



**Strengthening Leadership Competencies Based on Educational Leadership  
and Management Models for Educational Administrators  
(Case Study of Implementation at the Mata Al-Bayyan Foundation,  
Purwakarta)**

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**ABSTRACT**

This study aims to analyze the implementation and impact of a Community Service Program (PKM) focused on strengthening decision-making competencies based on leadership models and educational management among administrators of Mata Al-Bayyan Foundation, Purwakarta. The study employed a qualitative approach with a case study design, integrated with participatory action research methods. The research participants consisted of key foundation administrators who were directly involved in leadership practices and organizational decision-making processes. Data were collected through pre-tests and post-tests, participatory observation, in-depth interviews, and document analysis. The findings indicate that the PKM program had a positive impact on improving participants' cognitive understanding and practical skills related to educational leadership models, modern educational management principles, and data-driven decision-making processes. This improvement was reflected in the increased post-test scores as well as observable changes in managerial practices within the foundation. Furthermore, the leadership pattern shifted from a centralized approach toward a more participatory and collaborative model. The foundation administrators began to implement more systematic planning, utilize data as a basis for decision-making, and initiate the development of standard operating procedures (SOPs). In conclusion, the PKM program proved effective in strengthening leadership and management competencies and contributed to improving organizational governance in foundation-based educational institutions in a more professional, accountable, and sustainable manner.

**Keywords:** *educational leadership, educational management, data-driven decision making, community service program, educational foundation*

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## **INTRODUCTION**

Education is a crucial element in preparing human resources with character, intelligence, and the ability to compete in the face of global change. In the management of educational institutions, leadership skills and the quality of decisions made by administrators significantly influence the organization's success. Educational leaders are expected to understand the changes taking place, objectively analyze the institution's needs, and manage the institution professionally in accordance with modern educational management principles.

One educational institution striving to improve its management capacity is the Mata Al-Bayyan Foundation, located on Jl. Taman Pahlawan Purwakarta, Gg. MTs Negeri RT 13/06, Purwamekar Village, Purwakarta District, Purwakarta Regency, West Java. The foundation was established in 2017 by Saprudin, S.Pd., with a focus on education rooted in Islamic values, character development, and community empowerment. With the vision "To become an educational institution that excels in morals, knowledge, and social contribution," the foundation has evolved from Quranic learning programs and non-formal education to one that provides broader educational services to the community.

As the number of students and demand for educational services grew, the foundation gradually established a more formal management structure. However, this process faced various challenges, particularly in establishing a structured management system, task allocation, administrative management, and decision-making patterns that did not fully adhere to modern educational management principles. This situation is a common characteristic of newly developing educational institutions, where leadership models are typically traditional, reliant on individual experience, and have not yet fully adopted visionary, transformational, or distributed leadership approaches.

Given the growing need to develop human resources, strengthen the curriculum, and manage educational programs, the management of the Mata Al-Bayyan Foundation requires enhanced leadership skills and more systematic decision-making. Several glaring issues include a decision-making process that is not optimally based on data and needs analysis; a modern educational leadership model that has not yet been adopted in practice; and the absence of managerial guidelines or standard operating procedures (SOPs) that can serve as a reference for carrying out organizational functions.

This situation impacts the effectiveness of the foundation's program implementation, the quality of coordination between administrators, administrative management, and the clarity of the institution's future development direction. To address these challenges, a systematic effort is needed through a Community Service (PKM) program focused on improving leadership and decision-making competencies for foundation administrators. Through training, workshops, and direct mentoring, this program is expected to not only enhance theoretical understanding but also generate practical applications in institutional

management.

By improving the administrators' understanding and skills in leadership and educational management, the Mata Al-Bayyan Foundation is expected to develop a more professional, accountable, and adaptive decision-making system. This will serve as a crucial foundation for the foundation to realize its vision and strengthen the quality of superior and sustainable education delivery.

## **METHODOLOGY**

The approach used in this PKM activity is a qualitative approach with a case study design. This research will provide a holistic and in-depth description of the implementation and impact of the competency strengthening program at the Mata Al-Bayyan Foundation as a single system (a single case).

The qualitative approach is used to holistically understand the competency strengthening process, interaction dynamics during training, and changes in managerial practices at the Mata Al-Bayyan Foundation. The data collected includes not only numbers but also descriptive narratives and interpretations regarding interaction dynamics, obstacles encountered, and successes in implementing the transformational leadership model.

The Mata Al-Bayyan Foundation Management Team is actively involved as participants throughout the process, from problem identification and workshop implementation to reflection and follow-up planning. This ensures that the solutions provided are relevant and sustainable.

The method used in this research is Action Research or Participatory Action Research (PAR), divided into cycles of implementation and improvement. The stages are as follows:

1. Planning Stage: Identifying needs (analyzing the initial situation) and developing training and mentoring modules based on the problems faced by the foundation.
  - a. Initial Needs Analysis: The PKM team conducted a preliminary study (based on the Background of the Problem) to map the specific challenges faced by the Mata Al-Bayyan Foundation, namely its non-data-based decision-making process and the dominance of traditional leadership.
  - b. Module Development: Based on the results of the needs analysis, the team developed training modules focusing on: (a) Transformational, Situational, and Distributive Leadership Theories, (b) Principles of Modern Educational Management, and (c) Data Analysis-Based Decision-Making Techniques.
  - c. Scheduling: Establishing a workshop schedule and identifying managers who will be the focus of mentoring.
2. Implementation Stage (Action): Providing materials through training, workshops, and coaching over five sessions.
  - a. Basic Training (Workshop): Presenting theoretical material and simulations on leadership and educational management models.

- b. Practical Application (Coaching): Direct mentoring (individual/small group) to core managers in developing work programs, creating SOPs for decision-making, and solving real-life problems faced by the foundation.
    - c. Pre-test: Conducted before the training to measure the managers' initial knowledge level.
  3. Observation Phase: Monitoring and recording participant responses, obstacles, and changes in practice that begin to occur during and after the activity.
    - a. Participatory Observation: Observing participant responses and participation during the workshop, and monitoring how managers begin to apply the material (for example, during internal meetings or document preparation).
    - b. Data Collection: The team collects post-test data and conducts interviews to record changes in behavior and understanding.
  4. Reflection Phase: Evaluating observation results to measure the extent to which objectives have been achieved and formulating a follow-up plan for the next cycle.
    - a. Post-test Results Analysis: Comparing pre-test and post-test results to measure competency improvements.
    - b. Qualitative Evaluation: Reflect on all observation and interview findings to understand the effectiveness of the methods used and identify inhibiting/enabling factors.
    - c. Formulation of Follow-up Actions: Develop recommendations for the Mata Al-Bayyan Foundation to ensure the sustainability of this competency-building program.

## **RESULT AND DISCUSSION**

### Description Of The PKM Program Implementation

The PKM program is implemented through several main stages: planning, implementation, observation, and reflection. During the planning stage, the PKM team identifies partner needs and develops training materials relevant to foundation management issues. The implementation stage includes educational leadership training, a modern education management workshop, and data-based decision-making assistance.

Participants are the core management of the Mata Al-Bayyan Foundation, consisting of the foundation's chairman and administrators directly involved in the management of the educational program. All activities are conducted in a participatory manner, with the aim of encouraging active participant involvement in the learning process and application of the material to the foundation's real-world context.

### Pre-Test And Post-Test Measurement Results

Participants' cognitive knowledge levels were measured using pre-test and post-test instruments covering three main aspects: understanding of educational

leadership models, educational management, and data-based decision-making stages.

The analysis showed that before the PKM program implementation, participants' knowledge levels were in the moderate category. After participating in the series of training and mentoring activities, there was a significant increase in scores across all measured aspects. These improvements indicate that participants have gained a better understanding of the concepts and principles of leadership and educational management.

Specifically, the most significant improvement was seen in data-driven decision-making. This indicates that participants are beginning to understand the importance of using data and information as a basis for determining foundation policies and programs.

#### Participatory Observation Results

Participant observation was conducted to observe changes in leadership, management, and decision-making practices implemented by foundation administrators before and after the implementation of the PKM program.

In terms of leadership, observations revealed increased management participation in meetings and discussions. Foundation leaders began involving members in the decision-making process and opened up opportunities for broader dialogue. This reflects a shift toward a more participatory and collaborative leadership style.

In terms of educational management, changes were evident in the program planning and implementation process. Administrators began developing more structured activity plans, recording meeting minutes, and pioneering the development of standard operating procedures (SOPs) as work guidelines. Monitoring and evaluation of activities also began to be implemented gradually.

In terms of decision-making, foundation managers have begun utilizing available data and information, such as attendance data and activity reports, as considerations in meetings. This demonstrates an initial effort toward more rational and accountable decision-making.

#### Results Of In-Depth Interviews

The results of in-depth interviews with key informants provide insight into management perceptions regarding the impact of the PKM program implementation. The informants stated that prior to the PKM program, leadership and decision-making patterns were still centralized in the foundation's leadership.

After participating in the PKM program, the informants perceived a change in the way they led and managed the foundation. Meetings became more open, administrators expressed their opinions more actively, and decisions were made through collective deliberation. Furthermore, the informants assessed that the PKM

program increased management awareness of the importance of planning, documentation, and data utilization in foundation management.

However, the informants acknowledged that the implementation of the training results still requires further familiarization and mentoring for optimal and sustainable implementation.

## Discussion

Based on the results of the pre- and post-tests, participant observations, and in-depth interviews, it can be concluded that the PKM program had a positive impact on improving the leadership and managerial competencies of the Mata Al-Bayyan Foundation's management.

The increase in participants' cognitive knowledge was consistent with changes in practices observed in the field. These findings support the concepts of transformational and distributive leadership, which emphasize the importance of participation, empowerment, and collaboration in the management of educational institutions. Furthermore, the application of modern educational management principles, such as data-driven planning and continuous evaluation, is beginning to be evident in foundation management practices.

The introduction of data-driven decision-making demonstrates a shift from intuitive decision-making to a more systematic and accountable approach. Although implementation is still in its early stages, this shift lays an important foundation for improving foundation governance in the future.

Overall, the results and discussion in this chapter demonstrate that the participatory training and mentoring approach implemented in the PKM program is effective in enhancing the capacity of foundation-based educational institution managers.

## **CONCLUSION**

Based on the results of the implementation and discussion of the Community Service Program (PKM) program on strengthening decision-making competencies based on leadership models and educational management at the Mata Al-Bayyan Foundation, the following conclusions can be drawn: 1) The PKM program has successfully enhanced the cognitive knowledge of Mata Al-Bayyan Foundation administrators regarding educational leadership models, educational management, and data-driven decision-making stages. This is demonstrated by improved pre- and post-test scores across all measured aspects. 2) The implementation of PKM through training, workshops, and participatory mentoring has had a positive impact on changing the leadership practices of foundation administrators. Leadership patterns that previously tended to be centralized have shifted toward more participatory, collaborative, and open to input. 3) In terms of educational management, the PKM program has encouraged foundation

administrators to begin implementing modern educational management principles, such as more systematic program planning, clearer task allocation, activity documentation, and the gradual implementation of monitoring and evaluation. 4) The PKM program has significantly contributed to increasing the awareness and ability of foundation administrators to implement data-driven decision-making. Academic data, activity reports, and other supporting information are beginning to be utilized as the basis for consideration in the foundation's strategic decision-making. 5) Overall, this PKM program is effective as an effort to strengthen the capacity of foundation-based educational institution managers, particularly in improving the quality of leadership, educational management, and organizational governance in a more professional and accountable manner.

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