Implementation of leadership intransforminglearningagilityin Improving Students' Competitiveness And Independence At Community Learning Activity Center (PKBM) Institutions In Barru Regency.

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Abstract: Implementation of leadership in transforming the improvement of learning agility, independence and effective competitiveness of student progress at the center of teaching and learning activities, qualitative research, Barru district, Results of direct informants, Head of Non-formal Education Development Division. Community Learning Center Institutions in Barru district. Discussion of the implementation of leadership of institutions (PKBM) in transforming the learning process does not yet have independence so that increasing competitiveness, resulting in being left behind, the process of student learning independence is caused by Leaders and tutors, worthy of transforming independence and competitiveness needs to be improved at PKBM institutions, in Barru district.

Keywords: Implementation, Leadership, Agility, Competitiveness, Independence

I. INTRODUCTION

Effective education is an implementation as an important pillar in the progress and improvement of community learning center institutions in a planned, directed, sustainable process with educated human resources and is an independence that is able to compete, good results because the independent learning process has quality education and human resources in general tutors/educators this, is still very little, students who are not yet able to carry outthe process in a modern way, in the city of Barru to rural areas, a learning agility process is needed that can improve and be competitive in development with the transformation system carried out by the leaders of the PKBM institution. the learning process can be said to be a very low category, so it needs to be a special concern for the leaders of institutions and stakeholders. This is the main target for developing and improving PKBM institutions. as a successor to education for dropouts to improve their learning skills and agility in certain fields, equivalent to formal education. PKBM specifically focuses on student equality and education program activities. The Community Learning Center (PKBM) has a strategic position in organizing non-formal education programs or formerly known as out-of-school education. This is shown in Law Number 20 of 2003 concerning the National Education System which stipulates PKBM as one of the non-formal education units. Kejar Paket C is one of the Community Learning Activity Center programs, a level of education equivalent to high school. This program was developed considering the large number of community members who graduated from Package B and junior high school who did not continue, aswell as dropped out of high school, and productive age who want to develop themselves in life skills so that it is necessary to create a service pattern that can provide them with readiness to enter the workforce or continue to a higher level. The success of a PKBM, bothin quality and quantity, is determined by the quality of the staff (tutors) who handle the students in the learning process. The involvement of tutors/educators will be effective if they actively participate in all three stages. That in developing the Community Learning Activity Center(PKBM)program,thereareunderprivilegedcommunitiesaroundremotevillagesor cities, so that it is possible to be implemented related to the learning agility learning process. This priority and focus in empowerment must of course remain focused on the target community of the PKBM itself. The community acts as both subject and

object in various activities organized by PKBM institutions in the world of education. is also very closely related to human resource management. This can be seen from the various types in the world of education, namely how conscious and planned efforts or efforts to create a learning atmosphere and learning process (Learning agility) so that students actively develop their potential to have spiritual religious strength, self-control, in personality, intelligence, noble morals, and skillsneeded by themselves, society, nation,and state. oneducation that contains the meaning of conscious and planned efforts in education contains the function or rules of management and Educators or education personnel Opportunities for PKBM institutions, in Access to Education to be able to reach people who cannot access formal education, such as school dropouts, young workers, and adults who want to improve their skills. With Specific Skills Development, PKBM often offers training programs that focus on specific skillsneeded in the job market, such as technical skills, crafts, and entrepreneurship, Collaboration and Partnership with the Government such as Policy Support: Advocating for policies that support PKBM development, such as funding, certification recognition, and supportive regulations and Program Cooperation: Involving the government in PKBM programs to gain support and expand the reach of services as well as collaboration with Non-Governmental Organizations (NGOs). Training and Facilitation: Working with NGOs to provide better program training and facilitation. Capacity Building and Involving NGO institutions in improving the management and operational capacity of PKBM institutions. Implementationof leadership as an important role in PKBM institutions, that each institution or organization has an organizational structure called leadership. And there are elements of the chairman as the leader of the institution and other elements that are adjusted to the needs of the organization.In themaintaskwithotherelements.Theprocessoftheactivitiesoftheheadof the PKBM institution, including being able to drive the wheels of the organization or .

II. LITERATUREREVIEW

Previous researchers related to Gap and research. Stated that According to, Anwar,R.N., Mulyadi, M. and Soleh, A.K. (2022). implementation of the role of Transformational Leadership of Early Childhood Education (PAUD) Principals. to be able to Improve the Quality of Education and can also State that, The results of this study are in accordance with the regulations that are the qualification standards for early childhood education (PAUD) are educational qualifications that are relevant to the system, or psychology of accredited curriculum programs in accordance with the regulations of the Minister of Education and Culture, (2014). Mulyadi & el.nurhikmah (2010:h44). The Role of Principal Leadership. Stated in the results of the study that the role of leadership can be understood that the main task of a leader in carrying out his leadership is not only limited to his ability to implement programs. According to, Bayu, W.I. (2019) Development of Physical Education, Sports, and Health Learning Models to Improve Critical Thinking Skillsand Physical Fitness. Safitri, S.F. Suyoto and Nurhidayati (2021) The Influence of Student Learning Independence. States that several stages of development can be carried out in the design of E-Handout learning media basedonStudentScienceLiteracy.AccordingtoGinting,R.andHaryati,T.(2012)

'Leadership and the Context of Improving the Quality of Education, States the results of the study that, Leadership is a process of influencing the activities of a person or group in certain situationsfor commongoals,that inHR Management itisalsocalled personnel management. Southworth (2002) explains that there are many leadership models that can be used as guidelines for a leader who is considered suitable and effective in carrying out his duties, Daresh and Playco (1995). defines learning leadership as a form of leading teaching staff to perform better so that they can improve the learning outcomes of students. Hallinger, (2003). The results of many studies show that learning leadership is effective in improving learning outcomes. Instructional leadership focuses on the implementation of the curriculum and learning. Endro, S. that the transformational leadership model as a leadership model that can be smuggled, because transformational leaders are very good at thinking about a change and are able to bring it in a better direction by basing it on the lives of their individual followers. Sulistyorini 2022. Can define policy implementation as an action that will be carried out by both individuals and in groups and government and private officials aimed at achieving the goals that have been determined by a policy decision Yulina et al. 2023. Character is essentiallythevaluesofhumanbehaviorineverydaylifethatarerelatedtoGod Almighty Allah SWT, Ningsih 2015. said that character education has been proven to help create feelings as members of the community in schools. I. Mujiono, (2018) Leadership and Organizational Journal vol.53 issue.9 page. 1689-1699. Saying that Leadership comes from the word "lead" which means to guide, foster or guide, it can also mean to show the right or good path, Pinontoan, M (2023) Leadership Behavior, Achievement Motivation towards Work Productivityof Learning Participants of PKBM Training in North Sulawesi. States that the leadership behavior of the head of the PKBM institution has a significant relationshipwith the work productivity of learning participants in PKBM training. Wolkins, Chandra in Dr. Suryadi (2005), Transformational Leadership of Community Participation and Quality of School Management. Stated In the results of the study in order to create a conducive leadership

style and environment.

Anwar.R.N.,Mulyadi.M.,and,Soleh,A.K.(2022.'Transformational Leadership of PAUD Principals to Improve the Quality of Educators', Obsesi Journal: Early Childhood Education Journal, Stated that the results of this study are in accordance with theregulations that are the standardforacademicqualificationsforPAUDeducatorsarequalifiedD-IV orS1inthefield of PAUD and education relevant to the PAUD system or psychology from an accreditedstudy program (Minister of Education and Culture, 2014). Mulyadi & el.nurhikmah (2010:h44)The RoleofPrincipal Leadership. Stated intheresults of thestudythat therole of leadership can be understood that in the main task of a leader in carrying out his leadership is notonlylimitedtohisabilitytoimplementprograms. Indah Puspitaningtyas,Rachmat Satria, Maisyaroh, Raden Bambang, Sumarsono, (2017). Implementation, leadership, learning in educational units: journal of the Faculty of Education, State University of Malang (2017:126-134) Bayu, W.I. (2019). Development of Physical Education, Sports, and Health Learning Models to Improve Student

III. RESEARCHMETHOD

This research design uses a qualitative method. The method is based on research proceduresthatproducedescriptivedata,suchaspersonalstatementsandlaterproducedata on the results of thinking, that thisresearch method, also as the status of a group of people, on objects, conditions, and systems of thought of an event in the present, The inductive approach inthis study, which is used in observation and interviews with a qualitative approach that can, use as an inductive, verification model. According to, Eggen (1979) referred to in Samosir (1997:80) the inductive approach as a way of teaching that uses data to teach concepts or principles toPKBM. put forward by Herman Hudoyo (1987) in Samosir. as a way of teaching that is developed based on inductive logic, namely starting from the concrete to the abstract. According to Purwanto (2002) in Rahmawati (2011:75) the inductive approach is also a teaching approach that begins by presenting a number of special circumstances which canthen be concluded into a fact, principle, or rule. Place and Time of Research The place of research is in Barru Regency, To be able to obtain data at the location and to support the research, it will be listed with the title: Implementation of leadership in transforming learning agility and thelearning processin increasingcompetitiveness, independenceofstudents at the community learning activity center (PKBM) in Barru Regency. located in Barru Regency, with 7 (seven) PKBM institutions. As a determination of the focus of the research, it is more directed at the level of novelty of the information that will be obtained from the situation of the community learning activity center (PKBM) institution and the Barru Regency Education Office. intended to limit qualitative studies as well as limit research in order to choose which data is relevant and which data is not relevant. Seen in the table below.

Research Focus

No	Description	Focus	Object
1.	PKBMDevelopment	PKBMInstitution	Departmentof Education
2.	TransformsLeadership	Head,PKBM	Tutor/Educator
3.	PKBMCompetitiveness	Comparison	Inter-Institution
4.	StudentIndependence	Students	Community

Datasource:Researcher2024

The selection of informants who are research respondents serves to collect as much information as possible that can be useful for research analysis materials and concepts and proportions as research findings. In qualitative findings, samples that are often used in research that assume are no longer valid because in qualitative research, the term sample is replaced by the term informant, the stages as research informants can be seen.

Research Informants

No	Informant		Position
1.	Key	BarruRegencyEducationOffice	Ka.PLSField
2.	Main	Tutor/Educator	PKBMInstitute
3.	Supporters	CommunityLeader/Educator	Rw,RT,Ka, Village
4.	Addition	Community/Village	Publicfigure

Datasource:Researcher2024

The informant data objects above such as Key informants are the education office in Barru district,have comprehensive informationabout theresearch object. Key informantsnot onlyknowabouttheconditions/phenomenaintheresearchobject,butalsounderstandPKBM information. The main informant is a tutor/education staff that as the main actor in the activity technically and in detail is known about the process and mechanism of education in leadership in transforming independence and increasing competitive learning agility, in the community learning activity center (PKBM) institution in the context of the role of transformational leadership in Barru district, in students in improving, and learning agility through the learning process of students at the PKBM institution. Supporting informants are community leaders of education as people who represent can provide additional informationas a complement to the analysis and discussion in the research on the implications of transformational leadership in the PKBM learning process. And as Informants, the leaders of PKBM institutions, community leaders, representatives of community members, who are not given by the main informant or key informant are the leaders of the community learning activity center (PKBM). There is a data analysis technique used is descriptive qualitative. The data collected is inductive based on the facts found in the field. The steps of qualitative data analysis are induction, data reduction, data display,and conclusions andverification. Thedata analysis model used in this study is the Interactive model carried out during data collection, and after the completion of data collection for a certain period. After conducting theinterview, theauthoranalyzestheanswersoftheinterviewees who havebeeninterviewed. The answers of the interviewees are not satisfactory, then the author will re-interview the interviewees until they get credible data. Activities in data analysis with induction or data reduction, as well as data presentation, and are concluded based on the Model or style.

IV. RESULTSANDDISCUSSION

Research Results

The analyzed data is then tested for validity according to triangulation and theory as well as data or sources. So the results of this study, namely, First. The awareness stage is not carried out by the leader of the Mattirowalie PKBM institution. As the PKBM Organizer,they directly record and call the community to join and participate in the PAUD and PNF programs at the PKBM institution. Conduct dialogue to listen to or identify problems and needs of students in planning programs. Second. Transforming knowledge with student learning agility, thereare various programs thatmustbecarried out, namely programs related to the leadership of the PKBM institution. The suitability of learning materials/materials atthe institution is not all local potential. The implementation of learning or training is participatory so thatthe communityis actively involved inlearning and the learning schedule is determined by agreement between education managers, activity organizers and students as learning citizens.

The results of informant statements during interviews as the main key and supporting data at the location, that researchers get facts from several informant answers that are in accordance with the research questionnaire which is in line with the title of this dissertation, namely, how the implementation of the role of transformational leadership and learning agility in the learning process and increasing competitiveness, independence of students atthe community learning activity center (PKBM) in Barru district. elaboration of the results of research statements at the community learning activity center (PKBM) institution, it can be realized that transformational leadership provides policy direction and inspiration to make positiveandsustainablechanges.Learningagilityallowsinstitutionstoremainrelevantand responsive to the rapidly changing needs of society. Competitiveness encourages PKBM institutions to provide effective and competitive programs, while independence ensures sustainability both in terms of students and the operations of the institution itself. The combination of these four aspects will strengthen the PKBM institution in carrying out its missionin community education, which aims to provide non-formal education services to the community, with the application of transformational leadership, learning agility, competitiveness,andindependencebeingveryimportanttoensurethesuccessoftheprogram and the broad positive impact on the community learning activity center (PKBM) institution in this case the researcher explained.

approach that has existing data collection techniques and data sources, and the purpose of triangulation is not to find the truth about how the phenomenon occurs but rather to prioritize the development of PKBM and understanding of transformational leadership towards learning agility at the community learning activity center (PKBM) that has been found. In Triangulation on the data validity technique that utilizes something else so that the data is also for the purposes and checking or comparison of the data described and becomes a definition in research triangulation and combined or combined various methods used to study interrelated phenomena from different perspectives. In the problems in the field. in qualitative researchincludesthestagescarriedout,namely;pre-fieldstages,fieldactivities,dataanalysis, and report writing as follows:

1. Stages of pre-field activities. how are the implications of transformational leadership on learning agility in the development of PKBM. which includes activities to adjust the paradigm with theories and disciplines and

exploration withthe research contextincluding initial observations in the field in this case is the community learning activity center (PKBM), in the preparation of the research, then continued with tracing to the research subjects in the development of the community learning activity center (PKBM). PKBM in the Implementation of the role of transformational leadership can be seen in the picture: 1. The picture can be seen as follows:
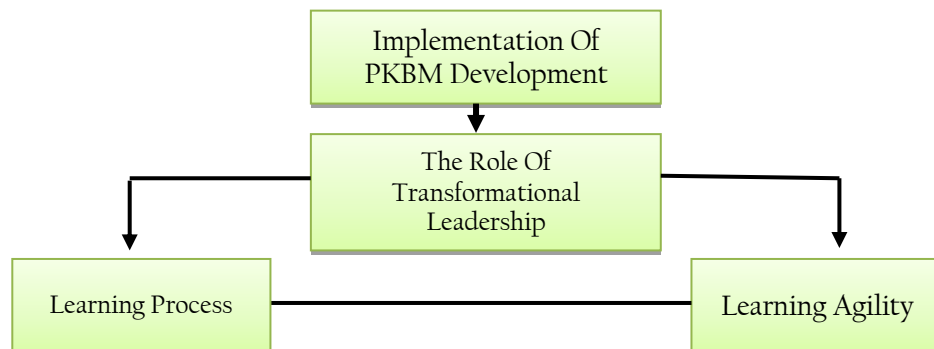
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        ┌─────────────────────┐
        │  Implementation Of  │
        │  PKBM Development    │
        └─────────┬───────────┘
                  ↓
        ┌─────────────────────┐
   ┌────│  The Role Of        │────┐
   │    │  Transformational   │    │
   │    │  Leadership         │    │
   ↓    └─────────────────────┘    ↓
┌──────────────┐          ┌──────────────┐
│Learning Process│────────│Learning Agility│
└──────────────┘          └──────────────┘
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Figure:1Implementationoftransformational leadership

2. Stages of field activities, namely: including data collection related to the focus on the research process, namely, how to implement the role of transformational leadership in a process and have dynamics in accordance with the learning model that has the competitiveness of students at the community learning activity center (PKBM). so that through learning agility in student independence that can be categorized as being able tobe competitive at the community learning activity center (PKBM) that to what extent isthe application in the research model below:
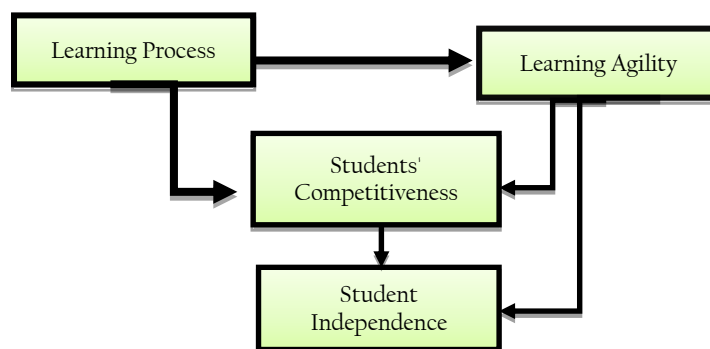
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┌──────────────┐           ┌──────────────┐
│Learning Process│─────────→│Learning Agility│
└───────┬──────┘           └──────┬───────┘
        │    ┌──────────────┐     │
        └───→│  Students'   │←────┘
             │Competitiveness│
             └──────┬───────┘
                    ↓
             ┌──────────────┐
             │   Student     │
             │ Independence  │
             └──────────────┘
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Figure:2IndependentLearningAgilityProcess

3. The stages of analysis activities include: activities to process and organize data obtained through observation, in-depth interviews and documentation, after which data interpretation is carried out in accordance with the context of the problem being studied. Furthermore, data validity is checked by checking the data sources and methods used to obtain data as truly valid data, accountable as a basis and material for giving meaning or interpretation ofdata which isa process of determining in understanding thecontext ofthe research being studied in the development or implementation of leadership and transformational roles in student independence. Until the development of community learning activity centers. (PKBM) The framework can be seen in the development. below:
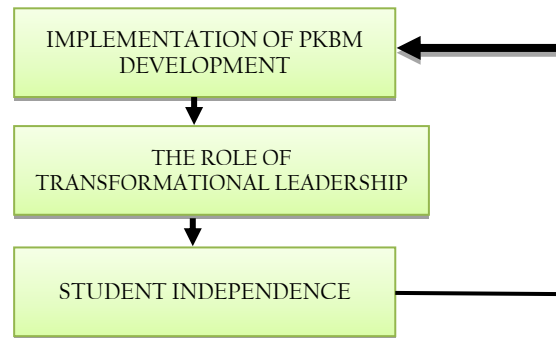
Figure:3Developmentof PKBM

4. Report writing stage, this stage includes the activities of compiling research results and completing dissertations from all series of research activities carried out at the community learning activity center (PKBM) inBarru Regency. The preparation in thisresearch and as a thought process so that it becomes a stage in the research. can be seen in the picture: 4. below:
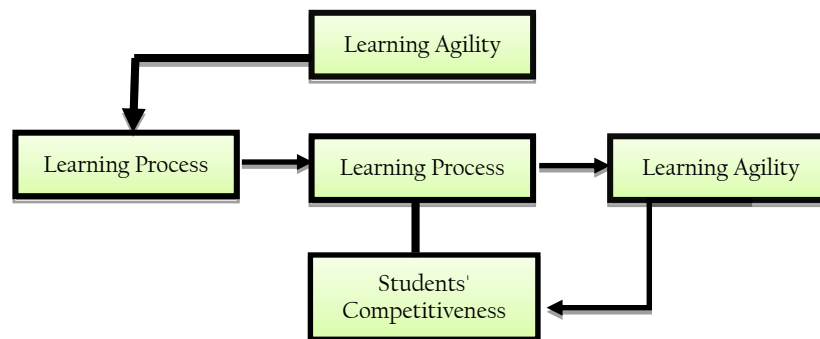

Figure:4.ResearchPreparation DISCUSSION OF RESEARCH RESULTS

Implementation of the Implementation of leadership in transforming to increase competitivenesswithstudentlearningindependenceatthecommunitylearningactivitycenter (PKBM) in Barru Regency. Referring to research data that, along with the implementation of the role of transformational leadership as an increase in student learning as much as possible to implement it with the hopes of PKBM institution leaders. This is able to be competitive. Smartinlearningagilitywithstudentindependence,seeingtheimportantroleoftheleadersof the Mattirowalie PKBM institution and the Al. Ikhlas Addary Takkalasi PKBM, Balusu District and Mabbarakka Pujananting PKBM in Barru Regency. Also as a process in increasing learning independence in students, that as an effective learning model and canform the main foundation in creating competitive independence and effective learning experiences for PKBM institution managers, paying attention to quality is crucial in welcoming a better quality education future. That by carrying out leadership transformationat the Mattirowalie PKBM institution and the Al.Ikhlas Addary Takkalasi PKBM in Balusu DistrictandtheMabbarakka PujanantingPKBMinBarruRegency, itbecomesapart thatcan include the placement of the best tutors, as PKBM leaders. They are given autonomy in budget management and are equipped with facilities. Thus, they can also focus on mentoring the community learning activity center institution into a transformation in the learning process, aiming tosimplifythe curriculum and makeit moreflexible, so that inits orientation it is able to compete and have competitiveness among fellow students. That with the synergy of the leadership role of the PKBM institution in transforming the learning process with the curriculum applied, it is very possible that many will respond because it is important to the needs and sustainability of the interests of individual students and the Barru Regency community.

Previous researchers, Indah Puspitaningtyas, and Rachmat Satria, Maisyaroh, Raden Bambang, Sumarsono. Stated that a leader is also expected to have the ability to direct and influencethebehaviorpatternsofothersincarryingouttheirdutiesinanorganization,sothat members of the organization he leads can understand the tasks that should be done. That the results of the study revealed that with various implementations of leadership, it emphasizes aspects that exist in a component that in learning agility with a structured systemdevelopment process and curriculum content with assessments on learning outcomes that can be said to be effective are closely related to leadership in its development efforts. Based on the results of research data from informants that, Building a process requires supervision and monitoring and

collaboration between leaders and PKBM tutors and stakeholders from the Barru Regency education office, this is also the right step in efforts to improve the quality of education with the learning process. In students, so that it can encourage the exchange of experiences, knowledge, and best practices between PKBM institutions or fellow educators/tutors in other learning agility environments. That students become more dynamic results. With the hope that when transformational leadership in the learning agility systemand students, can improve the ability with the management of the learning agility process, by understandingandfulfillingtheGraduationCompetencyStandards,studentsandencouraging PKBM institutions. to be more orderly in preparing Learning Devices by creating orderly administration and management of institutions and Partnerships in PKBM, this Management can improve the quality of education with an understanding of the curriculum that the role of transformational leaders is very important in transforming the community learning activity center (PKBM) institutions in Barru Regency. with the supervision of PKBM institutions and their tutors, so that they can be competitive in the future. This is also a learning process and seeing related programs within the PKBM institution. Which is as that in out-of-school education is able to compete with the learning agility of students. Also States as a PKBM institution as one of the non-formal education units as a place for educational and learning activitiesforthepeopleofBarruRegency.Whichcanbedirectedatempoweringpotentialtodrive development in the social, economic, and cultural fields. In the institutional programs that can be organized by the PKBM Mattirowalie institution and PKBM Al. Ikhlas Addary Takkalasi Balusu District and PKBM Mabbarakka Pujananting. With a variety of programs and can also be adjusted to the conditions or potential and see the needs of the community where the PKBM is located or said to be very relevant to programs that are beneficial to the community. Where the program is the Equivalency Education program known as packages (A, B and C), Literacy Education, Citizenship Education, Home response, Objectives of PKBM Mattirowalie and PKBM Al. Ikhlas Addary and PKBM Mabbarakka Pujananting can expand the opportunities for community members, in Barru Regency, especially PKBM institutions, with its implementation in the role of PKBM institution leaders who are able to transform the learning process to their tutors for students with the process of teaching agility in improving competitiveness and being able to improve knowledge, and skills that are very much needed by students, to be able to develop independence in the learning process in order to be able to compete in the future. That the role of transformational leadership is also as a director and controller and controller for success in the Community Learning Activity Center (PKBM) institution. one of the quality improvements is able to produce and be able to compete among the world of early childhood education That, with the implementation of leadership at the level of early childhood education units (PAUD) and non-formal education (PLS). as an increase and development first and quickly process to facilitate competitiveness in PKBM institutions, also encourage early childhood education (PAUD) and out-of-school education (PLS) to focus on an implementation of transformational leadership that is competitive and able to increase the agility of student learning, agile have independence so that they can achieve goals in community learning activity center institutions (PKBM) in Barru Regency. This is very much agreed and responded by the leaders of institutions and education offices in the fields of PAUD and PLS as stakeholders in Barru Regency that PKBM institutions in Barru Regency can be accepted. In conclusion, it can be explainedmore briefly that:

1. Implementation of leadership in the community learning center (PKBM) in the transformation of the learning process of students in early childhood education (PAUD) and out-of-school education (PLS) in the independence of student learning so that the progress of the learning process results in being left behind.

2. Leadership of the community learning center (PKBM) in handling the learning processcan increase competitiveness in early childhood education (PAUD) and out-of-school education (PLS).

3. The learning process that uses facilities for students and tutors so that the community learning center (PKBM) does not run optimally.

4. Students and tutors are less able to be independent in the learning process because the provision of educators or tutors is not optimal at the community learning center (PKBM).

5. The development of learning in early childhood education (PAUD) and out-of-school education (PLS) with the process of independence and learning agility in studentsresulting in the inability to be competitive in the community learning center institutions in Barru Regency.

Implementation of leadership in the transformational role in the process of student competitiveness At the community learning activity center (PKBM) in Barru Regency. Referring to the results of research data that, the competitive process in students, this is a development of the process and competitiveness in learning that is inseparable from the managers of the institution, the role of leadership that is able to transform and refers to the process that how a leader of each of the educational units of the community learning activity center, early childhood education and (PKBM) can see the conditions in their environment. moreover, there is a lack of coordination in the education office and the managers of PKBM institutions in Barru Regency.

According to Haan & Yan. In his theory that the fields of education and business, competitiveness are

both interpreted as being better or unique, having a good reputation, increasing the number of customers (students), being known by the community and having a wide network, because education is a national problem, if graduates are not qualified, then in addition to wasted time and money, Human Resources will not be able to compete if there is no quality, so there needs to be a high level of concern for Quality control by related stakeholders such as the education office and institutional managers. So that PKBM community learning activities (PKBM). Banuba and PKBM. Mattirowalie and PKBM Al. Ikhlas Addary Takkalasi, Balusu District and PKBM. Mabbarakka Pujananting. in Barru Regency. Can be controlled. The results of the study can reveal that the core activities of competitiveness can be developed using the learning agility model, while the tutor first provides the process or movement that must be carried out by students. in order to be able to use aids in the form of pictures, teaching aids, as a complement that must be implemented to students. The response from the head of the education office, the leader of the institution, stated that the process of developing learning agility at the center of community learning activities in Barru Regency was well received.

Learning agility can increase the competitiveness of students in the process of implementing the role of transformational leadership at the Community Learning Center (PKBM) in Barru Regency. Referring to research data that, increasing and competitiveness. this is an increase that can be done with Learning agility as the ability to learn to forget and relearn quickly applying newly learned information and skills to innovate and adapt as workplace conditions change and use feedback to increase competitiveness with the development of the learning process from the leadership of the PKBM institution. That How is the Role of Transformational Leaders as motivation and inspiration for PKBM institutions. theybyprovidingmeaningandchallengesinthelearningprocesssothattheirfollowersbring out enthusiastic and optimistic traits in the leaders of PKBM institutions, this has high awareness and pleasure or happiness in carrying out the activities of tutors so that they can give assignments to students with new learning models, because with the independence of students, not all of them will but can be considered average and let them learn on their own without direction. As a tutor, you still need to accompany them in going through eachlearning process. meaning it is not easy to depend on other people, can do it yourself,previous researchers can reveal that.

According to Lombardo & Eichinger, stated that the concept of learning agility has attracted the attention of HR practitioners/professionals and consultants to identify and manageLearningAgilityknownastheabilitytolearnwhichisabasichumanfunction,tomaster basic skills and grow Bennis & Thomas. The basic components of learning agility include the willingness and ability to learn from experience and apply the learning in various contextsatthecommunitylearning center (PKBM) inBarru Regency. Basedontheresults of data obtained by researchers at the research location that researchers can express withlearning agility does not mean that students are given responsibility without considering their conditions. What is taught but when doing something and feeling unsafe, they can immediatelysay directed positivelybutnot scolded. Therefore, thisistheroleoftheleaderof the PKBM institution. to use Management to become good management. in order to be ableto identify as talents who have trained competencies, with good potential, and leadership skills that can manage various kinds, In recent decades, competitiveness in the learningagility process has been used as a concept that can identify problems within PKBM institutions. so that it is used as one of the applications in the management of PKBM institutional leadership. In order to be able to increase the independence of learning of studentsandtutors,itismandatory tobeabletoshare anddeliverthetheory thatwhat isdone basedonthecurriculumissuedbytheeducationofficeinBarruRegency. Sothatitisdoneby students will have the initiative to study after arriving home too. They have understood and thelessons are easy to learn again and theirown character is different from otherstudents. So that it becomes competitiveness in the future, The level of independence of students, becoming an independent person will certainly be different from other PKBM institutions. Also as an implementation of achieving the goals of the leader of the PKBM institution, in this case it is expressed by the results of research data, so that it can be stated that it is well received.

V. RESEARCHFINDINGS

The research findings are discussed in detail and briefly related to the research findings based on the results of the data presentation obtained in the research so that findings are obtained at institutions in the community learning activity center (PKBM) in Barru Regency, including:

1. Implementation of leadership is able to transform the learning process and learning agility of students by applying it to early childhood education (PAUD) and out-of-school education (PLS) which has the ability to compete between community learning activity center institutions (PKBM) in Barru Regency and other areas.

2. Leadership of PKBM institutions, is able to improve and develop the process of student learning independence with tutors/teachers in this case is able to implement learningagility and competitiveness, students in early childhood education (PAUD) and out-of- school education (PLS) in community learning activity center institutions (PKBM) in Barru Regency.

VI.   CONCLUSION

The implementation of leadership in Community Learning Center Institutions (PKBM) hastheabilitytoincrease competitivenessinstudents,withlearning agilityinearlychildhood education (PAUD) and out-of-school education (PLS). has the ability to be independent in students and also has adequate facilities so that the teaching and learning process in Community Learning Center Institutions (PKBM) is able to be competitive.

The researcher's hope is that implementation needs to be carried out with the role of a leader who can transform thelearning process in early childhood education (PAUD) and out- of-school education (PLS) at the learning activity center institution (PKBM) in Barru Regency will increase in the future. community (PKBM) this can develop and have an increase in the learning process of students with independent learning abilities so that they have competitiveness. At the community activity center institution (PKBM) in Barru Regency.

VII.   SUGGESTIONS

It is expected that there will be a learning process that can improve the learning agility of students in early childhood education (PAUD) and out-of-school education (PLS) at the community learning center (PKBM) in Barru Regency. The researcher hopes that the implementation of leadership can transform the learning process with learning agility inearly childhood education (PAUD) and out-of-school education (PLS) at the community learning center (PKBM), this can develop and improve the learning process with ability and independence so that students have the ability and are competitive between community activity center institutions (PKBM) in Barru Regency and in other areas.

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