

Revitalizing Communal Piety Through Heutagogy: Local Wisdom and Leadership Development among New Muhammadiyah Members with CBPR

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ABSTRACT

This article focused on a participatory action research that aimed to develop leadership characteristics among middle-ranged members of the Muhammadiyah organization in Kota Langsa. The study utilized the heutagogy paradigm, which emphasized self-determined learning and a holistic framework for nurturing leadership attitudes, engagement, and power. This approach was rooted in humanistic and constructivist principles that sought to cultivate the potential traits of the members. Throughout the research treatment, the members' mindsets and lives were influenced, aligning them with the challenges confronted by the community and education in the 21st century. The study employed a design based on community-based participatory research (CBPR) of the participatory action research (PAR) design to engage the members in interactive processes and enhance their leadership capabilities. The findings underscored the significance of CBPR and the paradigmatic approach in validating members' experiences in leading, managing, and organizing, thereby benefiting themselves, their families, and the community as a whole.

Keywords: *Communal Piety, Local Wisdom, Leadership Development, and CBPR*

Introduction

The journey to uncover latent leadership potential begins with a phase of introspection and heightened self-awareness. Individuals embark on a deliberate path of self-discovery, delving deeply into their intrinsic strengths, core values, and personal aspirations. In alignment with this transformative pursuit, the Organization of Muhammadiyah Kota Langsa has initiated an annual initiative to cultivate and amplify the inherent leadership traits among its members. The initiative also fosters a shared understanding and purpose among members, serving as a conduit for nurturing mutual empathy and cohesion.

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 and to prevail the existence as well. The activity serves member roles within the community as whole outreach (Parker et al., 2021; Stoten, 2022; Zhao, 2022). The self-determined learning of heutagogy initiated the members to

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learn how to learn the way approach problems, which is essential for a leader, who work to serve his commune, beneficiaries, and so on (Jones et al., 2019; Stoten, 2020). The activity directed the members to develop their capabilities serve as the major agent, of their own experience, and give benefit society as well (Eraswati et al., 2022; Jahangir et al., 2023; Putu et al., 2021). Self-directed learning features the learning exploration of finding the first principle of their problem, reorganizing to their own pace of learning, foreseeing the inquiry of the unprecedented challenge as the leader would address, and importantly being able to motivate their own (Blaschke & Marín, 2020; Canning, 2010; Goldman & Casey, 2010). Accordingly, the self-determined learning of heutagogy is complex, however, it is the prize that should be paid by the leader to manage a diverse community and heal themselves as well (Easton, 2000; Lomas et al., 2022; Reyes-Fournier, 2017; Wismaningrum et al., 2021). Furthermore, the tutor of the activity acts as the teacher who organizes the members' efforts, chances, context, relevance, and mutual empathy to address the organization (Fathurrochman et al., 2019; Samsudin et al., 2021). The role is empowerment, which acts to support these members to employ their capability to open their potential.

This further enhances the interpersonal dynamics within the organization's ecosystem (Muslich et al., 2022; Samsudin et al., 2021). Internally, the previous study on heutagogy mentioned the organization's strength and stability derive from the inner culture of the members, how they preserve their experience, nurture the members' resistance from the deviate from their interest to the organizational vision, and surpass to internalize a communal empathy of the organization for local culture value (Daniëls et al., 2019; Muchlis et al., 2022). Thus, contributing the members leadership attributes, the organizational-body assembly selected heutagogy as the holistic frameworks to the training activity.

The heutagogy paradigm is the self-directed learning and the development of innovative capabilities, which approach to leadership development and particularly relevant in the 21st century for revitalizing communal piety. As the leaders need to be able to adapt complex problems, the paradigm with CBR design examined to illustrate the leadership development in the context of a Muslim organization (Pakaya & Malae, 2020; Ritchie, 2023; Sari & Arif, 2020). The paradigm framework formulates double-loop learning which aligns the cycles design, dimension, and its socio-educational research involvement (Camacho-Javier & López-Del Castillo, 2022) with uneven progress in training by competencies, especially in the country's south. The teaching staff is considered to be the main axis in the development of educational quality. Therefore, this research aims to know how a professionalizing process applied to a group of male and female teachers from a public higher education institution located in the south of the country is assumed, seeking the development of teaching competencies. Methodology. A collaborative and participatory longitudinal exploratory-descriptive action research was conducted. A professionalizing process was designed and applied in one of the most populated academic divisions of the educational institution (IE). The effectiveness of CBPR 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). The paradigm framework of looping learning intentionally constructs the organizational vision as mutual empathy values as central vocal point, strategic decision, and directive in giving orders (Muslich et al., 2022; Nijhof, Andre HJ Jeurissen, 2017; Ozuah, 2016). The urgency of nurturing a leadership characteristic address to mobilized the organization with communal interest above all personal goals. Therefore, the human resource department of the organization proposed the paradigm as a training baseline.

The study overviewed two research questions; (1). *“How do the integration of heutagogy, local wisdom, and leadership development through CBPR influence leadership traits among the new members, and facilitate their communal piety?”* the first question specified how the integration of these three components effectively contribute to the revitalization of communal piety among new members of Muhammadiyah. the question contributed to a comprehensive approach to nurturing communal piety among emerging members of Muhammadiyah. Communal piety is

the commitment to living a life that is in accordance with Islamic teachings. Therefore, article focused to investigated the participatory action research for nurturing leadership characteristics of the Muhammadiyah organization in Kota Langsa which was executed with Participatory Action Research (PAR) cycles.

Methods

Overviewing the research question which focused a comprehensive approach to nurturing communal piety among emerging members of Muhammadiyah, the researcher selected the CBPR, which is one of the umbrella forms to PAR (Creswell et al., 2007; Lang et al., 2012; Wallerstein & Duran, 2010). The CBPR also has three main pillars; plan, action, and reflect, eventually, the study modified the designs, into observing, reflecting, acting, evaluating, and modifying (Lang et al., 2012; Wallerstein & Duran, 2010).

CBPR is carried out in a participatory manner among members of the community in a grassroots community whose enthusiasm is to encourage transformative actions to liberate society from the shackles of ideology and power relations (Marsden & Wright, 2010; Shirk et al., 2012; Wallerstein & Duran, 2010).

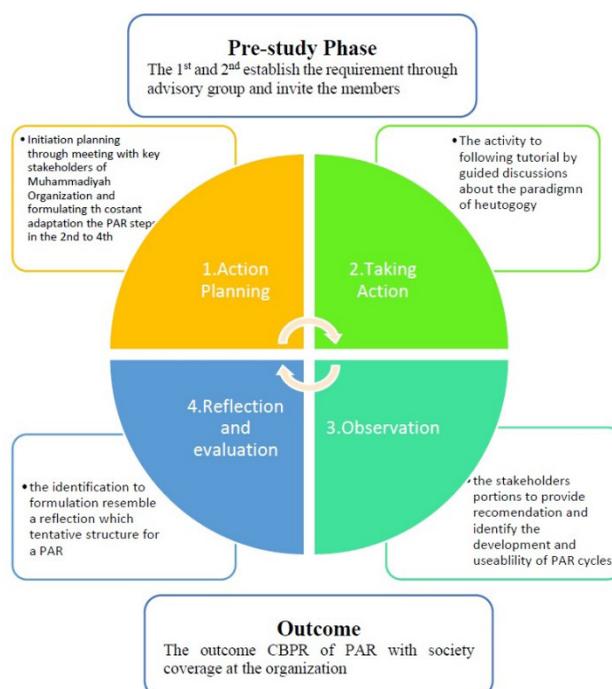


Figure 1:

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

The design heutagogy paradigm established a social reality, subjectively, and contextually for having the phenomenon interpretation within a communal context, without worrying about its representation of other similar phenomena functionalism, objectivism, or even a social fact for generating CBPR design (Shirk et al., 2012; Wallerstein & Duran, 2010). Therefore, CBPR was carried out regarding a particular research methodology, must aim to encourage transformative action, and must involve as many citizens or community members as implementing the PAR itself. The design illustrated the phases of heutagogy approaches; i.e., (1). Action Planning, (2). Taking Action, (3). Observation, (4). Reflection and evaluation (Lang et al., 2012; Shirk et al.,

2012; Wallerstein & Duran, 2010). Action planning is crucial in PAR, it emphasizes that what is learned in this education is not just theory that has nothing to do with reality and needs (Sudan & Zuin, 2022). Accordingly, the learning material in this education departs from reality and needs. Moreover, when it takes action, the existing concepts or theories, are used to assist in analyzing reality and needs. Next, the study observed that knowledge is higher than the people (King & Holland, 2022; Song & Hur, 2022). it reflected everyone's experience for the 4th phase (King & Holland, 2022). Thus, this experience must be recognized as an asset in developing new knowledge.

The Cycles of CBPR in Data Collection Procedure

The dimension of the heutagogy approach on CBPR proposed a learning process that was carried out with tutoring cycles, cycle I and II, which responding the diverse community of organization (King & Holland, 2022; Lang et al., 2012; Song & Hur, 2022)evidence-based frameworks of teacher leadership development (focused on growth as a teacher, researcher, leader and personal growth. The participants were exposed to a process of dialogue, listening and inquiry on a continuum which involved to distribute the members' feeling and thinking for experiences, exploring ideas, and values, critical-creative thinking in and on action (Corrigan & Oppenheim, 2023; O'Sullivan et al., 2023).

1. The Participation of PAR

The object of study was the new members of organization. Accordingly, the head of the organization committee initiated a training activity that was targeted to nurture the members' leadership characteristics. The study was carried out from Mei to April 2022 for the first cycle, and August to September of 2022 for the second cycle, in the region office of Muhammadiyah Kota Langsa.

2. The CBPR Instruments

To explore the PAR application with Community-Based Participatory Research (CBPR), the article provided a triangulation instruments (questionary, in-depth interview, and participial observation), which directed to probe the members' perspective to their leadership characteristic (Creswell et al., 2007; King & Holland, 2022; Wallerstein & Duran, 2010). Accordingly, the questionary indicators ware taking the standard of Harvard Business Reviews standard on assessing the revitalization of communal piety the integration of heutagogy, local wisdom, and leadership development in the member traits for their attitude, engagement, and power.

Table 1:

The Questionary Indicator to CBPR Design (Harvard Business Review Press, 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

Indicators	Code	Description
	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 • I will exploit my team's skill to meet the project objective
	E4	<ul style="list-style-type: none"> • 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 data were analyze using Statistical Package for Social Science (SPSS version 27 for Windows) computer software (Wang & Cheng, 2020). The questionnaire employed the Linkert scale, that scoring from 1 (the lowest value) dan 4 (the highest value) by reflecting on two implications; (Strongly Agree, Agree, Disagree, and Strongly disagree) for measuring a leadership trait (Eva et al., 2019; Turner et al., 2017). Furthermore, the study also employed in-depth Interview that targeted to probe; (1). Integration of heutagogy, local wisdom, and leadership development, (2). Influence on leadership traits, (3). Community engagement and empowerment, (4). Perceived empowerment, and (5). Reflection and insights. To support a triangulation, the study also employed participatory observation, which encouraged the researcher to get engage with the tutorial activity, and having a systematic observation (Eva et al., 2019). Participant observation implicated a marginal standpoint between leadership and bossy for the members who participated from the activity (Eva et al., 2019). The participant observation also taking focus on the targets above.

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The Demographic of CBPR Participants

1. *The Demographic of CBPR Participants*

A total of 24 members who were participated on the tutoring activity, which consisted mostly came the age group of 20 to 25, which were mostly university students in Kota Langsa, IAIN Langsa, and Universitas Samudra. Accordingly, the occupations of participants have mostly come from private sector (*wiraswasta*), the shipowner, and those who work as keepers to the shop, Yet, there are 6 students, 7 from government employees, and 3 from non-PNS. Corresponding to the region, the members dwelled in Kota Langsa. Conversely, the organization delegates its female member under its wing organization; the *Asyiyah*, which majorly concerns with women; children, teenager-female individuals, widows, and housewives.

Table 2:

The Sociodemographic of Participants

Variables	n	%
Ages		
20 - 25	8	33.3
26 - 30	7	29.1
31 - 35	5	20.8
< 35	4	16.6
Occupations		
PNS	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 table projected the demographic of participants were male members with different backgrounds in occupations, with (n = 24). The variables, with ages, range between 20 to 25 years old 33.3 %, who come from the private sector, 33.3 %, and living in Kota Langsa, 66.6 %. The members, of the participant of the study, are aware of the contested meaning of leadership and bossy, and their quality traits within an organization, which contribute to local society and its surrounding. Accordingly, the age sectors indicated the age of productivity, (ranging from 20 – 25 and 26 – 30, estimated to 62.5 % > to 37.5 %). Moreover, the occupation also contributed to the enclosure of activity, which was dominated by private sectors, PNS, and University students, estimated at 87.5 %). Finally, table 2 also indicated the coverage of circle influence, which started in Langsa, and preach to neighboring regions, such as Kualasimpang, and Peureulak, (66 % to 25 % and 8.3%). Therefore, having the formulation of participants' sociodemographic, illustrated the CBPR to disclose the member engagements in the activity.

2. The Reflection of CBPR Leadership Characteristic

The CBPR projected a reflective study which was the members' leadership indicator; attitude, engagement, and power. The first indicator, the attitude was projected in table 3. Table 3 illustrated the attitude behavioral pattern projected after several meetings of tutoring activity, the member believed as a leader, to attain the project goal, it is urgently advised to build and train the team to fulfill the project goal (Tang Yan et al., 2022). The first indicator, attitude, worked in the leader's interaction within his team and deliver the project objectives. Correspondingly, the indicators A2, A4, and A1 projected a higher tendency percentage, it was 83.3, 79.1, and 62.5. Nevertheless, the A3 has an even tendency percentage, 50 to 50, which relatively prescribed a willingness to be good at listening, and don't be a dominant speaker in a meeting.

Table 3:

The attitude contribution questionnaire result ($n = 24$)

Indicators	Code	Descriptions	n	N (%)	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

The A2 represented the attitude of a motivator leader who deliberately gets involved with the process, instead of a supervisor who is only interested in numbers and final output. The A4 represented a coach leadership attitude, the attitude who did not hesitate to train their team by giving an example which essential to fulfill the project objectives. In addition, A4 also covered how the leader is willing to train with his team, because he shares a common interest with his team, and believes in cooperation to deliver success within an organization. The last one, A1, resembled a guide, a positive vibe, which transferred wavily to his team, circle, and even a community. The A1 corresponded for having a supportive attitude from the upper direction of management which significantly boosts his team's moral effort to attain a project goal (Harvard Business Review Press, 2017; STURM et al., 2014) past research on leader self-awareness has focused on one component of self-awareness, self versus others' ratings, leaving the second component, the ability to anticipate the views of others, largely neglected. We examined this second component of self-awareness by focusing on women leaders who have been found to under-predict how others rate them. In two studies, we measured how women leaders anticipate the views of their bosses in regard to their leadership. In Study 1, 194 leaders rated their leadership, were rated by their bosses, and then predicted how their bosses rated their leadership. While we found that women under-predict their boss ratings compared with men, we did not find that boss gender or feedback played a role in this under-prediction. In Study 2, 76 female leaders identified (via open-ended questions. Interestingly, the A3 represented how a leader who was able to stand as a good listener, the "even" mean having relative intention to appreciate the team input. The A3 indicator became one of the interview questions, and participation observation, which projected to discover the member attitude in discussion or even debate to challenge the common decision. The next indicator is engagement which represents how the member involvement collectively to complete a project objective (Jones et al., 2019; Wallerstein & Duran, 2010) this paper discusses the

origins of heutagogy, its adoption within enterprise and EE and offers suggestions as to the further development of such thinking in this domain. Design/methodology/approach: This conceptual paper revisits the original thinking that developed the process of heutagogy, or self-determined learning. Revisiting the conceptual foundations of heutagogy, comparing it to andragogy and to the idea of academagogy enables the process of academagogical process knowledge (APK. An engagement is essential to get involved in an unprecedented event, responsibility, exploration, explanation, and so on.

Table 4:

The engagement contribution questionnaire result ($n = 24$)

Indicators	Code	Description	Σ	N (%)	Tendency
3. 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

The table 4 indicated an evenhanded distribution of answer engagement in the leadership characteristic questionnaire. Starting with E1, E4, E2, and E3 estimated that 83, 79.1, 70.8, and 58.3, it is indicated that engagement primarily emerged among members, within the CBPR action, the tutorial section of the activity (Addanki et al., 2022; Blaschke, 2012). The E1 stood out as the local wisdom which was considered by the members who willingly have a sense of belonging, being part of the responsibility to finish the project objective. Next, the E4 stood out for energizing the collective competence instead of individual roles only. The E2 projected a considered concern to take responsibility as the leader who chairs the project, instead of blaming others for mistakes. Finally, the E3 resembled the leaders' delegation support which ignite the members' potential to grow and flourish. The last indicator is power, which resembles the primary trait of a leader and a force to take a decision. Power indicated a strong influence on members for executing the order primarily to meet the target and prompt action.

Table 5:

The power contribution questionnaire result ($n = 24$)

Indicators	Code	Description	Σ	N (%)	Tendency
4. 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

Indicators	Code	Description	Σ	N (%)	Tendency
	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 projected power traits description from a questionnaire result for leadership characteristics. Accordingly, there was a fluctuating tendency, which ranged from 40 to 71 % as the P3, P2, P1, and P4, resembles 75, 70.2, 66, and 58.3. The P3 legitimate appreciative quality of a leader, which powered their team a supportive capability. Next, the P2 referenced the superiority of the leader, which coercive the power to drive fear, negative consequences, directive punishment, or withholding of desired resources instead of a reward. The P1 held the upbringing skill as a baseline skill to leverage having a project objective, recognizing member micromanagement, and incentivizing insider support. The last of the indicators, P4 reminds the member why a sustainable solution is better than a short time one only.

The questionnaire finding illustrated the nurture implications of leadership characteristics; attitude, engagement, and power. However, the A3, which resembles the act of willingly listening more than speaking, even tends to dominate one. Moreover, the P1 and P2 also tend to dominate traits, which draw interest in the cycles of CBPR with a heutagogy approach (Lang et al., 2012; Valcke & Wilkinson, 2017). Therefore, to resolve the implicatures, the researcher employed in-depth interviews and participant observation to strengthen the finding and reflection of CBPR for the members' activity to nurture their leadership characteristics.

In-Depth Interview

The instrument targeted the A3, P1, and P2 as the main objective to investigate the nurture implications of leadership characteristics. To address A3, the researcher sorted the questionnaire result to identify the members' accounts that would be selected as correspondents to be interviewed. The first informant is a PNS (government officer), 30 years old, and living in Kota Langsa, he admitted to his hesitant to argue comments, which somehow going to dominate the conversation, without consideration, and has challenged his team's ideas. Moreover, he admitted about the influence of domination is the leadership trait that should earn to build the team's respect. He continued that the eastern culture justified his claim how to be dominative in conversation, which is considered normal for his community. The second informant, a university student, 20 years old, living in Peureulak, argued about the leader should dominate his team to push the target balance. The second informant believed about P1 and P2 resemble fear is important to micro-management, to deliver success. The last informant, a private sector, aged < 35 years old, and living in Kualasimpang, believed about charismatic leaders also feared one. He continued, the leader should be feared and obeyed by his team, he believed there is no difference cue between a leader and a boss, yet, it is about delivering the objective. The informant was inclined to take a bossy chief despite leadership traits. However, the activity of the tutoring section with heutagogy gives training about nurturing leadership characteristics of the Muhammadiyah organization

in Kota Langsa. CBPR employed the heutagogy paradigm, which is oriented to self-determined learning, which was performed holistically for its framework as practice and principle.

Participant Observation

The finding of participant observation projected the tutorial activity as CPBR action phases. The process of the tutorial was delivered throughout the organized activity.

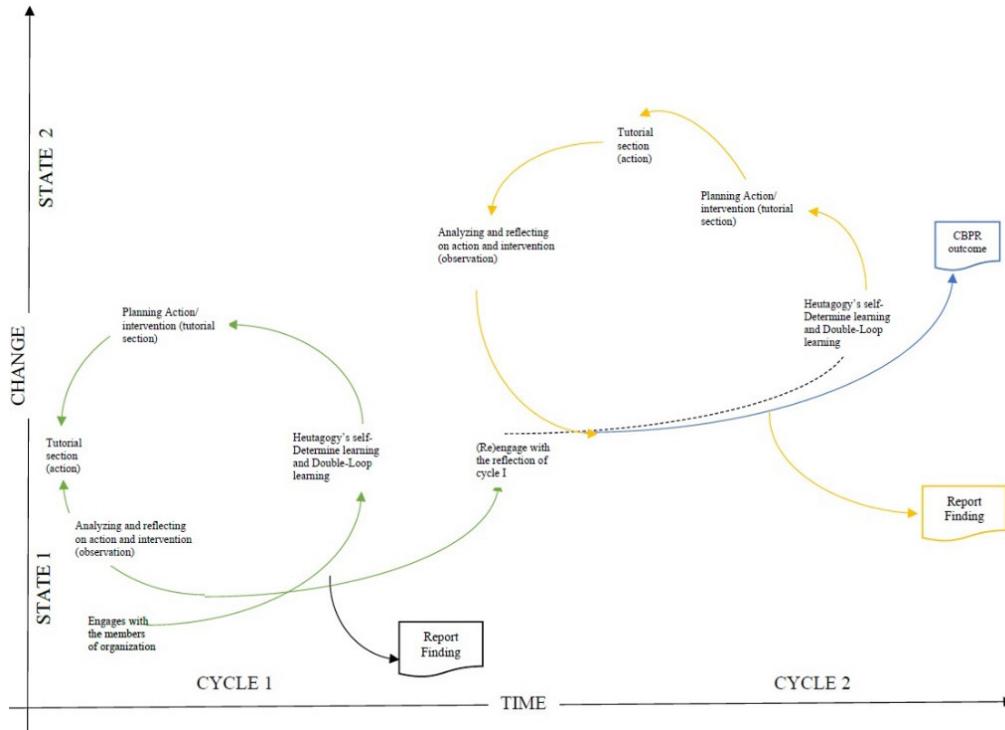


Figure 2:
The two cycles of CBPR in Heutagogy Approach

It was delivered by supporting and adequate learning media, such as teaching aids, graphics, audio-visual, and so on. Eventually, it was intended to encourage everyone to be involved in tutoring as a learning experience. There were two cycles of the heutagogy approach for the CBPR dimension stood for steps that include observing, reflecting, acting, evaluating, and modifying within the applied study. This cycle repeats itself and thus turns into another cycle. The action dimensions corresponding realized the impact of this through transcripts of members' reflections within simulated discussion-sharing sections as a learning experience. Correspondingly, it was an extract of the reflection on emerging community interactions (King & Holland, 2022; Lang et al., 2012). Furthermore, a spiral of reflection also is identified where the members linked their learning experience and those who provided tutoring as a reengaged activity (Balconi et al., 2019; Harvard Business Review Press, 2017). The first cycle illustrated the members' prescribed background of ages, occupations, and origins to explore the heutagogy approach. The activity sustained altered and shaped the members' roles, particularly in leading themselves, and when they are engaged with activities and projects, which urged them to act as the chief. Within the first cycle, the members' backgrounds influenced the members' undertaking. Furthermore, a fundamental shift in the mindset of the heutagogy approach to spread out a learning leader as opposed to a challenging bossy signified self-determined learning (Addanki et al., 2022; Reyes-Fournier, 2017; Zhao, 2022).

The CBPR Influence Leadership

The research question that overviewed the integration of heutagogy, local wisdom, and leadership development through CBPR influence leadership traits among the new members, and facilitate their communal piety, correspond the learning exploration and experience nurture the member characteristics, a noticeable reflection to address the learning nature to nature a leader instead a boss. The study reflected the engaged activity of participatory action research, along with the community-based participatory research (CBPR) approach, played a pivotal role in re-engaging the members of Muhammadiyah with society and understanding underlying problems. Through this process, a profound emphasis was placed on the local wisdom approach to address these issues effectively.

Throughout the activity, the members were encouraged to undergo a transformative learning experience that synergized the principles of Islam and local wisdom. The influence of the heutagogy paradigm was instrumental in shaping this approach. By fostering self-determined learning and a holistic framework for nurturing leadership attitudes, engagement, and power, the heutagogy paradigm empowered the middle-ranged members of Muhammadiyah to take charge of their own development as leaders. This unique perspective encouraged them to explore their potential traits and capabilities, aligning their mindsets and lives with the challenges faced by their community and the evolving landscape of education in the 21st century. Furthermore, the combination of participatory action research, CBPR, and the heutagogy paradigm provided a dynamic platform for the members of Muhammadiyah to re-engage with society, embrace local wisdom, and revitalize communal piety. Thus, it facilitated a transformative learning experience that synergized the values of Islam and local wisdom, nurturing leadership qualities among the middle-ranged members, ultimately benefitting both themselves and the broader community they served.



Figure 2:
The CBPR tutorial and Communal Discussion section.

The second cycle illustrated the members' assumption to acknowledge the leader and boss. They believed a partnership is the main idea to establish a leader and his team relationship (Exter & Ashby, 2022; Handayani et al., 2021; Zhao, 2022). A partnership was the indicator of engagement, the E4, which focuses on collective work to power an organization, instead of one-man shows, as a boss would do (Atwater & Brett, 2006; Harvard Business Review Press, 2017; STURM et al., 2014). Moreover, delivering cooperation, which is also similar to the power of partnership strengthened the organization internally (Harvard Business Review Press, 2017; Jahangir et al., 2023). Nevertheless, establishing a collective also request longitudinal respect for both the leader and his team. The process of CBPR action in the second cycle became more fluid with organized discussion sections, initiated by the tutor (Song & Hur, 2022; Tang Yan et al.,

2022). The discussion section allowed quieter member to communicate their ideas and views as the leader's former task is leading him selves (Harvard Business Review Press, 2017). Therefore, the participant observation described a flipped classroom of heutagogy, which in the study was employed in training activities for Muhammadiyah members. The activity mostly simulated discussion and nurturing society engagement as a personal growth capability.

Normally, leadership training activity in the 21st century addresses two main roles, i.e., (1). The inner matters, such as charismatic traits, can move society, to empower mutual empathy (Brodhead, 2022; Camacho-Javier & López-Del Castillo, 2022). (2). The organization-body, the vision, mission, and objective, which represents their service community (Bail et al., 2022; Brodhead, 2022). Correspondingly, the role moves top-down which also consumables both grassroots to the upper level. These roles are essential for encouraging a moving society and funding it as well. The organization manages the management paradigm, strategies, contestation, challenges, knowledge-based employee productivity, and capability (Shaw, 2022; Suharsono, 2022). Moreover, the challenge in the 21st century organization is the commitment to the quality of human resources and social outreach. The organizations should prepare to serve new inquiry and disruption within a diverse society, the patterns of nurtured and developed, aspirations (Balconi et al., 2019; Harvard Business Review Press, 2017). Correspondingly, a learning organization is an organization that learns together with all its might and continuously transforms itself to better collect, manage, and use knowledge for organizational success (Islam et al., 2021; Stoten, 2020). Thus, Organizations empower people inside and outside the organization to learn by leveraging technology to maximize learning and production.

The competencies and capabilities were obtained after learning. Competence is the individual's demonstrated capacity to perform, i.e., the possession of attitude, engagement, and power were requested into to fulfill the requirements of a particular situation (Exter & Ashby, 2022; Mitchell et al., 2015; Muslich et al., 2022). These competences are a person's capacity to perform as a form of embodiment of knowledge, skills, and self-characteristics to particular or even in unprecedented situation, to take a decision, and to manage the community, which represent a leader for community (Islam et al., 2021; Sadjim & Jusuf, 2021). The competencies also enhance their learning capability or willingness to learn their environment, reflective learning as attitude, engagement and power which indicate to learn continuously within self-directed learning within a heutagogy paradigm (Stoten, 2022; Sumarsono, 2020). The characteristics of learning organizations as stated above show that organizations have an environment, climate, and culture that not only encourage people in the organization to learn individually and collectively but also accelerate the learning process itself to improve organizational performance (Exter & Ashby, 2022; Sumarsono, 2020). Mutual learning is the needs of individuals and groups and is not a burden because they feel self-satisfaction in enjoying learning outcomes in the form of new knowledge or skills and their work success. Each person finds joy, pride, and challenge in work. Changes that occur continuously as a result of learning make the organizational climate more passionate.

Conclusion

The CBPR reflected the lead nurturing activity which was consolidated by the Muhammadiyah organization in Kota Langsa for their members. The study employed a heutagogy paradigm, which was simulated in discussion-sharing sections. Moreover, nurturing a leader or a boss demanded learning exposure which underpinned the member to become students in the heutagogy paradigm approach, the self-determined learning orientation. The members learn how to validate their experience in leading, management, and organizing, which corresponded to bring benefit for themselves, their families, and the community.

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