, (2013:45) that the implementation of leadership strategies to improve PKBM management carried out by the Head of Management includes aspects of (a) planning for students, tutors, facilities, learning funds, learning programs, and community relations (b) implementation of students, tutors, facilities, learning funds, learning programs, and community relations and (c) assessment or evaluation of students, tutors, facilities, learning funds, learning programs, and community relations. Meanwhile, the indicators of success of the implementation of the leadership strategy of the Head of PKBM to improve PKBM management include: (1) Growing awareness for PKBM managers (2) There is active involvement between education program managers, educators and students (students) who jointly plan, organize, carry out and evaluate learning activities according to their learning problems and needs, (3) Improving the quality of educational services in the unit PKBM is following national education standards. (Asep Saepudin, et al., 2016).

Thus, the Head of PKBM Al Amiria has shown an effective and efficient leadership model that has an impact on the progress of institutions, educators, students, the community, and the industrial world.

## **B. Collaboration Strategy with the Industrial Business World**

Based on Law Number 20 of 2003 article 1 point 10 which states the Community Learning Center which is often abbreviated as PKBM is one of the non-formal education units. The Community Learning Center abbreviated as PKBM is a forum for various community learning activities aimed at empowering the potential to drive development in the social, economic, and cultural fields. The programs held in PKBM can be very diverse and can also be unlimited, but they must be followed by the conditions, potential, and needs of the community where the PKBM is located or said to be relevant, and the programs must be meaningful and useful. These programs include Equality Education (A, B, and C), Literacy Education, Civic Education, Householding, and others. PKBM provides educational services to the community

Improving the quality of education is the most important issue that requires serious attention from all stakeholders. Efforts to realize quality education must be carried out continuously and involve all stakeholders. With strong commitment and cooperation, PKBM can organize an education system that can produce graduates who are competent, creative, and ready to meet the needs of the industrial business world in facing future challenges.

In the implementation of good governance of a non-formal educational institution, the Head of PKBM has the responsibility so that graduates of his institution can be accepted and absorbed into the community. The main role of PKBM leadership in PKBM internally and externally PKBM is very important. The competence of the head of PKBM as a manager and controller of educational institutions is a force that can bring the organization to achieve its vision and provide more quality to the community. Collaboration efforts carried out with the industrial business world can improve the quality of PKBM graduates, especially package C as a workforce that can be absorbed in the industrial job market. All of these steps reflect the proactive role of the head of PKBM Al Amiria in ensuring better and effective quality education. Cooperation between educational institutions and the business world or the industrial world is a strategic step in learning and also business that will benefit both parties, therefore commitment from both parties is needed in establishing cooperation. The business world and the industrial world (DUDI) are users of graduates from the world of education and should be responsible for the quality of graduates from the world of education (Rojaki et al, 2021). The steps for formulating a program in non-formal education include preparation, implementation, and assessment. The preparatory step is a review of the policy or type of program to be launched and the type of program that is a priority, the study of the learning needs of the community, by identifying directly to the target group, the step of preparing the program by carrying out potential identification and selection of program targets, data processing, preparing proposals, motivating prospective students, carrying out evaluations and analyzing the results of the evaluation (D. Sudjana, 2010).

Visionary leadership, which is a form of transformational leadership, is identified with four specific behaviors that reflect the characteristics of the leader (Suriagiri, 2020): 1. Credible (Consistent and Committed) Visionary leaders have high credibility, maintain consistency between their words and actions and are highly committed to the organization's values and goals. 2. Creation Opportunities This leader seeks to create opportunities for organizations to develop their knowledge and skills. They encourage initiative, provide support, and make room for innovation in the work environment. 3. Caring Visionary leaders show concern for others. This attitude creates a sense of recognition and appreciation for subordinates so that they feel an important part of the organization. 4. Communication This leader has good communication skills, can communicate clearly and effectively, and builds strong relationships through open and transparent communication with both internal and external parties. The four behaviors work together to create visionary leadership, which fosters individual development, collaboration, and the achievement of higher organizational goals.

Visionary leaders and collaboration strategies are two sides of the same coin. Visionary leaders need collaboration to realize their visions, and collaboration requires

visionary leadership to provide direction and motivation. The two complement and strengthen each other in achieving organizational goals. Visionary leaders not only have a clear vision but also have a crucial role in facilitating collaboration within the organization. The vision possessed by the visionary leader becomes a kind of compass that directs all team members toward the same goal. With a clear and inspiring vision, every member of the organization will feel that they have a meaningful purpose and are motivated to contribute. The vision of a visionary leader is the glue that unites various parties in the organization to work together to achieve a common goal. Collaboration, on the other hand, is a driving force for visionary leaders in realizing their visions. Through collaboration, various perspectives, expertise, and experience can be combined to produce innovative and effective solutions. Collaboration also allows visionary leaders to get valuable input and feedback from members of their organization so that their vision can continue to be refined. Collaboration is not just a tool to achieve goals, but it is also a way to strengthen visionary leadership and create a stronger and more adaptive organization.

Because in the results of the study, it was found that PKBM Al Amiria's collaboration with the business world and industry has only been running for less than five years, the evaluation currently carried out is still partial, so the focus of the current evaluation is more directed at achieving short-term goals and gradual improvements to the ongoing program, so this is a limitation of the research currently being conducted. The researcher hopes that this can be used as material for further research.

## **CONCLUSION**

This study concludes that visionary leadership, especially applied by the head of PKBM Al Amiria, has a significant impact in improving the quality of PKBM graduates, especially Package C which is more qualified and competitive in the business and industrial world. The characteristics of the Head of PKBM Al Amiria as a visionary leader are driven, innovative, and have a vision for the future in carrying out PKBM leadership in collaborating with the business world of the industrial world. The implementation of the collaboration strategy with PT. Goldena Inti Dinamika to improve the quality of graduates and absorption in the industrial world is very appropriate, starting from the admission of new students to the recruitment of graduates as a workforce in the industrial world. From the results of the study, it was found that the supporting factors were the characteristics of Visionary Leadership as the main factor, effective and open communication, organizational culture, Human Resources (HR), flexible organizational structure, the use of collaboration platforms, evaluation, and development. From this study, it was found that the factors that hindered the collaboration between PKBM Al Amiria and the business world of the industrial world, in this case: lack of communication skills of the PKBM Al Amiria team, limitations of human resources, differences in perception between the world of education and industry regarding educational goals and skills needed in the world of work, limitations of human resources and infrastructure, lack of common vision, and differences in priorities from the two institutions, and rapid technological development.

This conclusion indicates the existence of a strategic and future-oriented approach to improving the quality of education at PKBM Al Amiria. The Head of PKBM has taken the initiative to build collaboration with the business world to ensure that the curriculum taught is relevant to the needs of the world of work, organizing internship programs or work practices for students to have direct experience in the world of work. obtaining support in the form of facilities, equipment, or funds from the business world to improve the quality of education and facilitate graduates to get jobs in companies that have collaborated with them.

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