

Heutagogy Paradigm: Empowering Leadership Through Holistic Participatory Research in An Organization-Body

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Abstract:

This study examined the application of participatory action research to foster leadership qualities among middle-ranged members of the Muhammadiyah organization in Kota Langsa. Grounded in humanistic and constructivist principles, this approach seeks to unlock the potential traits of the organization's members. To achieve this objective, community-based participatory research (CBPR) of the participatory action research (PAR) design was employed, enabling active member participation and fostering improved leadership capabilities. The findings highlighted the significance of CBPR and the paradigm approach in validating members' experiences in leading, management, and organization. Through this study, the members have benefited themselves, their families, and the broader community for the paradigm nurture, contributing to personal and collective leadership characteristics. Therefore, the study contributes to the growing literature on empowering leadership development and showcases the efficacy of participatory research methodologies.

Keywords: *Heutagogy, Framework, Leadership*

Abstrak:

Studi ini menguji penerapan penelitian aksi partisipatif untuk membina kualitas kepemimpinan di antara anggota jajaran menengah organisasi Muhammadiyah di Kota Langsa. Dalam menggunakan paradigma heutagogy, yang menekankan pembelajaran yang ditentukan sendiri dan kerangka holistik, studi ini bertujuan untuk menumbuhkan sikap kepemimpinan, keterlibatan, dan pemberdayaan. Untuk mencapai tujuan penelitian ini, peneliti menggunakan pendekatan Partisipatif Berbasis Komunitas (PBK) dengan desain penelitian aksi (PA) diterapkan, yang mengilustrasikan partisipasi aktif anggota dan meningkatkan kemampuan kepemimpinan. Temuan penelitian menyoroti pentingnya CBPR dan pendekatan paradigma heutagogy dalam memvalidasi pengalaman anggota dalam kepemimpinan, manajemen, dan organisasi. Melalui studi ini, anggota telah mendapatkan manfaat bagi diri mereka sendiri, keluarga, dan masyarakat luas dalam membina paradigma kepemimpinan yang memberikan kontribusi baik secara pribadi maupun kolektif. Oleh karena itu, studi ini berkontribusi pada literatur pengembangan kepemimpinan yang penuh daya dan memperlihatkan efektivitas metodologi penelitian partisipatif.

Kata Kunci: *Heutagogy, Framework, Kepemimpinan*

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INTRODUCTION

Serving as a subtle means to convey the organization's vision, mission, and objectives to its members, and fostering a sense of shared understanding and empathy among them, Internally, the organization's internal strength and stability are rooted in the members' inner culture, which includes their ability to preserve their experiences, and foster resilience in favour of the vision, and empathy (Daniëls et al., 2019; Muchlis et al., 2022).

The activity urges to adhere to the flow of the organization's values to drive a leadership capability that aligns with the 21st-century challenge, to prevail the existence as well, and to serve member roles within the community as whole outreach (Hamdani et al., 2023; Parker et al., 2021; Stoten, 2022; Zhao, 2022). In the CBPR of the PAR approach, the heutagogy paradigm drives the members to learn how to approach problems, which is essential for a leader who works to serve his commune (Jones et al., 2019; Stoten, 2020). Self-directed learning involves exploring, finding the first principle of their problem, reorganizing to their own pace of learning, and, importantly, being able to motivate their own (Blaschke & Marín, 2020; Canning, 2010; Goldman & Casey, 2010).

In CBPR design, in several previous studies, the researcher focuses on developing a holistic framework, which drives to practice and principle nurture a leadership characteristic as a holistic pathway and boarding horizon of 21st-century challenges (Addanki et al., 2022; Mews, 2020; Richardson et al., 2018). The paradigm framework formulates double-loop learning, aligning the cycles of Participatory Action Research (PAR) design, dimension, and socio-educational engineering (Camacho-Javier & López-Del Castillo, 2022). The effectiveness of PAR verbalizes both impacts on personal and communal capability as well, correspondingly, help to nurture the members' leadership characteristic (Muslich et al., 2022; Tang Yan et al., 2022). Typically, the leadership of an organization body in the 21st century addresses two leading roles, i.e., (1). The inner matters, such as charismatic traits, move society and empower mutual empathy (Brodhead, 2022; Camacho-Javier & López-Del Castillo, 2022). (2). The organization-body, vision, mission, and objective represent their service community (Bail et al., 2022; Brodhead, 2022). Correspondingly, the role moves top-down, which also consumables grassroots and upper levels. Organizations empower people inside and outside the organization to learn by leveraging technology to maximize learning and production, enclosing competencies and capabilities obtained after learning.

By employing the heutagogy paradigm, this study aimed to investigate the impact of participatory research on the development of leadership characteristics, which specifically addressed the following key aspects: (1). How does the heutagogy paradigm promote self-determined learning and personal growth among middle-ranged members of the Muhammadiyah organization? (2). What challenges do middle-ranged members face in developing their leadership skills

within the Muhammadiyah organization? Therefore, the article addressed the application of the heutagogy paradigm to align members' attitudes, engagement, and empowerment.

RESEARCH METHODS

Community-Based Participatory Research (CBPR) facilitated collaborative partnerships between community organizations and educational institutions, enabling cooperation (Creswell et al., 2007; Lang et al., 2012; Wallerstein & Duran, 2010). It is characterized by three primary foundational elements, planning, implementation, and reflection, to incorporate the iterative process (Lang et al., 2012; Wallerstein & Duran, 2010).

The Design of CBPR in PAR

CBPR is implemented with a participatory approach, engaging community members at the grassroots level. The enthusiasm of the community members serves as a driving force to bring about societal liberation from these oppressive structures (Marsden & Wright, 2010; Shirk et al., 2012; Wallerstein & Duran, 2010). It emphasized the interpretation of phenomena within a specific communal context rather than conforming to functionalism, objectivism, or treating it as a social fact (Shirk et al., 2012; Wallerstein & Duran, 2010). The design of the study delineated the approaches, which encompassed phases: (1) Action Planning, (2) Implementation of Actions, (3) Observational Analysis, and (4) Reflective Evaluation (Lang et al., 2012; Shirk et al., 2012; Wallerstein & Duran, 2010).

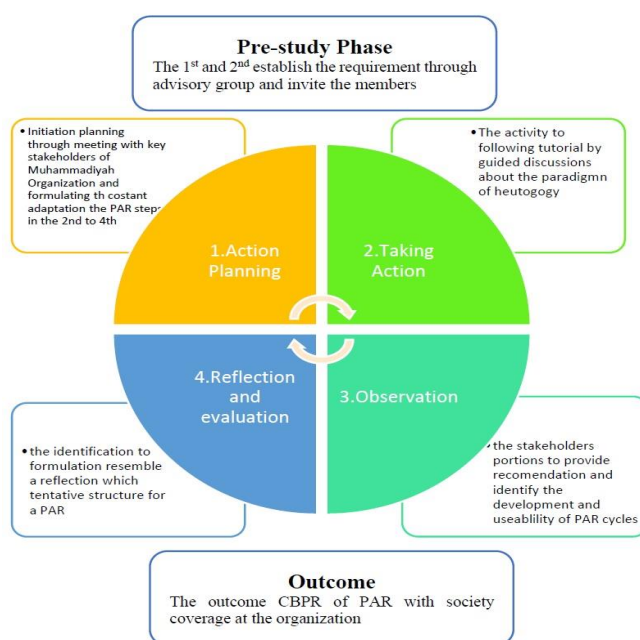


Figure 1. The CBPR of PAR Design within Heutagogy Approach (Lang et al., 2012; Wallerstein & Duran, 2010)

From this perspective, this context's educational content is grounded in real-life situations and contextual needs. Therefore, it is imperative to acknowledge this experience as a valuable asset in knowledge development.

The Action Dimension of PAR

The pedagogy approach dimension in CBPR introduced a learning process consisting of two successive tutoring cycles, referred to as Cycle I and Cycle II, in response to the diverse community within the organization (King & Holland, 2022; Lang et al., 2012; Song & Hur, 2022). The article employed a community-based Participatory Action Research (PAR) approach, commonly known as Community-Based Participatory Research (CBPR), specifically designed to involve community members, organizational representatives, and other beneficiaries. CBPR serves as a paradigm that effectively encourages grassroots-level involvement within society.

The Participation of PAR

This study focused on middle-ranged members who had completed two years of tenure within the organization and were preparing for their third year of community service (Song & Hur, 2022; Wallerstein & Duran, 2010). Consequently, the leader of the organizational committee initiated a training program to foster the members' leadership qualities. This program embraced the heutagogy paradigm, which shaped the focus towards self-directed learning orientation (Shirk et al., 2012; Wallerstein & Duran, 2010). Additionally, the study was conducted in two cycles in line with the committee's belief in the paradigm's fundamental principles of fostering leadership rather than a bossy mindset among its members. The first cycle occurred from May to April 2022, while the second cycle occurred from August to September 2022 at the regional office of Muhammadiyah Kota Langsa.

Instruments

In order to investigate CBPR, the article utilized a triangulation of research instruments, namely questionnaires, interviews, and observations. These instruments were employed to explore the members' perspectives regarding their leadership characteristics (Creswell et al., 2007; King & Holland, 2022; Wallerstein & Duran, 2010).

Table 1. The Instrument Indicator to CBPR (Harvard, 2017)

Indicators	Code	Description
1. Attitude	A1	<ul style="list-style-type: none">• I lead to make with an example• I command to follow my example
	A2	<ul style="list-style-type: none">• I motivate my team• I supervise my team
	A3	<ul style="list-style-type: none">• I listen to my team query on meeting• I dominate the discussion on meeting
	A4	<ul style="list-style-type: none">• I train my team to fulfill the project goal• I command my team to fulfill the project goal
2. Engagement	E1	<ul style="list-style-type: none">• I like to say go to fulfil the project• I like to say let's go to fulfil the project
	E2	<ul style="list-style-type: none">• I will take responsibility to resolve the problem which is face by my team• I will blame my team's responsibility to resolve the problem
	E3	<ul style="list-style-type: none">• I will coach my team to meet the project objective

	E4	<ul style="list-style-type: none"> • I will exploit my team's skill to meet the project objective • I focus to my individual role to fulfill the project objective • I focus to the collective role of me and my team for fulfilling the project objective
3.Power	P1	<ul style="list-style-type: none"> • I establish my teams' baseline skill and capability to fulfill the project objective • I exploit to take advantage of my insider connection to fulfill the project objective
	P2	<ul style="list-style-type: none"> • I My superiority driven fear my team to deliver the project objective • I motivate my team with passion and purpose to deliver the project objective
	P3	<ul style="list-style-type: none"> • I appreciate my team determination to drive a success of project objective • I focus to my teams' subjective achievement to drive a success of project objective
	P4	<ul style="list-style-type: none"> • I focus on a sustainable solution to my team project objective • I focus on micromanaging for periodic and short time solution

The leadership characteristics were assessed based on three key indicators: attitude, engagement, and authority. The data collected were analyzed utilizing the Statistical Package for Social Science (SPSS) software, specifically version 27 for Windows (Wang & Cheng, 2020). The members provided ratings on a scale of 1 (representing the lowest value) to 4 (representing the highest value), utilizing a Likert scale with four response options (Strongly Agree, Agree, Disagree, and Strongly Disagree).

RESULTS AND DISCUSSION

The Demographic of CBPR Participants

A total of 24 participants participated in the tutoring activity, primarily consisting of individual members, as shown in Table 2. Table 2 presents the demographic profile of the participants, consisting of male members from various occupational backgrounds (n = 24). The age range of the participants was between 20 and 25 years old, accounting for 33.3% of the sample. Additionally, 33.3% of the participants were from the private sector, while 66.6% resided in Kota Langsa. Furthermore, the age distribution indicated that most participants belonged to the productive age groups, with 62.5% falling within the 20-25 age range and 37.5% within the 26-30 age range. Regarding occupation, most participants were engaged in the private sector, followed by civil service (PNS) employees and university students, accounting for 87.5% of the sample. Table 2 also highlighted the geographical reach of the organization, originating in Langsa and extending its influence to neighbouring regions such as Kuala Simpang and Peureulak, with proportions of 66%, 25%, and 8.3%, respectively.

Table 2. The Sociodemographic of Participants

Variables	<i>n</i>	%
Ages		
20 - 25	8	33.3
26 - 30	7	29.1
31 - 35	5	20.8
< 35	4	16.6
Occupations		
PNS (civil servant)	7	29.1
Non-PNS	3	12.5
Private Sectors	8	33.3
Students	6	25
Origin Regions		
Kota Langsa	16	66.6
Peureulak	2	8.3
Kualasimpang	6	25

The Reflection of CBPR Leadership Characteristic

The findings showed that members recognized the importance of assuming leadership roles and emphasized the need to establish and train a cohesive team to achieve project goals effectively (Tang Yan et al., 2022). Indicators A2, A4, and A1 consistently exhibited a relatively higher percentage tendency, specifically 83.3%, 79.1%, and 62.5%.

Table 3. The Attitude Contribution Questionnaire Result (*n* = 24)

Indicators	Code	Descriptions	<i>n</i>	<i>N</i> (%)	Tendency
1. Attitude	A1	I lead to make with an example	15	62.5	High
		I command to follow my example	9	37.5	Low
	A2	I motivate my team	20	83.3	high
		I supervise my team	4	16.6	low
	A3	I listen to my team query on meeting	12	50	even
		I dominate the discussion on meeting	12	50	even
	A4	I train my team to fulfill the project goal	19	79.1	high
		I command my team to fulfill the project goal	5	20.8	low

A2 reflected the mindset of a motivating leader actively engaged in the process instead of a supervisor solely focused on numbers and outcomes. A4 exemplified a coaching leadership style characterized by a willingness to train the team through personal example, emphasizing the importance of achieving project objectives (Harvard et al., 2017; Strum et al., 2014). Interestingly, A3 exemplified the ability of a leader to listen actively, demonstrating an inclination to value and appreciate input from the team (Jones et al., 2019; Wallerstein & Duran, 2010).

Table 4. The Engagement Contribution Questionnaire Result (*n* = 24)

Indicators	Code	Description	Σ	<i>N</i> (%)	Tendency
2. Engagement	E1	I like to say go to fulfil the project	4	16.6	Low
		I like to say let's go to fulfil the project	20	83	High
	E2	I will take responsibility to resolve the problem which is face by my team	17	70.8	High

		I will blame my team's responsibility to resolve the problem	7	29.1	Low
E3		I will encourage my team potential to meet the project objective	14	58.3	High
		I will exploit my team's skill to meet the project objective	10	41.6	Low
E4		I focus to my individual role to fulfill the project objective	5	20.8	Low
		I focus to the collective role of me and my team for fulfilling the project objective	19	79.1	High

Table 4 demonstrated a balanced distribution of responses related to engagement in the leadership characteristic questionnaire, indicating that E1, E4, E2, and E3 had estimated percentages of 83, 79.1, 70.8, and 58.3, respectively. These findings suggested that engagement predominantly manifested among members during the tutorial section of the CBPR action (Addanki et al., 2022; Blaschke, 2012). E1 emerged as a noteworthy indicator, representing the members' acknowledgement of local wisdom and sense of belonging, driving them to take responsibility for accomplishing project objectives. Similarly, E4 emphasized the importance of collective competence over individual roles, energizing the team's collaborative efforts. E2 highlighted the leader's commitment to taking ownership of the project instead of blaming others for mistakes. Lastly, E3 represented the leader's supportive delegation, fostering the growth and development of the members' potential.

Table 5. The Power Contribution Questionnaire Result (n = 24)

Indicators	Code	Description	Σ	N (%)	Tendency
3.Power	P1	I establish my teams' baseline skill and capability to fulfill the project objective	8	33.3	Low
		I exploit to take advantage of my insider connection to fulfill the project objective	16	66.6	High
	P2	I My superiority driven fear my team to deliver the project objective	17	70.2	High
		I motivate my team with passion and purpose to deliver the project objective	7	29.1	Low
	P3	I appreciate my team determination to drive a success of project objective	18	75	High
		I focus to my teams' subjective achievement to drive a success of project objective	6	25	Low
	P4	I focus on a sustainable solution to my team project objective	14	58.3	High
		I focus on micromanaging for periodic and short time solution	10	41.6	Low

Table 5 presented a description of power traits derived from the questionnaire results about leadership characteristics, which indicated a fluctuating tendency, ranging from 40% to 71%, specifically denoted as P3, P2, P1, and P4, with percentages of 75, 70.2, 66, and 58.3, respectively. The findings from the questionnaire highlighted the implications of nurturing leadership characteristics, encompassing attitude, engagement, and power. However, it is worth noting that A3 tended to active listening rather than dominating

conversations. Additionally, both P1 and P2 demonstrated dominant traits, piqued interest in the cycles of CBPR with a pedagogy approach.

In-Depth Interview

The instrument utilized in this study aimed to explore the attitudes (A3), power to exploitation (P1), and power to manage (P2) as the primary objectives for investigating the nurture implications of leadership characteristics. The first informant, a 30-year-old government officer residing in Kota Langsa, acknowledged a tendency towards dominating conversations without considering others' input, citing the belief that dominance is an essential leadership trait for earning team respect.

The informant mentioned that "I acknowledge that there is room for improvement when it comes to actively listening to the perspectives and concerns of community members within the Muhammadiyah organization. I have tended to dominate conversations without considering others' input. (Interview results on 22 November 2022, at The Office of Training, Kota Langsa).

Then, he continued "I have realised that actively listening to others' viewpoints is crucial for enhancing leadership characteristics and empowering individuals within. One experience that stands out is when I decided to step back and genuinely listen to the concerns and ideas put forward by my team members" (Interview results on 22 November 2022, at The Office of Training, Kota Langsa).

He pointed out the value of contributions which created a sense of inclusivity and collaboration within the organization, leading to increased motivation and productivity among team members. The second informant, a 20-year-old university student from Peureulak, argued that leaders should exert dominance to maintain a balance and achieve targets, emphasizing the importance of fear (P1) and micro-management (P2) in attaining success.

The informant pointed out that "I hold the perspective that power dynamics within the Muhammadiyah organization can potentially lead to exploitation or the misuse of authority." (Interview results on 12 December 2022, at The Office of Training, Kota Langsa).

The students continued "I believe in the dynamics power can lead to exploitation by misusing decision-making authority. When leaders prioritize their own or the interests of a select few, it can marginalize and neglect the needs and voices of other members within the organization" (Interview results on 12 December 2022, at The Office of Training, Kota Langsa).

The students believed that initiatives foster a sense of responsibility, accountability, and individual teamwork. The final informant, a private sector employee below 35 from Kuala Simpang, expressed the view that charismatic leaders instil fear and should be obeyed by their teams. As a private sector employee below the age of 35 from Kuala Simpang, the informant pointed out that "I perceive nurturing leadership characteristics within the Muhammadiyah organization as essential for its growth and success. I believe that instilling a certain level of fear and obedience among team members can contribute to maintaining discipline and ensuring the accomplishment of goals". (Interview results on 07 January 2023, at The Office of Training, Kota Langsa).

He continued "The training activity provides training sessions and workshops that focus on developing leadership skills, effective communication, and decision-making abilities, which aim to enhance the leadership capabilities of individuals and equip them with the necessary tools to lead their teams effectively. (Interview results on 07 January 2023, at The Office of Training, Kota Langsa).

Moreover, the informant continued "The impact of these initiatives has been noticeable both at the individual level and within the broader community. Individuals who have undergone leadership training have exhibited improved confidence in their abilities and have embraced their leadership roles." (Interview results on 07 January 2023, at The Office of Training, Kota Langsa).

Furthermore, the activity has led to more efficient and cohesive team dynamics, fostering a sense of unity and collaboration within the organization. As a result, these individuals preferred an authoritative leader rather than emphasizing specific leadership traits. It attributed to the tutoring activities aligned with the heutagogy paradigm, prioritizing self-directed learning and a comprehensive framework for fostering leadership characteristics within the Muhammadiyah organization in Kota Langsa organisation.

Participant Observation

The finding of participant observation projected the tutorial activity as CPBR action phases.

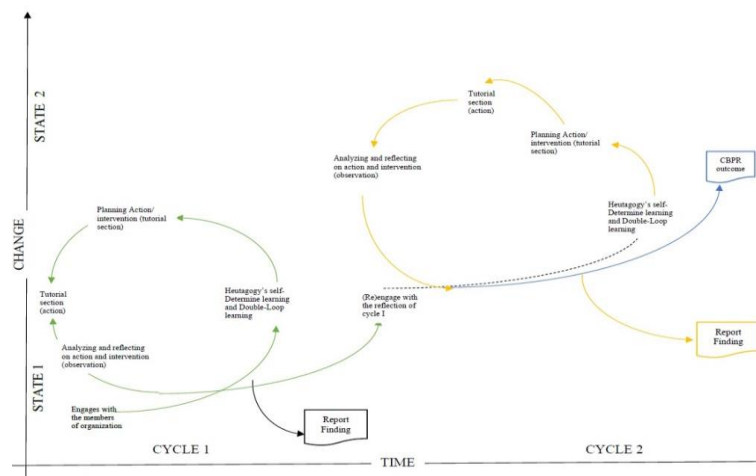


Figure 2. The two cycles of CBPR

The applied study incorporated two cycles of the heutagogy approach within the CBPR dimension. The impact of these action dimensions was evident in the members' reflections, which were captured through transcripts during simulated discussion-sharing sessions (King & Holland, 2022; Lang et al., 2012). The members' backgrounds within this cycle significantly influenced their engagement and participation (Addanki et al., 2022; Reyes-Fournier, 2017; Zhao, 2022). The members recognized the distinction between a leader and a boss in the second cycle. The activity additionally encouraged members to reconnect with society by addressing underlying issues and utilizing a local wisdom approach to problem-solving.

The indicator of engagement, known as E4, emphasized the significance of collaboration (Atwater & Brett, 2006; Harvard et al., 2017; Srums et al., 2014). The discussion section allowed quieter members to express their ideas and perspectives as the responsibility of leading oneself shifted from the leader to each individual within the group (Harvard, 2017). Consequently, this research has significantly contributed by presenting participant observation findings that exemplify implementing a flipped classroom approach using pedagogy. Therefore, the study focused on the training activities provided to Muhammadiyah members.

CONCLUSION

In conclusion, the community-based participatory research (CBPR) undertaken in this study highlighted the Muhammadiyah organization's efforts in nurturing leadership skills among its members in Kota Langsa. The application of the heutagogy paradigm was simulated through discussion-sharing sections, providing an effective platform for fostering leadership development. Consequently, this nurturing process brought forth benefits for the individual members and extended to their families and the wider community, contributing to personal growth and community development.

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