Management Functions of Open Junior High Schools in East Lombok

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Abstract

This study aims to describe and analyze the Management of Open Junior High School It employs a qualitative approach to assess the implementation of the educational program at Open Junior High School. The research design is descriptive-evaluative and involves various informants selected through purposive sampling. Data collection methods include observation, interviews, and documentation to understand various aspects of management and educational program development. Data validity is maintained through various techniques such as prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy checks, and member checks. Dependability audit by an independent auditor is used to ensure the research process's quality. Data confirmability is strengthened through meticulous recording. The research findings reveal improvements in the planning, organization, activation, and control of the Open Junior High School program after development. These enhancements encompass identifying the learners' needs, selecting prospective learners, crafting learning programs, more efficient organization, and enhancing the professionalism of educational staff. Overall, this study illustrates positive changes in the implementation of the Open Junior High School program following its development.

Keywords: *Management function, Open Middle School.*

INTRODUCTION

Education aims to build the quality of human beings who are devoted to improve their relationship God Almighty and always with Him, as well as forming Pancasila citizens with a national spirit, noble character, and strong personality (Chen et al., 2020; Guevara-Herrero et al., 2023; Murcahyanto, 2019; Zweeris et al., 2023). At the primary and secondary education levels, there is a need to expand learning opportunities and increase capacity. One alternative is to establish open junior high schools for students who are not accommodated in regular junior high schools, facing constraints in the form of school capacity that must be increased (Beyatli et al., 2018; Cossa & Ramos, 2022; Sadiqi et al., 2021).

In addition, the importance of the community's role in education is stipulated in the National Education System Law, allowing private educational institutions to participate in formal and non-formal education. However, attention needs to be paid to teacher professionalism and learning methodologies, which are often traditional. The quality of open junior secondary education is often unsatisfactory due to these constraints (Al-Ababneh & Alrhaimi, 2020; Fahrurrozi et al., 2021; Freeborn et al., 2023; Logachev et al., 2021).

Regional autonomy has been enacted, giving great responsibility to the regions, including in the management of education. The authority to manage education is divided between the central, provincial and district/city governments. This requires a good understanding of education personnel, as well as modern personnel management concepts and techniques to improve work productivity and performance (Ahmad Zarkasyi, 2021; Indra et al., 2022).

However, Open Junior High School institutions experience barriers to quality education, such as organizational complexity, centralized management, fragmented budgeting, and ineffective school management, as reported by the World Bank. All these problems need to be studied and solutions found so that education in the

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autonomy era can compete competitively in the challenges of globalization (Gil-López et al., 2023; Siswoko Andianto & Widyawati Boediningsih, 2021; Triadiarti et al., 2022).

In order to spur the improvement of the quality of education as a whole, the government has enacted regional autonomy marked by the issuance of Law No. 22 of 1999 concerning Regional Government and Law No. 25 of 1999 concerning Financial Balance between the Central Government and Regional Governments, but regional autonomy was only implemented in early 2001. Law No. 22/1999 and Law No. 25/1999 became the juridical basis for the implementation of regional autonomy, but in its development Law No. 22/1999 and Law No. 25/1999 were revised with Law No. 32/2004 and Law No. 34/2004, so since then the focus of autonomy has been at the Regency/City level. With that, it also shows the many responsibilities assumed by the regions, such as education to improving the welfare of the community, including the care of the poor and abandoned children (Inkiriwang, 2020; Kemenhumham, 2003; RI, 2019).

As a consequence, in the context of autonomy, it must be accompanied by the transfer and transfer of financing, facilities, and infrastructure as well as human resources in accordance with the devolved authority. Thus, there will be a division of authority in the management of education and culture in the Central, Provincial and Regency/City Governments as stipulated in Government Regulation No. 25/2000, especially Article 2 paragraph (3) point 11 and paragraph (4). The logical consequence of the enactment of these various legislative provisions is that there will be fundamental changes in the management of education at the central, provincial, and district/city levels in accordance with their respective authorities (Ahmad Zarkasyi, 2021; Indra et al., 2022; Muhdi, 2019; Rizkianti et al., 2020).

The authority given to educational institutions in this era of autonomy is broad enough to organize and manage themselves according to the needs and conditions of each educational institution. For this reason, in order to fulfill the demands of educational autonomy, education personnel are needed who understand their respective fields of duties and functions, because the success of managing education in this era of autonomy will be determined by the success of their leaders.

In this case, improving productivity and work performance can be done by improving human behavior in the workplace through the application of modern personnel management concepts and techniques. Institutionally, Open Junior High Schools experience many obstacles in implementing quality education. According to a World Bank report, the four main problems that potentially hinder the achievement of quality education are (1) organizational complexity, (2) overly centralized management practices, (3) fragmented and rigid budgeting practices, and (4) ineffective management at the school level.

The complexity of the education management system, which is managed by various departments in one issue, has implications for management at the school level. Thus, the three competencies will at least be able to reduce the obstacles that have tended to be a chronic disease in the implementation of education (Ariesta Dewi et al., 2020; Mohzana et al., 2023; Sista et al., 2018; Wilson & Narasuman, 2020).

The results of the National Commission on Education's visit, which involved six districts with the aim of representing the diversity of Indonesia's regional conditions, show that West Lombok and East Lombok districts, two of them, fall into the category of districts that face major challenges in implementing education autonomy. They face problems such as the increased budget they have to spend due to the delegation of education management to local governments, limited human resources to plan, implement, and evaluate effective education, and difficulties in fulfilling basic needs such as a curriculum that is appropriate to local conditions.

Therefore, research on the Implementation of Government Policy on Open Junior High School Management in Selong Sub-district, East Lombok Regency is important as a step to overcome this challenge. Thus, this study aims to describe and analyze the Management of Open Junior High Schools in the following areas: (1) planning Open Junior High Schools, (2) organizing Open Junior High Schools, (3) activating Open Junior High Schools, and (4) controlling Open Junior High School.

Open Junior High School management involves the process of planning, organizing, mobilizing, and controlling to achieve the institution's goals. The six "M" principles are used in management: men, money,

machines, methods, and markets. Managers must master management to effectively manage resources. Planning involves ten key steps, including organizational evaluation, goal identification, environmental analysis, and strategy development. Organizing includes the division of tasks and coordination. Mobilizing fosters the motivation of individuals in the organization to achieve goals by understanding human behavior and providing motivation. Controlling involves evaluating work results by setting standards, measuring results, comparing them with the standards, and correcting where necessary. Physical, cost, program, and goal achievement standards are used as benchmarks in control. With good management, organizational activities become more efficient.

METHODS

This research uses a qualitative approach that has characteristics such as being rooted in a natural setting, relying on humans as research tools, and adopting qualitative methods. The type of research used is descriptive-evaluative to examine the implementation of the program as a policy realization. Research informants were selected using a purposive sampling technique to ensure the involvement of various competent informants in this research.

Data collection methods consisted of observations, interviews, and documentation. Observations included participant observation, while interviews involved various parties such as the head of the education office, the head of the out-of-school education sub-office, the head of the parent junior high school, teachers, and other education personnel. Documentation was used to support primary data from observations and interviews. This method helps in understanding the context and relevant information related to the implementation of management functions and the development of educational programs in open junior secondary schools.

The validity of the data in this research is maintained by several techniques. The technique aims to identify the characteristics and elements in the situation that are relevant to the research, and then focus attention in detail on these things. Careful and continuous observation of significant factors is very important in ensuring the validity of the data obtained. The process of finding and analyzing data is carried out carefully and in-depth.

The credibility of the data and information collected must reflect the value of truth. To achieve credibility, several techniques recommended by Lincon and Guba were used, such as prolonged engagement (staying long at the research site), persistent observation (continuous observation), triangulation (using various sources and methods), peer debriefing (involving colleagues to evaluate), negative case analysis (analyzing negative cases), referential adequacy checks (archiving data), and member checks (involving participants in reviewing data).

Dependability is a criterion for assessing whether the research process is of good quality or not. Dependability audits by independent auditors are used to examine the activities undertaken by the researcher, including conceptualization of the research plan, data collection, and interpretation of the data in the research report.

Confirmability assesses the quality of research results by recording data tracing, interpretation, and audit trail. In this study, transferability is strengthened by a detailed description that describes the context in which the research took place with reference to the research focus. Thus, the research results can be understood and applied by others in different contexts.

The type of data being analyzed determines whether the statistical or non-statistical analysis is used. In the context of qualitative data, researchers follow a qualitative analysis approach with steps such as data reduction, data display, and data verification Data reduction involves selecting important information from field data to provide a sharper picture.

Data display involves presenting data in various forms, such as words, sentences, tables, and graphs so that it can be examined and mastered by the researcher. The final process is data verification and conclusion drawing, where conclusions are drawn from the data that has been analyzed and verified to ensure their veracity. These conclusions should be relevant to the focus, objectives, and findings of the research that has been interpreted and discussed.

RESULT

Preliminary Research Results

Before researchers went into the field, they first conducted interviews about the activities carried out, especially those related to the Open Junior High School programme. The results of the interview with the Head of the East Lombok District Education and Culture Office stated that:

"The Open Junior High School programme is a "teaching" activity using Regular Junior High School books as the main tool, which consists of general basic education and skills education." (WW. KD. 1/9-06).

Based on the results of these interviews, it can also be said that the Open Junior High School programme is a programme implemented in order to provide knowledge and skills for people of school age who are unable to follow learning through formal education. Therefore, the targets of the programme are those who have dropped out of school or who have never received secondary education (SMP/MTs) due to their economic inability.

"The vision of the Open Junior High School is to create an independent, intelligent, skilled, productive, prosperous, harmonious community, and develop into a full Indonesian human being. The mission of the Open Junior High School is to dynamically empower the community, actualise potential, and improve the quality of the learning process, especially for the surrounding community. The objective of the Open Junior High School program is to improve the quality of graduates of elementary/madrasah Ibtidaiyah schools." (Ww. KD, 1/9-06).

The implementation of a programme must of course be supported by the availability of teaching staff and funds because without this support the learning process cannot run well as expected. In an interview with the Head of SMP 4 Selong, East Lombok, as the manager of the Open Junior High School in Selong sub-district, said that:

"Open Junior High School requires a variety of learning facilities such as general basic education books (Religion, PPKn, Bahasa Indonesia, Mathematics, Science, Social Studies, English, health, art, physical education) and skill books in accordance with the field of production and services. In addition, learning facilities also include tools such as leaflets, charts, booklets, and photographs, as well as non-printing tools such as tapes and audio-visual programs." (WW. KS. 9/9-06).

Interviews highlighted the importance of planning in running the program and the need to adapt the program according to environmental conditions. Adequate facilities and infrastructure are necessary for the smooth running of the program, and observations showed that there are facilities such as buildings and teaching staff to support the Open Junior High School program in Selong sub-district, East Lombok. The program involves various parties, including the government and the community in its development, which is expected to increase understanding of the program.

"In organizing activities, we always try to ensure that all staff can carry out their respective duties properly. The steps we take are by looking at the abilities possessed by each tutor. This will make it easier to assign tasks and responsibilities based on their abilities and skills so that the assigned tasks can be carried out properly." (WW. WKS. 10/10-06).

The document clearly describes the tasks and functions of the Open Junior High School management, with the Principal/Leader responsible for the leadership and introduction of the program to the community, the Vice Principal/Leader coordinating the Learning Activity Centres (TKB), *Pamong* implementing the learning program, the Administration Section taking care of administration and reports, and the Treasurer managing the allocation of funds. Coordination is done to ensure the program is on track. Although managers are authorized to identify learning needs, there are discrepancies between data and task implementation in some cases.

"Activation is the operational stage of planning which is the core of the activities implemented. The success of the Open Junior High School program depends on learning activities that are visible to the community. To activate the program, it is important to improve administration, manage financial administration, and conduct monthly evaluations through work meetings." (WW. WKS. 19/10-06).

In the interviews, the cooperation and cohesiveness of the organisational elements were considered crucial to the success of the Open Junior High School programme. Open Junior High School leaders must possess

qualities such as creativity, convincing ability, honesty, and dynamic coordination skills. Appropriate selection of personnel and continuous training are required, while work procedures should be structured around the principles of consistency, efficiency, effectiveness and timeliness. Observations indicate that there are several problems in programme implementation that require efforts to increase the motivation of Open Junior High School members and leaders in order to achieve the expected goals.

An interview with the Head of the Sub-Department of Out-of-School Education, Youth and Sports of the East Lombok District Education and Culture Office stated that:

"Supervision/control is an action to ensure conformity of activities with the established programme. It involves monitoring and corrective action in case of deviations. Proper supervision is necessary to ensure the quality of the programme is in line with the original plan" (WW. KSD, 12/11-06).

Based on the interview, supervision/control is an activity carried out to evaluate activities that have been running. By controlling, the level of success or failure of a programme can be known. Without controlling it is difficult for someone to know which programmes are successful or not. Furthermore, it is said that:

"In controlling, priority is given to programmes that are significant to the community and their meaningfulness is measured by measuring tools based on input and information from various competent parties. This is so that the programmes are truly beneficial and in line with the needs of the community." (WW. KSD, 12/11-06).

Based on the interviews, the importance of cooperation and leadership qualities within Open Junior High School to run a successful programme was highlighted. Leaders need to have creativity, convincing ability, honesty, and dynamic coordination skills. Proper labour selection, continuous training, and structured work procedures with the principles of efficiency, effectiveness, and timeliness are things that need to be considered.

Development of Management Functions of Open Junior High School

First Try Out

Planning

The results of interviews with teaching staff/teachers said that:

"The planning carried out at the Open Junior High School is planning in accordance with the experience of the coaches and teachers at the TKB in Selong Sub-district and the standard provisions formulated by the East Lombok Regency Education and Culture Office in this case the Subdin. Dikluspora" (WW. GR, 27/10-06).

Interviews and observations revealed that the understanding of program planning in Open Junior High Schools still needs to be improved, especially in applying the concept of management theory. The activities carried out currently follow the provisions of the East Lombok District Education and Culture Office, rather than being based on applicable management principles.

Program planning is still constrained by the lack of application of appropriate theories, relying more on experience alone, so the results are not optimal. Teaching and education personnel also still have difficulty in making lesson plans that are in accordance with the concepts that should be, so that learning still relies heavily on personal experience, which causes unsatisfactory learning outcomes.

"In the implementation and observation process, the implementation of planning still follows the provisions outlined by the East Lombok Regency Education and Culture Office in terms of Subdin. Dikluspora, which oversees the Open Junior High School, is still based on the experiences of each coach, manager and teaching staff." (WW. KS.1/11-06).

Initially, the leadership and staff of Open Junior High School did not fully understand the implementation of planning based on the applicable management functions. They relied more on experience rather than theory and proper management functions. Documentation data also shows that teaching and education staff have not made lesson plans according to the correct concept.

"In the implementation and observation process, the implementation of planning still follows the provisions outlined by the East Lombok Regency Education and Culture Office in terms of Subdin. Dikluspora, which oversees the Open Junior High School, is still based on the experiences of each coach, manager and teaching staff." (WW. KS.1/11-06).

Observations showed that initially, the leaders and staff of the Open Junior High School had a poor understanding of the implementation of planning based on the management functions of the Open Junior High School. They relied more on experience rather than theory and proper management functions. Documentation data also shows that teachers and other education personnel have not made lesson plans in accordance with the correct concept.

Organizing

Based on the results of interviews with teaching staff/teachers said that:

"The organization carried out in TKB initially applied the organization as in general organizations and the experience possessed by coaches and teaching staff and was general in nature", (Ww. GR. 27/10-06).

Observations showed that initially, the Open Junior High School leadership lacked an understanding of organizational concepts, and although programs were organized, they were not in accordance with the concepts. Organization in learning and teaching and learning processes can still be improved. In addition, no documents related to the organization were found during the observation. An interview with the Head of SMP 4 Selong/as the leader of Selong Sub-district Open Junior High School said that:

"In the process of implementation and observation, the implementation of the organization is based on experiences in other organizations from each coach, administrator, and teaching staff". (WW. KS. 11/11-06).

Observation data revealed that in terms of organization, the Open Junior High School leaders still lack a good understanding of organizational concepts, although the programs have been organized, they are not yet fully in line with the concept. Learning arrangements and teaching and learning processes also need further attention to improve their quality.

Documents found in the field also show that organizing has not gone well. Therefore, there is a need for improvement in the organization. To achieve this, Open Junior High School leaders collaborated with researchers in discussions to improve the organization of learning so that the programs run are more attractive and in line with community interests.

Activation

Interviews with teaching staff/teachers said that:

"The activation carried out at the Learning Activity Centre (TKB) is still lacking and is still limited to learning activity meetings while activities related to the organization are still lacking and many learning citizens are still lagging behind their lessons". (WW. GR. 27/10-06).

In the area of program activation, all activities have been running, but still need improvement because they do not fully follow good guidelines. This is also reflected in the results of interviews and observations, which show that program activation is still not optimal, as shown by the documentation data that shows unsatisfactory learning outcomes. Therefore, increased efforts are needed from teaching staff, education staff, and students to improve the quality of the learning process.An interview with the Head of SMP 4 Selong/as the leader of the Selong Sub-district Open Junior High School said that:

"In the process of implementation and observation, the implementation of activation is still lacking in meetings so that the learning community is lacking in participating in learning and as a result many learning community members miss their lessons". (Ww. KS. 11/11 -06).

In activating the program, although all activities have been running, they still need improvement because they do not fully follow good guidelines, so the objectives to be achieved have not been optimally achieved. Documents also show that the activation program still needs improvement. To improve this, the Open Junior

High School leaders and researchers discussed how to improve the learning activation program so that it would be more attractive to the community and more attentive to their interests.

Controlling

Interviews with teaching staff/teachers said that:

"Control carried out by TKB is carried out directly by the institution and communication between subordinates and superiors often occurs and does not find efforts to resolve it". (WW. GR. 27/10-06).

Control in Open Junior High School is still dependent on other schools, lacking coordination with related agencies. Teaching staff understanding and supervision of learning is not good. The Open Junior High School leadership has made improvements through discussion and monitoring of the program to make it more in line with community needs.

"In the process of implementation and observation, the implementation of control is irregular because it is carried out by the institution directly, subordinates cannot develop because of the lack of direction from their superiors or supervisors." (DWS, 11/11-06).

Control at the Open Junior High School still lacks coordination with relevant agencies and relies on other junior high schools. The leadership of the Open Junior High School endeavors to improve control activities to gain public attention and avoid irregularities. However, the teaching staff's understanding and supervision of learning are still lacking, and there are imperfections in the application of management functions.

Open Junior High School leaders need to improve their understanding and application of management functions. Lack of understanding results in poor planning, unstructured organization, inefficient activation, and weak control. Teaching staff need to understand lesson planning. Coordination and cooperation with related parties is required.

Second Try Out

Management Planning of Open Junior High School

The results of the research interview with the Head of the Open Junior High School said that:

"The planning and management process of the Open Junior High School at TKB in Selong sub-district, East Lombok, has begun despite several obstacles. These constraints include a lack of understanding of the concept of planning, lack of communication and guidance from related agencies, schedule irregularities, and limited facilities and infrastructure to support learning." (WW. KS. 1/12-06)

After the first tray-out revision, the Open Junior High School leaders and staff have understood the concept of planning and have improved their activities based on the requirements of the Office of Education and Culture. They have been able to develop program plans based on applicable theories, although improvements are still needed to achieve optimal results. Teachers and other education personnel have also been able to make lesson plans based on existing concepts, so the learning process has improved. However, planning needs to continue to be improved towards a better direction.

"In the implementation of planning, planning is prepared based on the organisational experiences of the coaches and teachers according to the management they know and refers to the provisions outlined by the Office of Education and Culture in the Head of the Sub-Department of Out-of-School Education Youth Sports in charge of Open Junior High Schools." (WW. WKS. 6/12-06).

Initially, the Open Junior High School leaders and staff did not understand the concept of planning based on the applicable management functions, so their activities still followed the provisions of the Office of Education and Culture. Programme planning did not follow applicable theories and was still based on experience, leading to suboptimal results. Teachers and other education personnel have also not been able to make lesson plans based on the right concepts, so the learning process still relies on experience and the results are not satisfactory.

However, Open Junior High School leaders have held discussions with researchers to improve their programmes.

In interviews with supervising teachers, it appears that the implementation of management planning for Open Junior High School is quite good, but still needs to be refined and supported by good management for more satisfactory results.

"Planning at TKB in Selong sub-district, East Lombok, is in accordance with the experience of the coaches and teachers, and follows the standard provisions of the Office of Education and Culture which is supervised by the Sub-Department of Broad Education, Youth and Sports which oversees Open Junior High Schools" (WW. GR. 10**/**12**-**06**).**

In the early stages, Open Junior High School leaders and staff had little understanding of the concept of planning based on management theory. Therefore, the activities carried out followed the provisions of the Education and Culture Office and the Sub-Department of Broad Education, Youth, and Sports that supervised the Open Junior High School. Program planning has also not been based on applicable theories, relying only on experience, so the results have not been optimal.

"In the implementation of planning, planning is prepared based on the planning of an institution along with the organizational experience of the coaches and teachers according to the management they know and referring to the provisions outlined by the Office of Education and Culture in the Broad Education Sub-Department of Youth Schools and Sports which oversees the Open Junior High School." (WW. PW. 26/12- 06).

The leadership and staff of the Open Junior High School initially lacked an understanding of the concept of planning based on management theory, so activities followed the requirements of the Office of Education and Culture and the Sub-Office of Broad Education, Youth and Sports. Programme planning was based on experience, which was not optimal. Teaching and education personnel also did not master the correct concepts. However, the leaders and researchers tried to understand the concept of planning by consulting competent parties.

Organising Open Junior High School Management

The results of the researcher's interview with the Head of the Open Junior High School said that:

"The implementation of organization at the Open Junior High School in Selong sub-district, East Lombok, has basically been going well, but still needs improvement. Lack of understanding of the concept of organization, lack of communication between managers, teaching staff, and other education staff, has led to suboptimal results." (WW. KS. 1**/**12**-**06**)**

The leaders of the Open Junior High School understand the concept of organization, and the organization of learning and teaching and learning processes is good, although it needs improvement to be perfect. Discussions between leaders and researchers have helped to improve the organization of learning to achieve better results. In the first cycle, the organization of the Open Junior High School program was good but needs to be improved through subsequent tray outs to achieve perfection.

"In its implementation, the organization was developed and implemented based on the organizational experiences of the coaches and teachers and also referring to the provisions outlined by Education and Culture in the Sub-Department of Broad School Education, Youth, and Sports in charge of the Open Junior High School." (WW. GR. 21/12-06)

Open Junior High School leaders do not fully understand the concept of the organization well, although the program has been organised. The organization of learning and teaching and learning processes still needs attention for improvement. Documentation data shows that discussions between Open Junior High School leaders and researchers have helped to organize the program, which is already quite good, but still needs better improvement based on a correct understanding of the theory.

"The organization of the Open Junior High School is based on the guidelines for the implementation of the Open Junior High School plus the experience of the teaching staff at the Learning Activity Centre in Selong Sub-district, East Lombok, and the standard provisions formulated by the Department of Education and Culture in the Sub-Department of Broad Education, Youth, and Sports, which oversees the Open Junior High School." (WW. GR. 16/12- 06).

The Open Junior High School leadership did not fully understand the concept of organization well, especially in organizing learning and teaching and learning processes. Discussions between the Open Junior High School leadership and researchers helped to improve the organization of the program to attract the interest and attention of the community and accommodate their interests. Good organization is key to achieving goals and continuous improvement.

"In the implementation of planning, the planning is guided by the planning of an institution along with the organizational experiences of the coaches and teachers according to the management they know and referring to the provisions outlined by the Office of Education and Culture in the Sub-Department of Broad School Education, Youth, and Sports which oversees the Open Junior High School." (WW. PW. 26/12- 06).

In the area of organisation, the Open Junior High School leaders did not fully understand the concepts of organisation well, including the organisation of learning and teaching and learning processes. The leaders and researchers discussed how to improve the organisation of the programme to make it more appealing to the community and in line with their interests. Good organization is key to achieving goals and continuous improvement in organizations.

Open Junior High School Management Activation

In terms of activation, the Open Junior High School in Selong sub-district, East Lombok, experienced a significant improvement compared to before. All programs can be implemented, although they still need improvement to be in accordance with good technical guidelines. Leaders and researchers discussed how to improve learning activation to better fulfil community interests and get better attention. The activities of teaching staff, education staff, and learning citizens have also increased, although they still need attention for a more perfect teaching and learning process.

"In the implementation of activation, activation is carried out based on the technical instructions of the Open Junior High School coaches and leaders based on their experiences and referring to the provisions outlined by the Office of Education and Culture in Kasubdin. Dikluspora, which oversees the Open Junior High School." (WW. WKS. 6/12-06).

In the area of activation, all activities at the Open Junior High School can be implemented, but need improvement because they do not fully follow good technical guidelines, so the expected goals are not optimal. Leaders and researchers discussed how to improve learning activation to attract the attention of the community and accommodate their interests.

"The activation carried out at the Learning Activity Centre (TKB) in Selong Sub-district, East Lombok is activation based on the existing time provisions (not maximum / depending on the opportunity) and the experience possessed by the coaches and teachers at the Learning Activity Centre (TKB) in Selong Sub-district, East Lombok and the standard provisions formulated by the Education and Culture Office in Kasubdin. Dikluspora who oversees the Open Junior High School" (WW. GR. 17/12-06).

In the area of activation, all activities can be carried out, but still need improvement because they do not fully follow good technical guidelines, so the objectives to be achieved are not optimal. The Open Junior High School leadership and researchers discussed how to improve the learning activation program to make it more attractive to the community and fulfill their interests.

There have been improvements in the implementation of the activation programme, but the activities of teaching staff, education staff and learners are still lacking compared to the meetings that should be held every week.

"In the implementation of activation, activation is carried out based on technical guidelines and Open Junior High School leaders based on experiences, and refers to the provisions outlined by the Office of Education and Culture in the Sub-Department of Broad School Education, Youth, and Sports in charge of Open Junior High Schools." (WW. PW. 26/12- 06).

In the area of activation, all activities can be carried out, but still need improvement because they do not fully follow good technical guidelines, so the objectives to be achieved are not optimal. Open Junior High School leaders and researchers discussed how to improve learning activation to make it more attractive to the community and fulfill their interests.

"In the implementation of activation, activation is carried out based on technical guidelines and Open Junior High School leaders based on experiences, and refers to the provisions outlined by the Office of Education and Culture in the Sub-Department of Broad Education, Youth Schools, and Sports in charge of Open Junior High Schools" (WW. PW. 26/12- 06).

In the field of activation, all activities can be carried out, but still need improvement because they do not fully follow good technical guidelines, so the objectives to be achieved are not optimal. The leader of the Open Junior High School and the researcher discussed how to improve the activation of learning to make it more attractive to the community and fulfill their interests.

Management Control of Open Junior High School

The implementation of management control in Open Junior High School has improved significantly, although it still needs improvement. This is due to the awareness of all parties in applying the concept of control properly. Control of programs has been able to be carried out with coordination from various parties, including the Education Office involved.

"In the implementation of control, control is carried out by the institution as in the organizational experiences of the coaches and teachers and refers to the provisions outlined by the Office of Education and Culture in the Head of the Sub-Department of Broad School Education Youth and Sports in charge of the Open Junior High School." (WW. WKS. 6/12-06).

Control in Open Junior High School was initially carried out directly by the institution without coordination with relevant parties. However, corrective measures have been taken to ensure that programs receive the attention of the community and are in line with their interests. More intensive supervision is conducted to prevent irregularities.

"The control carried out at the Learning Activity Centre in Selong sub-district, East Lombok is institutional control and is carried out by relevant agencies in this case the Education and Culture Office in Kasubdin. Dikluspora. And the management is handed over to the Regular Junior High School on which the Open Junior High School depends. So that the implementation of the teaching and learning process and activities is directly under the Regular junior high school " (WW. PW. 26/12-06).

Initially, control at the Open Junior High School was carried out directly by the Office of Education and Culture, without coordination with other relevant parties. However, the Open Junior High School leadership and researchers have made improvements to ensure that the programs receive the attention of the community and are in line with their interests. More intensive supervision is carried out to avoid irregularities and abuse of authority.

"In the implementation of control, control is carried out institutionally and implemented by the institution based on technical guidelines and Open Junior High School leaders based on their experiences" (WW. PW. 26/12-06).

Initially, the Office of Education and Culture controlled the Open Junior High School program without coordination. However, the Open Junior High School leadership, together with researchers, tried to improve the programs to suit the interests of the community. Supervision was also improved to prevent irregularities.

However, the understanding of teaching and education personnel needs to be improved. Supervision of teaching and learning activities is also less than optimal, especially from the Education Office. Therefore, more attention is needed to improve the teaching and learning process.

In planning, Open Junior High School leaders have a good understanding of the concept but need to improve the participation of teaching staff and coordination with related parties. The development also highlighted the need to improve infrastructure. In organizing, the understanding of the concept of organization is in place, but coordination needs to be improved. The development also noted the need for improvements in infrastructure.

In activating, Leaders have a good grasp of the concept, but there is a need to improve teaching staff participation and coordination. In control, leaders have a good understanding of the concept of supervision but need to improve the understanding of teaching staff and coordination with related parties. Continuous improvement based on the situation and community needs is still needed to improve the implementation of Open Junior High School activities.

Differences between Initial Study Results and Development Results: The initial study showed that the initial planning was poor, with poor organization and activation, and weak control. The teaching and learning process and grouping of learners were also less structured.

However, in the second tryout, there was a significant improvement in the management of the learning process, including planning, organizing, activating, and controlling. This included better classroom organization and grouping of learners. These improvements show significant progress in the development of the Open Junior High School program.

DISCUSSION

The importance of Learning Activity Centres as community empowerment institutions emphasises the need for effective management to achieve goals. Planning, as an integral part of management, is the first step in setting the goals of the organization. However, observations show that the Open Junior High School leadership and staff lack an understanding of the concept of planning, especially in planning learning programs. The initial activities have not produced satisfactory results, and the teaching staff have not been adequately prepared for the learning process. Through the process of tryouts and discussions, there was an improvement in the ability to plan lessons. However, continuous coaching is needed to improve how to develop a better plan, which includes identifying the needs of the learners, recruiting prospective learners, developing a learning program, forming learning groups, preparing learning tools and materials, and developing a learning schedule.

Program organization is an important step after planning, involving the breakdown of work, attribution of tasks to appropriate individuals, allocation of resources, and coordination to achieve organizational goals. However, findings in the field show that organization has not received serious attention, especially in the organization of learning. The results of the teaching-learning process before the development were also unsatisfactory. However, through a series of tryouts, significant improvements were seen in the area of organization, including in detailing work, dividing work, and combining work more efficiently. Continued improvement and development are needed to achieve optimal results in an organization, and the ability of teaching staff/teachers to organize learning also needs to be improved. After improvements in the try-out stages, there was an increase in understanding and better practice of organizing learning.

Continuity in a series of tray outs is key to achieving continuous improvement, ensuring programs are well implemented, and enabling Open Junior High School leaders and staff to continuously improve the efficiency and effectiveness of the organization in achieving their goals. In this context, it is important to understand that an effective organization is a key foundation for an organization's success. With continuous improvement and dedication to development, it is expected that Open Junior High School can achieve more optimal performance in organizing and implementing educational programs.

Activation in the context of the Open Junior High School programme is closely related to human resource management and efficient task organisation. After planning and organising programmes, an important role for leaders is to motivate staff to work optimally. Good direction is key in improving the performance of leaders and staff. Individual motivation is influenced by belief in ability, interest, unburdened by personal problems, trust, and harmonious relationships in the organisation.

Although initially understanding of activation was low, through tray out activities, there was a significant increase in attendance of teachers and learners. Leaders successfully motivated them by creating harmonious relationships, discipline and coaching that ensured the smooth running of the programme. This improvement is expected to continue to grow for optimal performance and better programme implementation.

Programme supervision and control is an important process in assessing and monitoring programme success with the aim of measuring the achievement of goals. The Open Junior High School leadership and related parties are responsible for conducting programme supervision with an approach that focuses on guidance, providing prompt advice, periodic evaluation, and creating effective communication partnerships between programme implementers and supervisors. However, findings indicate a weak level of supervision, particularly in terms of the presence of government supervisors.

To improve this situation, the Open Junior High School leadership held discussions with staff and teachers, which led to significant improvements through tray out activities. A focus on coaching and improving the professionalism of education staff is also necessary to keep up with educational developments, making the Open Junior High School better able to achieve the goal of improving the quality of education expected by the government and the community.

CONCLUSION

After the development, there were significant changes in four key aspects: Planning: Initially, planning was inefficient, but after the development, there were significant changes in the identification of learners, recruitment of potential learners, development of learning programs, formation of learning groups, preparation of learning tools and materials, and development of learning schedules. Organization: Initially, the organization was inefficient, but after development, there were major changes in the organization of learning, including more rational and efficient assignment of tasks to members.

Enabling: Initially, activation was not optimal, but after the development, there were significant changes in the application of rules and discipline, division of tasks between superiors and subordinates, and better co-operation between them. Control: Initially, control was less effective, but after the development, there were significant changes in the coaching and professionalism of the teaching staff and field staff, enabling them to keep up with the rapid development of science. Overall, the development has brought positive changes in the implementation of the Open Junior High School program.

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