Value-Based Leadership in The Management of Educational Institutions Course: A Case Study of Improving Quality And Relevance of The Program

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Abstract. This research examines the implementation of value-based leadership in the management of course education institutions (LPK) and its impact on improving the quality and relevance of programs. Using a qualitative approach with case study design on five LPKs in Central Java, the research explores the application of integrity, innovation, and social benefit values in institutional management aspects. Data collection was carried out through method triangulation including in-depth interviews, participatory observation, and documentation study. The results show that the implementation of integrity values is manifested in transparency and accountability in resource management and the development of a systematic quality assurance system. Innovation values are implemented through adaptive curriculum development, varied learning methods, and technology utilization in service quality improvement. Social benefit values are actualized in socially impactful programs, strategies for reaching marginalized groups, and programs relevant to local community needs. The research produces a value-based leadership model that includes stages of value articulation, internalization, policy development, program implementation, and continuous evaluation and improvement. This model has implications for the balance between business objectives and social responsibility, as well as improving the quality and relevance of LPK programs in the context of the dynamics of labor market needs and technological developments.

Keywords: value-based leadership; course education institutions; integrity; innovation; social benefit

INTRODUCTION

Non-formal education through course education institutions (LPK) has a strategic role in developing the skills and competencies of the community outside the formal education pathway. In the midst of the dynamics of technological developments and the changing needs of the job market, LPK management faces significant challenges in maintaining the quality, relevance of programs, and the sustainability of the institution. Common problems that are often encountered in LPK include in alignment of the curriculum with the needs of the world of work, governance that is not optimal, and weak adaptation to changes in the external environment (Godbless, 2021). This condition confirms the importance of a more comprehensive and values-oriented approach to leadership. Value-based leadership offers a paradigm for managing educational institutions based on core principles and values as the basis for decision-making and policy. This approach integrates ethical, moral, and social considerations in the operational aspects of the institution, creating a balance between the achievement of business objectives and the fulfilment of social responsibility (Sambu et al., 2021). In the context of LPK, the implementation of value-based leadership has become increasingly relevant considering the dual function of this institution as an educational service provider as well as an entity that needs to maintain financial sustainability.

Recent studies show that value-based leadership approaches positively impact various aspects of the organization, including improved performance, strengthening organizational culture, and increased stakeholder satisfaction (Rahman, 2025). Research conducted by (Gring-Pemble et al., 2025) revealed that educational institutions that implement value-based leadership models have a higher level of responsiveness to change and innovation. These findings confirm the potential of a value-based leadership approach as a catalyst for LPK's transformation towards a more adaptive and competitive institution. Recent developments in the non-formal education landscape in Indonesia show an increasing trend of demand for course programs relevant to industry needs. Data from the Directorate of Community Education and Courses shows a growth in the number of LPKs of 12% in the last three years, but only 43% are able to maintain the

quality of services and sustainability of programs (Ministry of Education and Culture, 2022). This gap indicates the need for a more structured management approach based on solid values. In this context, the implementation of value-based leadership has a significant opportunity to bridge the gap between increasing the quantity and quality of LPK.

Integrity as one of the fundamental values in value-based leadership plays a crucial role in building stakeholder trust in LPK. Leadership practices that prioritize transparency and accountability in resource management have been proven to increase the credibility of the institution in the eyes of the community and industry partners (Tadesse, 2024). In addition, the value of innovation encourages LPK leaders to continue to develop programs that are adaptive to technological developments and job market needs, while the value of social usefulness ensures that these programs have a positive impact on the wider community. The challenges faced in the implementation of value-based leadership in LPK include several fundamental aspects. First, internalizing core values into the organization's culture requires a structured and ongoing process. Second, balancing business goals and social responsibility requires a comprehensive decision-making framework. Third, the development of human resource capacity that is in line with the values of the institution requires a fair and development-oriented approach to human resource management.

METHODS

This study uses a qualitative approach with a case study design to explore the implementation of value-based leadership in the management of course educational institutions and its impact on improving the quality and relevance of programs. The selection of a qualitative approach is based on the need to gain an in-depth understanding of the phenomenon of value-based leadership in the real context of LPK management. The case study design was chosen because it allows researchers to comprehensively examine the dynamics of value-based leadership within the clear system boundaries of a particular course educational institution (Yin & Hadiyanto, 2021). The research subjects consisted of five course educational institutions in Central Java that were selected using purposive sampling techniques with the following criteria: (1) have been operating for at least five years, (2) have accreditation from the National Accreditation Board for Non-Formal Education, (3) apply value-based leadership principles in institutional management, and (4) have a track record of success in improving the quality and relevance of programs. These criteria are designed to ensure that the selected institution can provide comprehensive data related to the research focus on the implementation of value-based leadership in the context of improving the quality and relevance of the course's educational programs.

Data collection was carried out through triangulation methods which included in-depth interviews, participatory observations, and documentation studies. In-depth interviews were conducted with institutional leaders, instructors, administrative staff, course participants, and industry partner representatives. The interview protocol is structured based on the dimensions of value-based leadership which include integrity, innovation, and social usefulness. Participatory observation was carried out to observe the implementation of leadership values in daily management practices, including decision-making processes, stakeholder interactions, and the implementation of learning programs. The documentation study includes the analysis of the institution's policy documents, strategic plans, curriculum, program evaluation reports, and other relevant documents. This triangulation approach is applied to ensure the credibility and confirmability of research data. Data analysis was carried out using an interactive model consisting of three main stages: data condensation, data presentation, and conclusion drawn. At the data condensation stage, the researcher carried out the process of selection, focusing, simplification, and transformation of data from field notes, interview transcripts, and documentation. This process takes place continuously throughout the study to organize the data in such a way that final conclusions can be drawn and verified. The presentation of data is carried out in the form of descriptive narratives, matrices, and diagrams to facilitate understanding of patterns and relationships between concepts. Conclusions are drawn through a process of comparative analysis between cases to identify general patterns and uniqueness of the implementation of value-based leadership in each institution.

RESULTS AND DISCUSSION

Profile of Educational Institution Course as Research Subject

Table 1. General Profile of LPK Research Subject

No	Characteristic	LPK A	LPK B	LPK C	LPK D	LPK E
1	Course Field	Information Technology	Language	Vocational Skills	Music	Digital Marketing
2	Year of Establishment	2010	2005	2012	2008	2015
3	Number of Programs	5	7	4	3	4
4	Number of Participants per Year	>500	>450	>300	>200	>350
5	Key Values	Integrity, Innovation	Usefulness, Integrity	Innovation, Collaboration	Creativity, Usefulness	Integrity, Innovation

Source: Primary Data Processed (2024)

This research was conducted on five Course Education Institutions (LPK) in Indonesia which were selected based on the criteria of program excellence, reputation, and social impact produced. The five LPKs have diverse characteristics but have similarities in the application of value-based leadership in their management. Table 1 shows the general profiles of the five LPKs that were the subject of the study.

Each LPK has a clearly organized leadership structure, with an emphasis on certain values that are the cornerstone of the institution's operations. This is in line with the findings (Dwi Susmawati et al., 2023) which states that leadership based on certain values has a significant influence on the effectiveness of organizational management. Leaders who integrate value principles in their leadership are able to create an inclusive work environment, increase trust, and facilitate the effective flow of information. All LPKs studied have a history of development that shows adaptation to market needs and the demands of the world of work. This development is driven by a leadership vision that is oriented towards improving the quality and relevance of the program. As stated by (Puspito et al., 2021), the successful implementation of non-formal education development strategies includes the development of financing, facilities and infrastructure, as well as the quality of graduates and student achievements.

Implementation of Integrity Values in LPK Management

The implementation of integrity values in LPK management is manifested in various organizational policies and practices. The results of the study show that integrity is the main basis in strategic decision-making in the five LPKs

studied. Transparency and accountability in resource management are the main indicators of the implementation of this integrity value. LPK leaders who prioritize integrity have proven to be able to build stronger trust from stakeholders, both internally and externally. This is in line with the view (Kurniati & Rojuaniah, 2023) which states that behavioral integrity is an important component of leadership that has an impact on the overall performance of the organization.

Data obtained from in-depth interviews with LPK leaders shows that the development of a culture of honesty and trust is a top priority in organizational management. One of the directors of LPK stated:

"We are committed to implementing full transparency in the management of the institution, from program planning to evaluation of results. Every participant has the right to know how their funds are being used and how the program is designed to maximize benefits for them."

The application of this integrity value is also reflected in the quality assurance system owned by each LPK. This system includes clear operational standards, procedures, internal oversight mechanisms, and periodic evaluations of all aspects of the institution's management. However, several challenges in the implementation of integrity values are still faced, such as the limitation of human resources who comprehensively understand the concept of integrity and competitive market pressures that sometimes pose ethical dilemmas.

Application of Innovation Values in the Development of Educational Programs

Innovation is an important value in the development of educational programs in all LPKs studied. The findings of the study show that

Table 2. Forms of Technology-Based Innovation in LPK Research Subjects

No	Forms of Innovation	Purpose	Impact
1	Learning Management System	Facilitate distance learning and blended learning	Increased program flexibility and reach
2	Mobile Application for Monitoring Learning Progress	Provide real-time feedback to attendees	Increased participant engagement and motivation
3	Digital Simulation Integration	Facilitating the practice of skills in a virtual environment	Improved quality of practical learning experience
4	AI-Based Evaluation System	Provide more objective and personalized assessments	Improved accuracy of competency measurement
5	Collaboration Platform with Industry	Facilitating cooperation in curriculum development	Increased relevance of the program to industry needs

Source: Primary Data Processed (2024)

successful LPK is one that is able to adapt its curriculum according to the needs of the current world of work. This is in line with the findings (Nawawi et al., 2023) which emphasizes the importance of updating learning methods such as Contextual Teaching And Learning (CTL) that allows students to more easily understand the material, enjoy learning, and develop critical thinking skills. The curriculum innovation strategies implemented by the research subject LPK include:

1) Periodic analysis of competency needs in the industry
2) Real project-based learning content development
3) Integration of digital technology in the learning process
4) Collaboration with industry practitioners in material development

The development of adaptive learning methods is also the main focus in the application of innovation values. The LPK studied showed a variety of learning methods that were adjusted to the characteristics of the participants and the demands of the competencies developed. As expressed by (Hakim & Abidin, 2024), the use of technology platforms such as Merdeka Mengajar facilitates access to a wide range of learning resources, allowing teachers to enrich teaching content and adopt more interactive and innovative teaching methods. The use of technology in improving service quality is also an important indicator in the implementation of innovation values. Table 2 shows the forms of technology-based innovation applied by the LPK of the research subject.

Collaboration with industry and other stakeholders in program innovation is also a strategy implemented by the five LPKs. This form of collaboration includes internship programs, joint curriculum development, and industry certifications. As stated by (Ginting et al., 2023), strategic partnerships are an essential component of the educational institution's development strategy to produce competitive graduates.

Actualization of Social Benefit Values in LPK Program

The value of social benefits is an important aspect in the management of LPK that is studied. Social impact-oriented programs are developed to ensure that LPK is not solely commercially purposeful, but also contributes to community development. This is in line with the findings (Yana et al., 2022) which emphasizes the importance of socio-economic impact in program development, including in the aspects of poverty alleviation, new job creation, and sustainable economic growth. The outreach strategy for marginalized groups is a form of implementing the value of social usefulness. The five LPKs studied have special programs to reach underprivileged groups, people with disabilities, or other marginalized groups. Subsidy and scholarship policies are also implemented to ensure wider access to the educational services provided.

The development of programs according to the specific needs of local communities is an important characteristic in the actualization of the value of social benefits. One of the leaders of the LPK stated:

"We always map the needs of the community before developing new programs. The goal is to ensure that the programs we offer truly address

local needs and have a real impact on improving people's well-being."

The balance of commercial and social aspects in program management is a separate challenge faced by LPK. However, value-based leadership allows LPK to make decisions that consider both aspects proportionately. As stated by (Musnaeni, 2022), improving the quality of education supported by a good management process will have a positive impact on graduates and society more broadly.

Leadership Strategy in Improving Program Quality and Relevance

The practice of value-based decision-making is the main strategy in the leadership of LPK that is studied. LPK leaders use the values of integrity, innovation, and social usefulness as the main considerations in every strategic decision-making. This ensures consistency between the vision and mission of the institution and the implementation of its programs. The monitoring and evaluation approach of the program applied by the research subject LPK includes the following aspects:
1) Ongoing evaluation of curriculum relevance
2) Measuring the impact of the program on improving participants' competencies
3) Alumni tracing to measure program effectiveness
4) Feedback from industry and graduate users

Capacity building of instructors and staff is a priority in LPK's leadership strategy. Continuous professional development programs are implemented to ensure the competence of instructors and staff in accordance with the latest developments in their fields. As stated by (Hamdani et al., 2022), the role of education is important in shaping the nation's civilization in accordance with the identity and character of the nation, and for that reason, creative, innovative, and inspirational teachers are needed. The management of strategic partnerships is also an important component of LPK's leadership strategy. These partnerships include collaborations with industry, formal educational institutions, governments, and civil society organizations. Through this partnership, LPK can access additional resources, expand the reach of the program, and increase the relevance of the program to the needs of the community and industry.

The strategy of adaptation to external dynamics is shown by the ability of LPK leaders to respond to regulatory changes, technological developments, and trends in labor market needs.

This is in line with the view (Puspito et al., 2021) which emphasizes the importance of aggressive strategies to take advantage of opportunities by harnessing the power of educational institutions.

Value-Based Leadership Model for LPK Development

Based on the findings of the research, a conceptual framework for value-based leadership can be formulated in the context of LPK which includes three main values: integrity, innovation, and social usefulness. These three values are integrated with each other and become the foundation for decision-making and overall institutional management. The stages of value-based leadership implementation that can be identified from the LPK practices studied include:
1) Articulation of core values and integration into the vision and mission of the institution
2) Socialization and internalization of values to all stakeholders
3) Development of policies and procedures that reflect those values
4) Implementation of value-based programs
5) Evaluation and continuous improvement based on value

Indicators of the success of value-based leadership models can be seen from several aspects, namely:
1) The level of trust of stakeholders in the institution
2) The quality and relevance of the resulting program
3) The social impact generated by the program
4) Long-term sustainability of the institution
5) Recognition from industry and society

Practical recommendations for LPK managers in implementing value-based leadership include:
1) Build a collective commitment to the institution's core values
2) Develop transparent accountability mechanisms
3) Allocating resources for program innovation on an ongoing basis
4) Build a collaborative network with various stakeholders
5) Integrating social impact as one of the indicators of program success

The theoretical and practical implications of this study are the development of contextual value-based leadership models for non-formal educational institutions, especially LPK. As stated by (Nawawi et al., 2023), the relevance of educational programs to the needs of students is an important factor in improving the quality of

education. Value-based leadership allows LPK to develop programs that are not only academically qualified, but also relevant to the needs of society and the world of work.

CONCLUSION

The value-based leadership model formulated provides a conceptual framework for LPK management that emphasizes the balance between achieving business goals and fulfilling social responsibility. The implementation of this model requires a collective commitment to core values, transparent accountability mechanisms, resource allocation for innovation, the development of collaborative networks, and the integration of social impact as indicators of success. This research contributes significantly to the understanding of contextual leadership approaches for non-formal educational institutions in the face of external dynamics challenges and the demands of improving the quality and relevance of programs.

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