

## Management Of Distance Learning Programs In Bengkulu Junior High Schools

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### ARTICLE INFO

#### *Article history:*

Received 03 July 2023

Received 02 August 2023

Accepted 25 September 2023

Available online 01 December 2023

**Keywords:** *Teaching management, distance learning programmers, active participation, learning from home.*

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### ABSTRACT

**Abstract:** In order to boost participation and encourage student participation in homeschooling activities in SMPN 1 Bengkulu, this research aims to: establish plans and regulations; move; control; check the effectiveness of implementation; and remove any barriers that arise during that process. This study employs documentary techniques, observations, and interviews to conduct a qualitative descriptive study. The researchers will investigate and determine whether or not the management of the PJJ program has been implemented successfully. Kushendar model analysis was employed. Data is reduced, presented, concluded from, and verified by researchers. The conclusion is as follows, based on data analysis: (1) Planning is done by creating operational work plans and objectives. (2) Methods for regulating the use of resources, methods for socializing the work plan, and mechanisms for regulating the execution of a work plan that go along with the delegation of tasks and powers are established.

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## 1. INTRODUCTION

School managers, pupils, parents, and teachers should migrate as soon as possible and adapt to changing learning systems. The migration from conventional learning systems to remote learning based on the mastery of information technology demands the role of teachers (Saepudin. et al 2023). In accordance with the instructions of Kemendikbud, teachers are expected to help students to survive and through the pandemic, and involve students to continue learning even if normal school activities are interrupted. (Kemendikbud, 2023).

Policy makers at the and engaging in intensive communication with the parents of the students to optimize time of this pandemic have a central role to play in changing the management of learning programmers the maintenance of this distance learning (Angga, 2023).

The involvement and participation of students during online learning must be able to be promoted through the creation and maintenance of a positive learning environment; creation of a learning community; and the provision of consistent and timely feedback (Sahromi, 2023). Therefore, managing a proper learning program becomes a homework of its own.

Management is a process or activity involving others and the organization's resources in order to the objectives of the program (Kushendar, 2023). The implementation of distance learning should be managed systematically so that learning can run well and in accordance with the goals and achievements of learning that have been programmed. (Setiati, 2023).

## **2. RESEARCH METHOD**

The method used for this research is a qualitative approach because of the type of data it reviewed. According to Kushendar (2023), the qualitative technique seeks to characterize the research topic holistically in a specific and natural setting. The goal of the qualitative descriptive approach utilized in this study is to gather data regarding the administration of distance learning programs (PJJ) in SMPN 1 Bengkulu. Additionally, it is anticipated that a qualitative approach would be able to expose the situation and issues that arose during the implementation of the management of PJJ programs. This study was carried out at SMPN 1 Bengkulu. From January to June 2023, a five-month period, the study was carried out.

The Kushendar (2023) model uses a variety of data analysis approaches, including data gathering, data reduction, data visualization, and conclusion validation and verification. (Drawing and verification of the conclusion). To collect fully legitimate data, every step of the data analysis process is completed. All the data collected during the study is scanned to determine the veracity of the data.

## **3. RESULT AND DISCUSSION**

### **1) Program planning for distance education (PJJ)**

All of these rules serve as both general guidelines and the main source of information for developing further policies that fall under them. By pre-coordinating and socializing with various parties and conducting a need analysis to map the level of capacity of each party to organize the PJJ program in accordance with the requirements and provisions in force, the school has established a number of operational plans of work derived from these regulations.

In planning activities, a variety of stakeholders' demands and restrictions are analyzed in an effort to understand the actual circumstances that each party encounters. This analysis also serves as a preventive measure taken by the school in case future challenges or problems develop (Kurhayadi, 2023) Alignment of operational work plans, such as curriculum revision, RPP and teaching material adaptation, and adjustments to the time allotted for learning until the program's evaluation system is adjusted and the learning activities are put into practice in accordance with the law and regulations, particularly health protocols All of these

adjustments are done to maintain the presentation of educational activities focused on knowledge acquisition, character development, skill enhancement, and student welfare (student welfare) under the constraints of all parties.

## **2) Remote Learning Program Settings (PJJ)**

As has been mentioned earlier, the organization of the PJJ program in the 1st Bengkulu State Department refers to every existing regulation. Including in terms of setting up the operational work plan of the PJJ Program. The school has established a number of program arrangement mechanisms in such a way that the program planned can run in accordance with the purposes of program maintenance.

The arrangement mechanisms implemented by the school are the arrangement of resources which includes: 1) the mechanism of procurement and management of learning facilities, and 2) the utilization of facilities and supplies. The arrangements of work implemented include: 1) socialization of work plans, 2) division of tasks and powers, 3) scheduling of implementation, and 4) monitoring and evaluation of operational work plans.

These two mechanisms are interrelated and implemented side by side because every job requires the supporting of a good resource, and vice versa. The head of the school plays an important role in setting up the resources and implementation of the operational workplan that has been established with the assistance of the deputy heads of school who are also the field coordinator. The deputy head of school will be fully responsible for carrying out monitoring and evaluation of each access and reporting it to the head of schools for evaluation, giving feedback and plan follow-up and improvement.

## **3) Remote Learning Program Move (PJJ)**

Implementation of the PJJ program in the 1st Bengkulu State High School cannot be released from a figure of the head of school who must be responsible for every decision-making, guidance and giving motivation work. The head of the school also plays an important role in the process of communication, coordination and consolidation with all parties, including the Youth Education and Sports Service, the school committees, supervisors, teachers, pupils and pupil parents so that the program can run effectively and efficiently.

This coordination is organized as a means of identifying each learning problem and finding joint solutions to solve the problem. This internal consolidation is also often used as a medium of sharing experience and knowledge as well as identifying the suitability of learning access.

Based on the form of evaluation applied, the internal control model applied by the 1st Bengkulu State Department in the organization of this PJJ has included preventive control,

detective control and corrective control. (Corrective control). Preventive control is seen in the efforts of the school to conduct a need analysis with a number of parties so that the obstacles that arise during the maintenance of the program can be anticipated and terminal zed.

The school has also implemented detective controls aimed at identifying a number of problems that have arisen during the maintenance of the program. The identification is conducted weekly. Detthamrong noted that this control mechanism, in addition to identifying the emergence of a number of issues, this control model will also make management aware of the non-compliance of a process or activity. (Yusuf et al., 2023) another form of control applied is the form of corrective control.

This control can be seen from the monthly evaluation. This corrective control is aimed at correcting the cause of the problem identified through detective control, in anticipation that the same mistake does not happen again in the future.

#### **4) Effectiveness of Distance Learning Programs (PJJ)**

In the context of learning, participation is defined by Nurhayati with the participation of the student to respond to every activity organized during the learning activity and participate to support the achievement of learning goals with full responsibility (Nurhayati, 2016). (Sardiman, 2023).

#### **4. CONCLUSION**

Based on the results of the research, analysis, and discussion, the conclusion of this research, namely:

- 1) The planning of the implementation of the management of distance learning programs (DJJs) for the N1 Bengkulu SM is carried out through two stages of activities, namely the setting of objectives and the operational work plan. The execution of both stages involves a number of stakeholders, and its organization is coordinated with the policies of the central government and the region.
- 2) The arrangement of the implementation of the management of the distance learning program (DJJ) in the N1 Bengkulu is implemented through the establishment of mechanisms for the regulation of resource utilization, establishing the socialization mechanism of the work plan, and establishing a mechanism for the setting up of the execution of the plan of work accompanied by the distribution of duties and authority of each party involved.

- 3) The operation of the remote learning program management (DJI) in N1 Nengkulu has been implemented via the stages and mechanisms that have been established with reference to the changes in the policy on it and adjusted to the scheduling that has been set before.
- 4) The controls implemented by N1 Pengkulu in implementing the PJJ program are carried out through two forms of activity, namely limited evaluation and monthly evaluation. If reviewed from the point of view of the control model implemented in the 1st State Department, Bengkulu includes preventive control, detective control, and corrective control. (Corrective control). In general, the scope of this research is institutional-based studies, i.e., State 1 Bengkulu SM as the subject of its research.

Based on the results and conclusions of the research, a number of images have been obtained related to the implementation of the Remote Learning (RJJ) program in the State Primary School of 1 Bengkulu and the performance of the institutions related to implementing the program during this period. Nevertheless, this research is not perfect and still has a number of weaknesses and shortcomings. This research is still normative, so it has not been able to touch development at the level of technical applications. Therefore, it may be necessary to undertake further research in order to obtain a more comprehensive picture, in particular to assess the overall performance of the institution.

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