QUALITY MANAGEMENT OF LEARNING IN AN EFFORT TO IMPROVE STUDENTS' LEARNING ACHIEVEMENT IN OPEN HIGH SCHOOL

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Abstract

This research is motivated by the existence of an interesting phenomenon in the quality management of learning in open high school . M engacu on learning outcomes based on the value Exams (US) on the open schools there are differences yan significant value. The School Examination (US) scores obtained by Open High School students are generally lower than the School Examination (US) scores of regular High School students. It became an Indic ator be l um optimal quality of learning developed by the manager of SMA Open. The focus of this research is the management of the quality of learning in an effort to improve student achievement at the Open High School . This research is a kind of qualitative research with descriptive method which was conducted at Sukasari Open High School, Purwakarta Regency and East Telukjambe Open High School, Karawang Regency . Data collection techniques combine field observations, interviews and documentation studies. The grand theory of this research uses the quality management theory of Edward W. Deming . Inductive data analysis resulted in some conclusions, namely: in umu m management of the quality of learning in an effort to improve student achievement in the Sukasari Open High School, Purwakarta Regency and the East Telukjambe Open High School, Karawang Regency, it has not run optimally. In particular: (1) Planning (Plan) for the quality of learning in improving student achievement has been successfully implemented with its own characteristics and uniqueness; (2) Implementation (Do) of learning quality in improving the learning achievement of Open High School students using tutors as the spearhead of the implementation of quality learning carried out in each Learning Activity Place (TKB) ; (3) Control, Supervision, Evaluation and Revision (Check) the quality of learning in improving the learning achievement of Open High School students is carried out simultaneously with the implementation stages ; (4) T ahapan follow-up management of the quality of learning in improving student achievement SMA Open has been done; (5) The factors supporting and learning quality management in improving learning achievement in high school Open school come from both internal and from the external school ; and (6) Future solutions and improvements that can be made in the management of learning quality in improving the learning achievement of Open High School students include introducing and cultivating a culture of quality in each school.

Keywords: Quality Management; Learning Achievement; Open High School.

A. INTRODUCTION

In Law Undang-undang number 20 of 2003 concerning the National Education System Article 1 paragraph 20 states that learning is a process of interaction between students and educators and learning resources in a learning environment. The concept of learning according to Corey (Syaiful Sagala, 2011: 61) is a process in which a person's environment is deliberately managed to allow him to participate in certain behaviors under special conditions or produce responses to certain situations . The quality of a learning process can be measured from the achievement of the learner. According to Ali (200 7 : 43) is the result of the measurement of learning achievement and business valuation study / learning. Any activity that is carried out if it shows results, the results achieved are called achievements. Achievement is a measure of student learning success that reflects student learning motivation. WS Winkel (1996 :121) explains that motivation is the overall psychic driving force within students that causes learning activities, ensures its continuity, and provides direction to learning in order to achieve goals. Thus, achievement is the result of a person's work that can be measured directly with a test (Widyastuti , 2016). Hegel in Hidarya (2021:64):

Education is the elevation to the reasonableness; Education is the formation of the spiritual culture of personality, that is, the formation of the supremacy of reason over the disposition of men.

The process of achieving quality must be supported by systematic tools so as to produce outputs and outcomes that are worked out effectively and efficiently. Likewise with the quality of education.

Edward Deming in Sriwidadi (2001:108) defines quality as the continuous development of a stable system. The definition emphasizes two things , namely: (1) All systems (administration, design, production, and sales) must be stable. It requires measurements taken of quality attributes across the company and monitored over time; (2) Continuous improvement of various systems to reduce deviations and better meet customer requirements.

All Indonesian citizens have the right to a proper education. Various efforts have been made by the government, one of which is the Open High School Program in West Java, which is one of the efforts of the West Java Provincial Government to increase the Gross Enrollment Rate (GER) of West Java in 2017 and 2018. Based on existing data, the number of adolescents aged 16-21 years who did not continue their secondary school education had a relatively high number. It is based on High School APK West Java reached 76 , 6 %, this figure is the 2nd lowest in Indonesia after Papua Province. APK is still low, is expected to increase to reach 90 , 8 % in 2018 (the expiry date of the leadership of the governor Ahmad Heryawan). (Republica Daily, Sunday 3 March 2019). In essence, Open SMA is the same and equal to regular/conventional SMA. The difference lies only in the learning aspect where the Open High School students study independently without or with minimal assistance from others , either individually or in small groups.

As an independent institution in the field of education, just like a regular government school, the quality factor of this Open High School must be maintained. Ideally, with the presence of government policies regarding Open High Schools, then the management process is also within the scope of public schools, the quality should be the same as regular schools, at least not too much difference.

But the fact the field of the preliminary study proves that m engacu on learning outcomes based on the value Exams (US) on the open schools there are differences yan significant value. The School Examination (US) scores obtained by Open High School students are generally lower than the School Examination (US) scores of regular High School students. It became an Indic ator be l um optimal quality of learning developed by the manager of SMA Open .

Based on the identification of the problems above, the problem formulation of this research is about how to manage the quality of learning in an effort to improve student achievement in open high schools in West Java. So that the author feels interested in exploring in depth about: (1) How to plan (Plan) quality of teaching high school opens in improving learning achievement in high school Sukasari Open Open Open High School Purwakarta and Karawang regency East Telukjambe? ; (2) How is the implementation of (Do) quality of open high school learning in improving learning achievement at Sukasari Open High School, Purwakarta Regency and East Telukjambe Open High School, Karawang Regency? ; (3) How is the supervision, control, evaluation and revision (Check) of the quality of open high school learning in improving learning achievement at Sukasari Open High School, Purwakarta Regency and East Telukjambe Open High School, Karawang Regency? ; (4) How to follow up (Action) on the quality of open high school learning in improving learning achievement at Sukasari Open High School, Purwakarta Regency and East Telukjambe Open High School, Karawang Regency? ; (5) What are the problems faced by learning quality management in improving learning achievement at Sukasari Open High School, Purwakarta Regency and East Telukjambe Open High School, Karawang Regency? ; (6) What solutions can be developed in overcoming the problems faced by learning quality management in improving learning achievement at Sukasari Open High School, Purwakarta Regency and East Telukjambe Open High School, Karawang Regency?

There are several relevant research findings, including research conducted by Basukiyatno with the title Moga Open High School Development which was published in the CAKRAWALA Journal of Education, Volume 3 Number 5, 2008. This study concludes that the Moga Open High School development strategy has shown good education management. professional, in accordance with the initial concept of pioneering. This is indicated by the implementation of activities followed by planning, both in the strategy of student admissions, administration, implementation of activities, and assessment and supervision. Further research was carried out by Wulandari et al in 2020 with the research title Improving Open School Teacher Skills Through Training Of Emedia Making which was published in the journal Qardhul Hasan Journal; Media of Community Service Volume 6 Number 1, April 2020. The results of this study illustrate that Open Schools are included in formal educational institutions that are independent, but their education still follows the education of the parent school. Open schools have the provision of education with independent learning methods. In open schools, students learn with minimal assistance from teachers and use teaching materials in the form of modules. Learning with an open system provides opportunities for children who have graduated from elementary school or junior high school or the equivalent who cannot attend regular school education because of various obstacles they have to explore knowledge as widely as possible. The activities carried out are in the form of training activities that aim to provide training and assistance efforts in making media as interactive learning materials for Open High School teachers.

The theory that underlies this research are: 1) Quality Management Theory. Edward W. Demingin Jagdeep Singh, Harwinder Singh (2018:11) which is based on the theory of Shewhart who is famous for the abbreviation PDCA. PDCA, (Plan, Do, Check, Act) The main purpose of this cycle is to overcome the abnormality in the resulting work process and return it to harmony before moving on to a new, better cycle. In other words, the standardization cycle maintains the current work process, while the improvement cycle improves it . 2) Learning Theory . According to Gagne in Wandini (2018: 2) suggests that learning can be defined as a process in which an organism changes its behavior as a result of experience and teaching are two concepts that cannot be separated from each other. These two concepts become integrated in one activity where there is interaction between teachers and students, as well as students and students during learning.

B. METHOD

This study uses a qualitative approach with descriptive methods, making a systematic, factual and accurate description of the phenomena or relationships between the phenomena studied.

The basic principle of using the qualitative descriptive method is based on the opinion of Bogdan and Biklen in Hidarya et al. (2020 : 229): "Qualitative research is descriptive". Moleong (2007 :11) emphasizes that in descriptive qualitative research the data collected is in the form of words, pictures, and not numbers. Then according to Creswell (2016: 4): "Qualitative research is methods to explore and understand the meaning that - a number of individuals or groups which - are ascribed to social or humanitarian problems"

Data mining was carried out through observations, interviews, photo shoots, written snippets of documents at the research location which were arranged in a narrative manner, going through the preparation, implementation and data collection stages. Data collection and observation activities carried out in the SMA Open High School Sukasari district, Purwakarta and Karawang regency East Telukjambe Open in a span of months of October 2020 through d ith month of April Year 2021 . S edangkan which is the subject of research are: 1) Head of Branch IV region education department ; 2) Supervisory Trustees ; 3) Principal ; 4) Open High School manager ; 5) development teacher ; 6) tutor teacher and ; 7) Open high school students. . Furthermore, data analysis is carried out in the form of a series of activities to manage data from the beginning and throughout the research process. As stated by Bogdan and Biklen in Moleong (2007 : 248) that:

 Anal contents s Qualitative data are the efforts made by working with the data, organize data, sorted them into units that can be managed, mensisntesiskannya, search and find patterns, find what is important and what is learned, and decide what can be diceritakana to or an g else.

In this study, data analysis was used according to the interactive model of data analysis components. Miles and Huberman in Ilyas (2016: 94) suggest that qualitative data analysis is carried out interactively and takes place continuously (until the data is saturated) which include: (1) data reduction ; (2) display data ; and (3) conclusion: drawing/verifying.

C. RESULTS AND DISCUSSION

According to Hardjosoedharmo (in Prihantoro, 2012), the planning stage (plan), consists of several steps, namely: a) it must be determined which processes need to be improved, namely processes related to the mission of the institution and the demands of consumers or customers, b) determine what improvements are needed. will be carried out on the selected process, c) determine the data and information needed to select the process that is most relevant to the institution/company.

At this planning stage , there are four things that must be done by the principal, namely: Setting goals or themes that must be done, looking for factors causing difficulties/obstacles, sequence of causes, and formulation of problems to be solved. This means that the principal must know what difficulties have been in the school management process, and how to improve it and how to do it. For this reason, the principal must really prepare everything related to school planning such as the preparation of the RKS/RKJM, RKT, RKAS, KTSP, supervision/monitoring programs, extracurricular programs and others. If the root of the problem is the inability of the principal in planning, the principal needs to build a work team with teachers, administrative staff and experts or community leaders. This work team needs to be strengthened with a school principal's decree so that the team has legality in carrying out their duties.

With the position of the Open High School which is part of the parent school that manages it, in the planning stage, the two Open High Schools studied showed that the planning stage was prepared using the planning pattern carried out at the parent school. The planning stage involves the preparation of learning tools, learning materials, the availability of tutors and tutors as well as the availability of facilities and infrastructure for learning activities.

The central figure in the planning stage is the manager or the small team that he formed, as in Sukasari Open High School it was arranged by the SMATER manager in coordination with the main school principal, while at Telukjambe Timur Open High School the planning stage involved the SMATER manager assisted by a senior teacher who coordinated with the principal of the parent school, the planning is based on an independent analysis of the basic needs needed by the Open High School with characteristics that are more or less different from students in the regular main school. The need for online learning materials and independent learning modules is the main requirement needed in learning activities in the Learning Activity Places (TKB) of each Open High School considering the need for independent learning is the main requirement in learning activities in Open High School.

Ideally, the planning process for improving the quality of learning in SMA Open should involve all stakeholders who participate in it. Needs analysis in the process of planning the quality of learning at the Open High School must involve the main school principal, the manager of the Open High School, development teachers and tutors who play a direct role in the learning process at the TKB which is formed in a learning quality control group with direct supervision from the supervisor supervisor. This is not done because these activities are considered or equated with the main school so that the quality planning process carried out at the main school is considered sufficiently representative and can be applied directly in the Learning Activity Place at the Open High School, even though students in the Open High School have different characteristics from students in the Open High School regular school.

Implementation of (Do) Quality of Learning in Improving Learning Achievement in Open High School

The keywords in the " Do " stage are to carry out, implement, implement, implement all the plans that have been prepared at the Plan stage and monitor the implementation process. Planning the pre-determined process and avoiding delays, as well as monitoring the implementation process, so that it always refers to the implementation and implementation of the planned activities. The " Do " stage means doing what has been planned and monitoring the implementation process. Monitoring this process is called monitoring. In addition, the principal needs to move, and motivate the team to work according to the plan. Completeness of teamwork is very necessary, because if it is stretched, the accuracy of the data can be blurred.

Independent learning activities at the Open High School take place in each Learning Activity Place (TKB) which in its implementation involves tutors where in fact this task is the task of visiting teachers from the main school. Tutors actually only serve as facilitators who provide all the needs in learning activities, regarding places, learning facilities and infrastructure, as well as preparing students to be ready in the learning process. However, in practice, tutors are at the forefront of the learning process that takes place in the Learning Activity Place (TKB). The tutor acts as a teacher in the learning process, using a variety of learning methods as is done in the parent regular school. As happened at SMATER Sukasari, the tutor acts as a subject teacher. Each Tutor holds several subjects at once or is responsible for each grade level, one tutor holds grades X, XI or XII. But fortunately, the tutor in charge has the background of a teacher who works at the nearest elementary school or is also a retired teacher who still wants to play a role in the learning process at the Open High School.

If there are problems regarding difficult learning materials for certain subjects, consultations are carried out with teachers at the main school who act as visiting teachers. Visiting teachers are not always able to visit TKB because there is no special fund regarding honorarium and work costs provided by the parent school because it is not available in the expenditure ring code in the school finances, both from BOS funds and other operational funds issued by the province. Therefore, the role of SMATER managers is very heavy because they are also tasked with providing various guidance and solutions that must be developed by tutors to be applied in each TKB.

In relation to the improvement in the quality of learning that occurred during the Covid-19 pandemic at the Open High School, as is the case with the parent school for regular students, SMATER Sukasari has developed an online learning mode that relies on online learning , although it still applies simple modes such as the use of Whatsapp. or Facebook so that it can be reached by all students due to the limited ability of students to purchase data packages needed in learning activities. For students who have problems with internet access in learning activities, the school provides several computer units that can be used by high school students in learning activities.

As with the Telukjambe SMATER East, because the existence of schools that are in the surrounding area industr i, So since the beginning before the Covid-19 pandemic, SMATER East Telukjambe has developed a learning process adapted to the technical instructions Open learning in high school. Integrating face-to-face modes, using modules and online learning has been carried out by SMATER Telukjambe Timur since the initial learning process carried out at SMATER Telukjambe Timur. This is because SMATER Telukjambe East is one of the pilot schools SMATER which became a reference for schools other who develop SMA Open especially in Karawang. This is a distinct advantage for SMATER Telukjambe Timur when the Covid-19 pandemic hit. The online learning process has become the main activity in learning activities at SMATER Telukjambe Timur by continuing to regularly visit the fostered TKB which originally consisted of three active TKB, has now been reduced to one TKB.

Supervision, Control, Evaluation and Revision (Check) of Learning Quality in Improving Learning Achievement in Open High School

The keywords in this stage are: checking, monitoring, checking, measuring, evaluating and correcting. The principal evaluates the targets and processes that have been carried out

by the work team. Examining what has been implemented and finding weaknesses so that further plans can be drawn up. At this stage the principal re-checks what has been done, is it in accordance with the standards or there are still shortcomings. If you still find weaknesses. The weakness was identified why it happened, based on the results of the evaluation, an improvement plan was immediately prepared to be implemented at the next stage.

There are three possible results that can be observed from the implementation of this check stage , namely:
a) The results carried out are good in accordance with applicable standards or rules so that the work procedures can be used for the future,
b) The results are not good or not in accordance with the standards, not as planned, the planning or process must be replaced on the next day,
c) The procedures performed may be applicable but in different situations.

The managers of the Open SMA, both at SMA Negeri 1 Sukasari Purwakarta and SMA Negeri 1 Telukjambe Timur, regularly visit each TKB. However, it is not uncommon for tutors and administrators to come to their parent school to coordinate and evaluate. Coordination and evaluation is carried out especially when finding cases in learning and other problems that cannot be solved by managers and tutors at the Learning Activity Place (TKB).

Supervision, control and field evaluation activities are the main tasks of the SMATER manager. Undertaking SMATER conducting peng a wa san, control and evaluation b ogether together with the person in charge of TKB and tutors. Then the SMATER manager will report to the principal regarding the implementation of the program. The principal then conducts a thorough evaluation of the aspects of planning and implementing the quality of learning at the Open High School based on the report on the results of supervision, control and evaluation carried out by the person in charge of the Open High School. The next stage is the principal with a recommendation from the person in charge of SMATER will make revisions regarding the quality of learning carried out in each TKB. To further define the principal results of the revision to be applied in the next stage of the follow-up stage (action).

Follow-up (Action) on the Quality of Learning in Improving Learning Achievement in Open High School

The follow-up stage (Action) is a total evaluation of the results of targets and processes and following up with improvements. If it turns out that what we have done is still lacking or not perfect, immediately take action to fix it. This Act process is very important before we go further into the next improvement process. Follow up on results to make necessary improvements. This means also reviewing all steps and modifying the process to improve it before the next implementation.

The principal of the main school determines the necessary revisions based on the results of the evaluation that has been carried out previously. In this process the role of the person in charge of SMATER is very vital because the analysis of program implementation and improving the quality of learning in each Learning Activity Place (TKB) is the full responsibility of the person in charge of SMATER. Prior to the implementation of the results of the revision that will be determined, if needed , the principal of the SMATER main school conducts consultations with the supervisory supervisor in each school and stakeholders in the West Java Education office branch area IV.

The follow-up process in the form of implementing revisions and improving the quality of learning takes place at the beginning of the semester or the beginning of the learning year. This is done by continuing to follow the rhythm of similar activities that take place at the parent school. The implementation of the improvements made involves improving methods and improving teaching materials based on cases found during the course of the learning process that took place in the previous time period.

The Problem of Learning Quality Management in Open High School in Improving Learning Achievement in Open High School

Based on the results of the analysis of the implementation of the Open High School program in the two schools studied, it can be concluded that several problems related to improving the quality of learning can be made.

 a. Problems in Planning (Plan)

The problems found in the Planning (Plan) aspect are: (1) There is no special direction and conditioning in preparing plans for improving the quality of Open High School learning carried out by the main school. SMA is open at each school parent does not conduct activities that are in the form of coaching and improving the competence of the pengampu subjects in this case the tutor or teacher coached at every place Learning Activities (TKB), such as syllabus, annual program semester program and plan Pelaksanaan Learning (RPP); (2) Due to the absence of special technical guidance on lesson planning, tutors or development teachers at the Open High School use the learning planning document product prepared by the parent school for all subjects, even though the note bene of the students at the Open High School emphasizes and is dominant in independent learning both online and offline compared to ordinary face-to-face learning, so that it has an impact on the absorption of the learning material being taught.

b. Problems in Implementation (Do)

The problems faced in the implementation phase (Do) include: (1) The parent school does not receive a special allocation of funds for open high school operations so that the parent school must allocate funds from the School Operational Cost (BOS) fund or school operational costs obtained from the provincial government West Java which should be allocated for operational costs for the main school itself. There is no special funding allocation for the operational implementation of the Open SMA program from the West Java provincial education office as the program founder, there is only an allocation of funds for tutors, which are increasingly decreasing in number. Even recently the budget for managers, amounting to Rp 700,000 per month was also removed. This occurred in both schools studied; (2) Visiting teachers/training teachers cannot carry out learning activities if they have to visit the Learning Activity Place (TKB) which is far from the main school due to the absence of transportation costs, thereby reducing learning interactions with Open High School students which results in decreased quality of learning; (3) Barriers to learning motivation from the students themselves, especially those already working in the informal sector, who have to set aside time to study in between their working hours which affect their learning motivation to come to the Learning Activity Place (TKB); (4) Technical problems faced by the person in charge and manager of SMATER in matters relating to the collection of required student documents that must be synchronized with the Basic Education Data (DAPODIK) managed by the ministry which can affect the student learning process related to funding Main school BOS as well as matters relating to national learning evaluations that require such data in their implementation.

c. Problems in monitoring, evaluation and revision (Check)

Problems that can be inventoried in the Check stage include: (1) The principal of the main school rarely conducts direct monitoring activities to the Learning Activity Place (TKB) due to time constraints and distance constraints. For these activities, the principal of the main school generally entrusts the person in charge of the respective SMATER. This more or less affects the quality of control supervision and evaluation results which may be less than optimal; (2) The relevant stakeholders in this case the Regional IV Education office branch rarely conduct direct monitoring to the Learning Activity Place (TKB) to monitor the quality of learning in each Open High School. The responsibility for these activities rests with one appointed supervisor who usually coordinates directly with the West Java provincial education office. Monitoring and evaluation activities are usually carried out regarding tutor fees in each TKB which are carried out by the Provincial Education

Office. Monitoring and evaluation activities related to improving the quality of learning in Open High School are rarely carried out.

d. Problems in follow-up activities (Action)

Problems that can be inventoried in the follow-up (Action) stage include: (1) In the application of revisions to improvements sometimes found obstacles in relation to activities that require a relatively large budget such as the need for workshop activities, procurement learning aids or learning materials. This is because there is no special ring code or ASNAP that is needed in the process of disbursing funding from BOS or other sources specifically for activities in Open High School; (2) The improvements implemented in each TKB take time because the conditions of each TKB are different regarding the condition of the students, the location and the condition of the tutor. So the resulting impact may have different results.

Solutions Developed to Overcome Problems Faced with Learning Quality Management at Open High School

a. Solution to Problems in Planning (Plan)

Solutions to problems that can be developed in the planning stage (Plan) include: (1) Regarding the problem of the absence of special direction and conditioning in preparing plans for improving the quality of Open High School learning carried out by the parent school in relation to the preparation of the syllabus, the annual program of the semester program and Learning Implementation Plan (RPP). So it is necessary to hold joint activities between open schools in one district or one branch area of the Education Office Region IV, so that the funding can be shared by all schools involved, and the results will be more optimal because it involves all tutors and the person in charge of SMATER who is in the field. For financing problems, SMATER may be able to form sponsorships and partnerships and take advantage of CSR from several companies that have a concern for the education sector. It is this sector that has not been able to be utilized optimally by schools as an institution that can become one of the targets in a company's CSR activities; (2) Learning planning products or special modules produced from joint workshops can be reproduced and used by the person in charge of SMATER, development teachers or tutors to assist and facilitate learning activities carried out by students in each TKB from open schools. With learning tools that are specially prepared taking into account the characteristics of the learners, in this case the SMATER students, it is hoped that the quality of learning quality and the results of the learning process for SMATER students can be optimized.

b. Solution to Problems in Implementation (Do)

Solutions to problems that can be developed in the implementation phase (Do) include: (1) The parent school does not receive a special allocation of funds for open high school operations so that the parent school must allocate funds from the School Operational Cost (BOS) or school operational costs obtained from the West Java provincial government which should be allocated for operational costs for the main school itself. So far, schools have always inserted activities for the Open High School by inserting them into activities that are carried out regularly at the main SM, but the results have not been optimal. This may be overcome by exploring the participation of the community and the district government, which so far have not provided optimal roles and direct assistance to the implementation of the open SMA program. The participation of the community and local government as well as companies can be stimulated by holding workshops involving these elements so that more or less they will be able to play a role in advancing Open High Schools in their respective regions; (2) Visiting teachers/training teachers cannot carry out learning activities if they have to visit the Learning Activity Place (TKB) which is far from the main school due to the absence of transportation costs, thereby reducing learning interactions with students. In this case, for activities that are like a visit to TKB can also take advantage Warrant Official Travel (SPPD) through the eyes of budgets BOP s u d a h issued by the government of West Java province, where previously there was no eye tine ran for activities like this; (3) Barriers to learning motivation from students themselves, especially those already working in the informal sector, who have to set aside time to study in between their working hours which affect their

learning motivation to come to the Learning Activity Place (TKB). This can be overcome by variations of the face-to-face learning model, enriching the online learning content and increasing open discussions and seeking a rigid learning atmosphere like in a classroom. Learning must be designed to be more relaxed, not too burdensome and prioritize essential learning materials that must be mastered by students. Some of the things mentioned above have been done by tutors and development teachers as well as SMATER managers, but it takes more effort and patience as well as continuity of similar activities so that the feeling of boredom and fatigue felt by Open High School students during the learning period can be minimized so that the motivation of the students can be minimized. self increases by itself; (4) Technical problems faced by the person in charge and manager of SMATER in matters relating to the collection of required student documents that must be synchronized with the Basic Education Data (DAPODIK) which is managed by the ministry which can affect the student learning process related to funding. Main school BOS as well as matters relating to national learning evaluations that require such data in their implementation. The problem is more about technical registration and data collection in the early days of student recruitment at the Open High School. If at the time of initial recruitment the screening committee could be stricter and "fussy" to applicants to complete the necessary files in order to be in sync with the dapodik database, then the events that hindered which then occurred when needed for activities in classes continuation can be kept as small as possible.

c. Solution to problems in monitoring, evaluation and revision (Check)

Solutions to problems that can be developed in the Check stage include : (1) The principal of the main school rarely conducts direct monitoring activities to the Learning Activity Place (TKB) due to time constraints and distance constraints. For these activities, the principal of the main school generally entrusts the person in charge of the respective SMATER. This more or less affects the quality of control supervision and evaluation results which may be less than optimal. To overcome this problem, the principal can develop an Internal Quality Assurance System (SPMI) which is starting to be used in main schools or regular public schools. By forming the SPMI team, the principal can delegate control over the quality of learning and the quality of the program as a whole by involving competent people to maintain the quality standards that have been previously set by mutual agreement ; (2) The relevant stakeholders in this case the Regional IV Education office branch rarely conduct direct monitoring to the Learning Activity Place (TKB) to monitor the quality of learning in each Open High School. The responsibility for these activities rests with one appointed supervisor who usually coordinates directly with the West Java provincial education office. Monitoring and evaluation activities are usually carried out regarding tutor fees in each TKB which are carried out by the Provincial Education Office. Monitoring and evaluation activities related to improving the quality of learning in Open High School are rarely carried out. The Open High School in this case must proactively communicate the achievements and progress obtained from the existence of this program, and vice versa can proactively convey the problems encountered in implementing the quality of learning in the Open High School, especially to the Head of the Service Section at the Regional IV Office branch. which oversees these two schools. In this way, it is hoped that positive synergies and good communication will be created so that branch offices can provide more optimal solutions for the advancement of Open High School.

d. Problem Solutions in follow-up activities (Action)

Solutions to problems that can be developed in the follow-up (Action) stage include: (1) In the application of revised revisions, obstacles are sometimes found in relation to activities that require a relatively large budget, such as the need for workshops, procurement learning aids or learning materials. This is because there is no special ring code or ASNAP that is needed in the process of disbursing funding from BOS or other sources specifically for activities in Open High School; (2) The improvements implemented in each TKB take time because the conditions of each TKB are different regarding the condition of the students, the location and the condition of the tutor. So the resulting impact may have different results.
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D. CONCLUSIONS

In general the program SMA Open High School Open Sukasari and SMA Open Telukjambe East has been implemented well, although t Not all public schools have the desire and ability that qualified in the management of SMA Open, which caused more termarjinalkannya program SMA Open in the management of education in the province of West Java . In addition, there is inadequate support from the district government for the development of Open SMA due to the management of SMA and SMK levels being under the province, so that it can lead to regional sectoral egos that are counterproductive to the direction of developing Open SMA. Whereas socially and regionally it is under the jurisdiction of the district government.

At the planning stage (plan) the quality of learning at the Open High School is carried out while still involving and using the learning quality planning management pattern carried out by each parent school. While at the implementation stage (d o) , the learning process for Open High School students uses the learning tutor as the spearhead of the implementation of the quality of learning that is carried out in each Learning Activity Place (TKB). Control, Supervision, Evaluation and Revision (Check) the quality of open high school learning is carried out simultaneously. In the follow-up stage (Action) the quality of learning in improving the learning achievement of Open High School students has carried out the implementation of the results of the revision and evaluation results of learning implementation at Sukasari Open High School and East Telukjambe Open High School which usually involves learning models and media as well as handling several cases. student attendance at the Learning Activity Place (TKB).

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