

Evaluation of Life Skills-Based Open High School Program in Bogor Regency, West Java

Ade Noor Syamsudin, Ivan Hanafi, Elianasari

Education Management, Jakarta State University, Indonesia

Abstract

Equitable access and low quality of learning are the main problems of education in Indonesia. Open schools are one of the solutions to the problems of education in Indonesia, especially at the secondary school level. The purpose of this study is to evaluate the implementation of the life skills-based open high school program in Bogor Regency, West Java and produce an implementation model of the life skills-based open high school program at the high school level. This evaluation research uses qualitative methods with the CIPP model. The data in this study were obtained through observation, in-depth interviews and documentation studies at the SMA organizer of SMA Terbuka in Bogor Regency: SMAS PuspaMekarCiteureup

Keywords: Evaluation Model, Open High School, Life skill

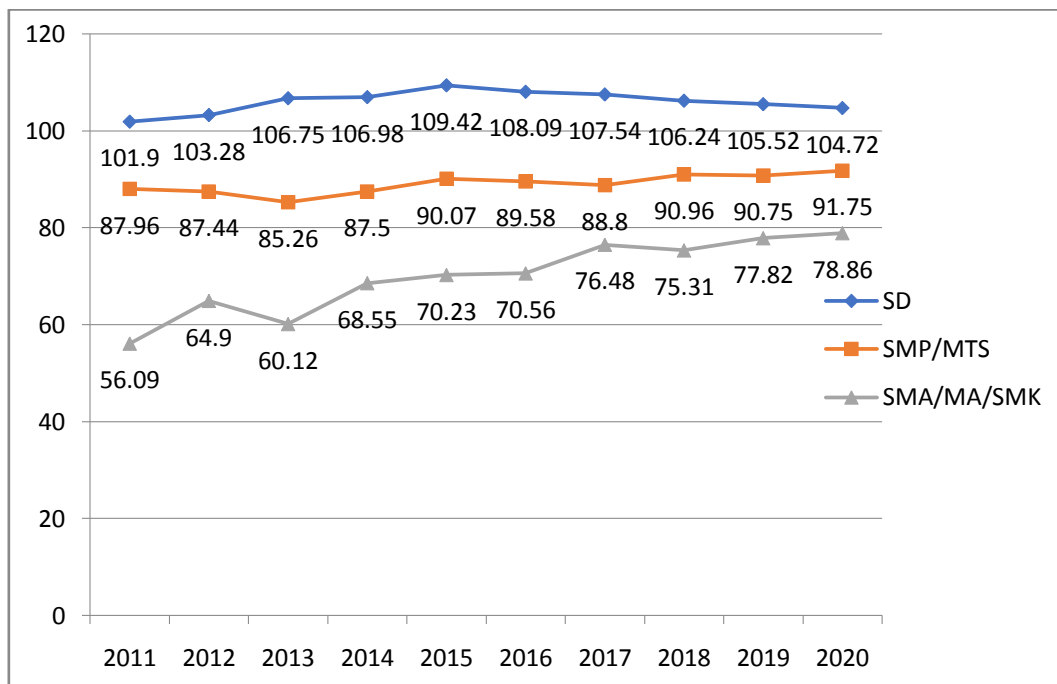
Introduction

In its development, open secondary schools provide more affordable and flexible learning opportunities for junior high school graduates who are constrained economically, time, socially and geographically to attend regular schools, so that the number of open high school organizers is getting more and more. In West Java, SMA Terbuka began to be opened and initiated by the governor of West Java, Mr. Ahmad Heriawanin order to accelerate the increase in the pure participation rate (APM) or Gross Participation Rate (APK) of West Java.

At the beginning of its inauguration, namely in 2015, the province of Jawa Barat through the provincial education and culture office required all public high schools to become open high school organizers, as well as private high schools, it was also recommended to become the organizer of open high schools, so that in 2017 the number of organizing schools of T high schools opened in West Java is 624 schools out of a total of 2953 schools, and this condition continues to grow until now, and as a result (Disdik West Java, 2017) APM Jawa Barat from the start of launching SMA Terbuka until now has experienced a significant increase.

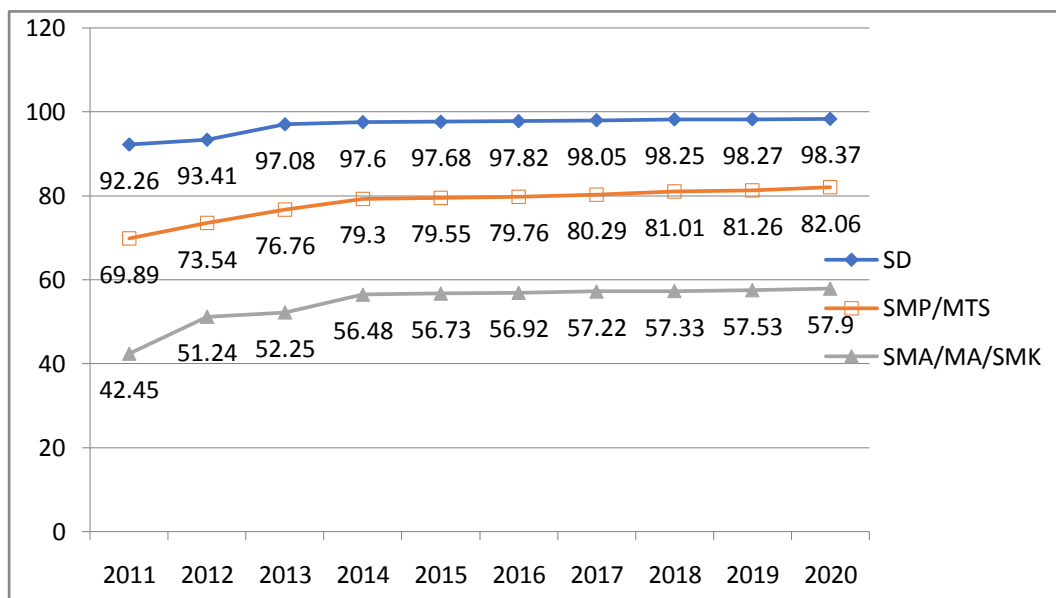
With the increase in the number of Open High Schools, in addition to the reduced dropout rate (APK and APM remember) the level of community welfare is expected to increase, this is due to the Open High School program which is more flexible, can be accessed anytime, anywhere, can while working and integrate *the life skills* curriculum so that graduates are expected to be economically independent and live more decently.

Diagram 1. APK Development of West Java Province in 2011-2020



Source: Central Bureau of Statistics, 2020

Diagram 2. Development of APM West Java Province in 2011-2020



Source: Central Bureau of Statistics, 2020

From the APK and APM increase data, it shows that the implementation of SMA Terbuka has proven to contribute to increasing the number of school participation of the Indonesian population, especially in West Java. All high schools in West Java, both public and private with certain criteria, are required to hold open schools, so this triggers an increase in West Java APK and APM as can be seen from the APK and APM charts that continue to increase from 2014 to 2020.

The character of the Open School, in this case, the Open High School, which is more flexible, not fixated on space and time and focuses on independent and IT-based learning, is very interesting because it is in accordance with the conditions of an increasingly global era where IT-based social media is very close and familiar to all levels of society so that people in practice can easily access various kinds of information and knowledge. This is almost the same as the (Buselic, 2017) latest policy of the Government of the Republic of Indonesia through the Ministry of Education and Culture (Kemdikbud), namely the "Freedom of Learning" policy with the meaning that schools, teachers and students have the freedom to be creative, innovate, to learn independently and creatively develop all the potential of students So that not only quantity, the quality of learning can also be achieved (Kompas.com, 2021).

The massive development and use of information and communication technology among students is an opportunity to improve services and quality of education for school-age communities. in Husaini, (2014) his research concluded that: The use of information technology in the field of education has an important meaning, especially in efforts to equalize educational opportunities and improve the quality of education.

Based on the above phenomenon, the government's efforts to solve education problems, especially in terms of expanding access to education, one of which is through open and distance education services, has become easier. Open high schools that provide learning services independently are open and based on IT provide opportunities for the community to learn anytime and anywhere without constraints, limited facilities, teachers and other barriers. The development of learning using communication and information technology has become more widespread and accustomed in line with the global health security phenomenon of the Covid 19 pandemic, namely between 2019-2021. This condition requires everyone to stay at home and reduce mobility and social contact as well as the learning process, for more than 2 years, the whole world uses distance education strategies and based on communication and information technology as has been done by open schools. According to Siswanto, (2022) him, the Covid-19 pandemic has brought changes or transformation in all fields as well as in the field of education. The COVID-19 pandemic has caused a huge, sudden and dramatic digital transformation in society. The pandemic forced a digital leap in education technology, the government and society must be good at optimizing this transformation well so that mastery of IT, especially communication and information, can be optimized in education and learning.

Based on the above conditions and background, starting from the world agreement on the right to education for all citizens, the commitment of the Indonesian nation in an effort to fulfill the right to education of all citizens as stated in the legislation and the implementation of its management by the ministry of education and culture, as well as the real conditions of education problems in Indonesia, especially those related to equity and ease of access to learning or schools: the lack of number and quality of teachers, the uneven number and distribution of schools between primary and secondary schools, the low economic level of the community, digital transformation or the use of community IT that has increased after the Covid 19 pandemic, the implementation of Open High School is very interesting to concentrate on as one of the solutions to educational problems. The policy of implementing Open High Schools nationally is stated, implied in the 1945 law and Permendikbud No. 119 of 2014, concerning the implementation of open and distance schools, as well as local government policies, especially West Java Province in improving APM and APK of the West Java community as the basis for the implementation of Open High School in a professional and quality manner. The author is interested in seeing and digging deeper related to the implementation of Open High School in West Java, especially in the Education Office of Region I of West Java Province or the Bogor Regency area starting from planning to producing the best graduates.

Based on the author's initial observations at the West Java Regional I Education Office (Bogor Regency), in 2023 there will be 21 Open High School organizing schools in Bogor Regency with a total of 69 TKB learning activity places (TKB) spread throughout Bogor Regency, West Java.

Of the twenty-first high schools, the author chose two high schools to be studied more deeply, because both have peculiarities in organizing the Open High School, namely organizing *a life skills-based* Open High School.

The two Open High School Organizers are SMAN 1 Leuwiliang, and SMAS PuspaMekarCiteureup, Bogor Regency. In both high schools, students not only get lessons and education equivalent to regular high school students, but also given education and life skills according to the peculiarities of the school.

The implementation of Open High School as an alternative to education at the secondary level in order to facilitate access to learning and accelerate the achievement of APK and national APM is expected to be able to equip students with standard education and skills at the high school level. But in general, all Open High School students will not continue their education to a higher level, the *life skills* education program at the Open High School is a program that helps high school graduates to work or entrepreneurship create their own jobs. The strengthening of *life skills* for high school students, basically, is recognized that not all high school graduates continue their studies to PT (Higher Education). Therefore, they should be educated to acquire basic knowledge and skills in the form of *lifeskills* for their provision of life, after attending the school level (Subijanto, 2007). Life skills are the abilities that a person has to be willing and dare to face life and life problems reasonably without feeling pressured, and then proactively and creatively seek and find solutions so as to overcome various life and life problems (UNESCO, 2013).

The above phenomenon leads the author to further examine the implementation of educational programs implemented at *Life Skills-Based* Open High School, because in addition to being a solution to the problem of equitable access and quality of education, it is also a solution to the community's economic problems in order to improve the standard of living of the community, namely by implementing *lifeskills*-based schools or entrepreneurship. In this regard, the author will examine by conducting an in-depth evaluation of the implementation of school programs at SMA Terbuka PuspaMekar and SMAN 1 Leuwiliang, whose implementation is integrated with *life skills* and entrepreneurship education.

Theoretical Study:

Open High School

Open High School is an open and distance education pattern at the secondary education level whose learning activities are carried out flexibly through the application of independent learning principles. In essence, Open High School is the same and equal to regular / conventional high school, the difference lies in the flexible aspects of Open High School learning and the independence of its students in learning Pustekkom-Depdiknas, (2000) in . There are five basic concepts that underlie the definition of Open High School, namely: (S. S. Siahaan & Simanjuntak WBP, 2004)

- 1) Learning in principle is a change in behavior as a result of one's interaction with learning resources, both specifically designed and through the use of available learning resources;
- 2) Learning activities can occur anywhere and anytime, and are not entirely dependent on teachers and school buildings.
- 3) Teaching and learning activities will achieve their goals if they are student-centered and actively involve students.
- 4) The use of learning media that is designed correctly and appropriately will be able to provide maximum learning results in accordance with the characteristics of the media itself.
- 5) Students in principle have the same opportunity to succeed in their learning if given opportunities and treatment in accordance with their characteristics.

Open High School is an educational program that organizes an open and distance education system (PTJJ) at the high school level. This program was pioneered and developed in Indonesia in 2002. The pioneering of the Open High School program was motivated by several factors, namely:

- 1) The high number of junior high school graduates who cannot continue their education to the secondary education level (33.1%).
- 2) The large number of high school students who drop out of school (9.03%).

- 3) The existence of conventional high schools is still limited to the district / city level, especially outside Java (distance and geographical factors).
- 4) High school age children, especially those living in rural areas and densely populated and slum areas in urban areas, must work to help parents earn a living (factors of parental financial ability and time).
- 5) Experience in organizing distance open education for junior high school students and elementary school teachers (S. S. Siahaan&; Simanjuntak WBP, 2004)

Open High School Objectives

Based on this, SMA Terbuka (Ministry of Education and Culture of the Republic of Indonesia, 2014) aims to increase the expansion and equity of access to education, as well as improve the quality and relevance of primary and secondary education. In line with that, based on the conception of Open High School education as formulated by Pustekkom (PustekkomDepdiknas, 2000), the objectives of implementing Open High School as a subsystem of regular high school education, are the same as the objectives of secondary education as formulated in the Decree of the Minister of Education and Culture No. 0489 / U / 1992, namely:

- 1) increase the knowledge of students to continue their education at a higher level and
- 2) to develop themselves in line with the development of science and technology and art;
- 3) Improve the ability (life skills) of students as members of society in holding reciprocal relationships with the social, cultural and natural environment.

The target SMA Topen.

In general, the suggestion for the implementation of Open High School according to , as well as according to West Java Governor Regulation No. 74 2020 concerning the Implementation of Open High School is students with constrained categories: Rivalina, (2011)

- a. Time constraints. Students who are constrained in terms of time such as athletes, artists or students who are also workers cannot join regular schools. Open schools have time flexibility for constrained students.
- b. Geographical Constraints. The distribution of a very far-flung population with a relatively small population is an obstacle for the community to get educational services through regular educational institutions
- c. Limited Financial *Affordance*. The open school provides free educational services for its students.
- d. *Physically Disadvantaged*.

Physical *disadvantaged* conditions are one of the factors or obstacles faced by some community members to get education services, making it difficult to mobilize. Open schools provide educational services directly in the location of the community.

- e. *Public Transportation Constraints*

One of the targets of the establishment of the Open High School is students who are constrained by transportation problems because the distance between the residence and the school is relatively far

Life Skills

Life skills are the ability to adapt and positive behaviors that enable a person to act effectively in the face of daily needs and challenges. Life skills in essence emphasize more on mastering skills that allow a person to acquire adequate mental and competence for children (adolescents) in facing the realities of everyday life. Life skills are children's skills to understand themselves and their potential in life, including goal setting, problem solving, and living with others. The definition of *lifeskills* according to Malik Fajar is the skills needed to work in addition to skills in the academic field. Meanwhile, according to Slamet, life skills are the abilities, abilities and skills needed by a person to run a life deliciously and happily.

According to Anwar, the *life skill* development (education) program is the development (education) that can provide practical, used skills, related to the needs of the job market, business opportunities and economic or industrial potential that exist in the community.

Meanwhile, according to dr. Anwar, *life skill* development is divided into several types, namely:

a. *Personal Skills.*

Personal skills are skills that are necessary for a person to know himself as a whole. These skills include the following: Self-Awareness Skills, namely living as a creature of God Almighty, community members and citizens, and realizing and being grateful for the advantages and disadvantages they have, as well as making them as capital in improving themselves as individuals who benefit themselves and the environment.

b. *Social Skills.*

Communication skills carried out orally and in writing. The ability to listen and convey ideas orally and in writing needs to be developed. Social skills or *interpersonal skills* include, among others: communication skills with empathy, and the ability to work together. Empathy, understanding attitude and the art of two-way communication need to be emphasized because what is meant by communicating is not just conveying a message but the content and delivery of the message accompanied by a good impression that will foster a harmonious relationship.

c. *Academic Skills.*

Academic skills are skills that a person has in the academic field. Academic skills or intellectual abilities or scientific thinking skills are a development of thinking skills in general but lead to scientific activities. This academic proficiency includes the ability to identify variables, explain the relationship of a particular phenomenon, formulate hypotheses, design and carry out research.

d. *Vocational Skills.*

Vocational skills are one type of skill that is associated with certain fields of work in society. Basic vocational skills include: Basic vocational skills relate to how a person uses simple tools, such as screwdrivers, hammers and so on. Special vocational skills are only needed for those who will pursue jobs that are in accordance with their fields, such as mechanic workers, pharmacists, handymen, and so on. So in short, the development of life skills includes the development of personal skills, namely recognizing oneself, social skills, namely the ability to communicate both orally and in writing, academic skills, namely intellectual skills, and vocational skills, namely skills in certain fields of work (vocational).

Research methods:

This research was conducted at the high school that organizes life skills-based Open High School in Kabuapten, Bogor, West Java, namely: PuspaMekar's Private High School. The method used in this study is an evaluative qualitative research method with the CIPP research model developed by Stufflebeam (*Context, input, process, product and Outome*). Data collection techniques are a way taken by researchers to obtain research data. according to his character. Data collection in qualitative research is carried out with natural settings that are adjusted to the problem, research objectives and the nature of the object under study because it is open and flexible.

Results and Discussion

Based on the results of research conducted by researchers with the CIPP evaluation method related to the implementation of the life skills-based Open High School program in Bogor Regency are as follows:

1. Component of Contexts with analysis on each aspect as follows;

a. In the aspect of the Policy Foundation, the life skills-based Open High School Program already exists and is complete, starting from the National Education System Law, government regulations, decrees of the Minister of Education and Culture, governor regulations and circulars that instruct implementation Life Skills-based open school program.

b. In the aspect of Needs Analysis, there is still something that must be improved, namely the number of guidance teachers has not been in accordance with the number of students because a ratio of 1: 5 is needed based on the evaluation criteria set in general has not been met, it can be seen in teacher data, teaching schedules, number of teachers, and student data.

c. In the aspect of good goals, it is recommended to be improved by achieving input instruments that are the object of implementing the life skill-based Open High School program.

d. In the aspect of the Objectives, it has gone well, it can be seen that the learning process and activity programs outside the classroom can run effectively according to the objectives.

2. Input component with analysis on each aspect as follows;

a. In the aspect of the Very Good category strategy that the strategy in the form of coaching, mentoring, monitoring and improving teacher competence and performance carried out by the Ministry of Education and Culture and also the West Java Provincial Government Education Office is carried out with intensive, MGMP empowerment, KKG for subject development teachers can run well, supervision carried out by high school supervisors, Principals and Senior Development Teachers are carried out periodically according to the schedule and supervision program.

b. In the aspect of the organizational structure of open high schools kategori Baik, which needs to be improved In order for its implementation to be in accordance with West Java Governor Regulation Number 6 of 2018 concerning the open school distance education program, so that the effectiveness of the teacher's duties is in accordance with the applicable curriculum, the Principal of the Open School is the Principal of the Main School, namely the Main School that organizes the program Open school. *The next job description* is mapping the development teachers who teach in open schools. The guidance teacher is the subject guidance teacher from the parent school who is given a decree by the parent principal, then the guidance teacher is the teacher who teaches providing material to open school students from the parent school subject teacher.

c. In the aspect of program planning categorized as Medium (S), it means that this aspect needs to be improved, especially on the basis of the applicable curriculum made by open schools, all open school program planning is both academic As well as non-academic, the teacher's duties are in accordance with the number of hours in each subject contained in the curriculum, in the planning aspect of this program requires improvement in its implementation, so that it is really based on life skills.

d. In the aspects of procedures and mechanisms, the Very Good (BS) category is maintained in the pattern of task distribution set by open schools starting from the assignment of teacher tasks, the distribution of days and times, and the schedule of activities for one year. The pattern of task distribution is carried out through socialization activities and meetings at the beginning of the school year carried out by open schools as an annual agenda of open schools.

e. In the aspect of Learning Load in the Very Good (BS) category, this emphasizes the process of teacher learning load to students accordingly

With the Government Regulation of the Governor of West Java number 6 of 2018 concerning the open school distance education program, open schools make SOPs and rules of conduct and learning schedules in accordance with the educational kelder owned by open schools to be guided by all parties involved in the implementation of learning, profiling, considering The learning process of students whose assessment is carried out by implementing the Open School Distance Education program.

f. In the aspect of open school infrastructure facilities in each TKB spread across several areas in West Java province, the Medium (S) category means that it needs to be improved and pursued, but although in general it has adequate infrastructure facilities because it is supported by sufficient budget, it is very dependent on the efforts and programs of open schools in preparing facilities and facilities of open school TKB that support skill improvement or life skills. Available infrastructure includes; Libraries, laboratories, production rooms and source books and learning resources, as well as media as a means of supporting learning prepared by teachers to achieve learning objectives. In this aspect, TKB in open schools need to strive to be more optimal in meeting the shortcomings of both media, learning resources and other facilities.

3. Process Components with analysis on each aspect as follows;

a. In the aspect of time the implementation of the Very Good (BS) category is maintained, this shows the implementation of the open school distance education program which is carried out by making the teaching schedule for open schools carried out in the afternoon from 15.00 WIB to 20.45 WIB so that teachers can teach without clashing with the teaching schedule of regular students.

b. In the aspect of the preparation stage of the Good category (B), it means that it needs to be improved, namely the stages carried out pre-learning in class, which are carried out in the form of socialization, meetings and employee development carried out by the government, the West Java Provincial Education Office, specifically open schools and open school supervisors. This preparatory stage is important to ensure that the open school distance education program can run effectively.

c. In the aspect of the implementation stage of the Good category (B), it means that it is maintained, namely the implementation of teacher duties in learning activities that begin at the beginning of the school year. This stage focuses on the implementation process usually starting from July to December for the first semester and January to June for the second semester. The implementation is adjusted to the curriculum target that has been made by the madrasah. In the implementation process, monitoring and supervision are also carried out by the local government, the West Java Education Office specifically for open schools and open school supervisors. The implementation of teaching and learning activities must be in accordance with the teaching administration that has been prepared by each teacher before the learning time takes place.

d. In the aspect of the reporting stage of the Good category (B) needs to be improved, namely the implementation of monitoring and supervision carried out by open school supervisors, guidance teachers make daily reports and monthly reports by recording all activities carried out by the main guidance teachers on working days in accordance with the provisions in the Open High School education calendar.

e. In the aspect of monitoring and evaluation, the supervision of the Good category (B) is improved, meaning that monitoring is carried out by supervisors to carry out Assessment of the performance of the guidance teacher in carrying out tasks in accordance with the program. Assessment is carried out in the form of assessing the results of teacher performance in all scopes of duties as an Open High School teacher.

4. Product Components with analysis on each aspect as follows;

a. In the aspect of the results of the benefits of the program, the output of the Good category (B) is improved, in general, it has data on Open High School teachers, data on learning groups in each class, student data on each TKB learning group, values and agendas of teacher activities in the classroom which is complete, teachers have educational calendar documents, lesson schedules, lesson plans, annual programs, semester programs, assessment instrument syllabi and others, teachers have carried out the teaching and learning process. Implement the main tasks of teaching, educating, guiding, training and assessing students, with a note that the abilities and competencies possessed by teachers vary greatly.

b. In the feedback aspect, the objectives of the open school distance education program are categorized as Good (B), meaning that they need to be maintained because their implementation is effective. This component can generally be done either by the principal of the parent school, the supervisor of the Open High School or by the manager of the Open High School in each TKB, the implementation of feedback What is done is done continuously and can be applied effectively.

c. In the aspect of the benefits of the open school distance education program, the Good category (B) means that it is improved, in general, it can have a significant impact and benefits on society, students have good character, students can be accepted at state universities, Open High School is able to graduate quality students have both academic and non-academic abilities, although the scores vary but can meet the KKM set by the fostering teacher, in non-academic Open High School students are able to excel in various kinds of

competitions at the subdistrict, district, provincial and even national.

Conclusion

Based on the results of the research, SMAS Terbuka PuspaMekarhas tried to run its education program based on life skills according to the objectives and planning. The four evaluation instruments, namely context, input, process and product, show that the life skills-based learning program has run well in accordance with the objectives and processes implemented, this can be seen from the final results in the form of graduates who have skills and independence so that they can immediately work or entrepreneurship, while those who continue to college are only about 2 or 3 people every year.

Recommendations

1. Aspects of human resources need to be improved to meet school needs both quantitatively and qualitatively, the number of guidance teachers must be in accordance with the needs of students in each TKB, academic competence and ability are pursued in accordance with the subjects taught. The principal of the Open High School needs to conduct a recruitment program to meet the shortage of guidance teachers and other education personnel.
2. Aspects of curriculum programs and life skills programs, to better equip motivation, insight, students need cooperation and assistance from experts in the business world and industry who can be used as mentors or permanent speakers in learning activities.
3. Internship programs or work practices can be used as a final project in order to introduce the world of work to students and in order to establish relationships or relationships between students, schools and companies.
4. There is assistance from the government in order to accommodate and sell products resulting from the skills of students and schools, so that it becomes one of the learning and school income.

Bibliography

- [1] Agustang, A., Mutiara, I. A., & Asrifan, A. (2021). Education Issues in Indonesia. *ResearchGate*, 1–19.
- [2] Ali, M. (2011). *Construction of Life Skills-Based Education Model* (1st ed.). Wahid Hasyim University Press.
- [3] Aliva, N. vita. (2023). ANALYSIS OF FACTORS CAUSING THE INCREASING DROPOUT RATE IN INDONESIA IN 2022. *Sultan Agung Journal of Education*, 3, 175–182.
- [4] Alkin, M. C., & Vo, A. T. (2018). *EVALUATION ESSENTIALS From A to Z* (2nd ed.). THE GUILFORD PRESS.
- [5] Andriani, D. (2009). *Open and Distance Education* (D. Andriani, Ed.; 2nd ed.). Open University.
- [6] Anggoro, B. (2022, June 2). *West Java Education Office Prepares Open High School, because the Number of Junior High School Graduates is very large*.
- [7] Ariani, A. (2021). DISCREPANCY EVALUATION MODEL (DEM) TO EVALUATE INCLUSIVE EDUCATION PROGRAMS. *Journal of Heroes*, 17, 22–33.
- [8] Arikunto, S., & Sfrudin, C. A. J. (2018). *EVALUATION OF EDUCATIONAL PROGRAMS Praktis Theoretical Edoman for Students and Education Practitioners* (2nd ed.). PT. Earth Literacy.
- [9] Belawati, T. (2002). *Open and Distance Education* (Tian. Z. Aminudin., H. A. P. Z. Asmawi., S. Alwi., S. Bambang. P. Goddess. A. Thorns., W. Efendi. Wardhani. T. A. Muhammad. N. Nuhi. Fr. Paulina. S. U. S. W. Belawati, Ed.). Open University.
- [10] BPS Indonesia. (2020). *Area and Number of Islands in Indonesia*.
- [11] Buselic, M. (2017). Distance Learning – concepts and contributions. *OeconomicaJadertina*, 23–34.
- [12] Chola, A. (2003). *Asian Journal of Distance Education Focus Report : Distance Education in Papua New Guinea*. 1(1), 78–82. <http://www.AsianJDE.org>

- [13] Daniel, J. (2010). Education for the 21st Century: Time for Open Schools to Raise their Game. *COMOSA JOURNAL OF OPEN SCHOOLING*, 1, 1–8.
- [14] West Java Disdik. (2017). *SK SMA Open for Parent School Determination*.
- [15] Fatah, A., Suhaili, M., & Farid, I. (2021). Education Indicator Analysis: Education Participation in Indonesia for the Period 1994-2018. *Journal of Education: Journal of Research Results and Literature Studies in the Field of Education, Teaching and Learning*, 7, 555–564.
- [16] Galang, M. U. C. (2023). Countenance Model Evaluation of A Non-Graded School: Basis for Program Sustainability. *Journal of Sustainable Community Development*, 5, 108122.
- [17] Ghosh, S., Nath, J., Agarwal, S., & Nath, A. (2012). OPEN AND DISTANCE LEARNING (ODL) EDUCATION SYSTEM: PAST, PRESENT AND FUTURE-A SYSTEMATIC STUDY OF AN ALTERNATIVE EDUCATION SYSTEM. In *Journal of Global Research in Computer Science* (Vol. 3, Issue 4). www.jgrcs.info
- [18] Governor of West Java. (2020). *West Java Governor Regulation No. 74 of 2020 concerning the Implementation of Open High Schools*.
- [19] Hafizin. (2017). THE IMPLEMENTATION OF REMOTE OPEN HIGH SCHOOL IS REVIEWED FROM THE CIPP EVALUATION MODEL AT SMA NEGERI 1 NARMADA, NARMADA DISTRICT, WEST LOMBOK REGENCY. [Http://Eprints.Unram.Ac.Id/1314/](http://Eprints.Unram.Ac.Id/1314/).
- [20] Husaini, M. (2014). Utilization of Information Technology in the Field of Education (E-education). *Mikrotik Journal*, 2.
- [21] Iskandar, S. (2011). Management of Open Junior High School in *the framework of nine-year compulsory education (multi-site study at three Open Junior High School Lotus, Tulip, Rose in Malang City)*. State University of Malang.
- [22] Ministry of Education and Culture. (2017). *APK and APM information systems*.
- [23] Ministry of Education and Culture. (2020). *Ministry of Education and Culture Strategic Plan 2020-2024*.
- [24] Ministry of Education and Culture. (2014). *Permendikbud No. 119 of 2014 concerning the Implementation of Distance Education at the Primary and Secondary Education Levels*.
- [25] Ministry of Education and Culture of the Republic of Indonesia. (2014). Regulation of the Minister of Education and Culture of the *Republic of Indonesia Number 119 of 2014 concerning the Implementation of Distance Education at the Primary and Secondary School Levels*.
- [26] Komakech, R. A. (2017). Open Schooling Programme: the Answer to Education Access and Quality in Uganda <http://internationalpolicybrief.org/journals/international-scientific-research-consortium-journals/intl-jrnl-of-innovative-research-in-edu-tech-social-strategies-vol4-no2-may-2017>
<http://internationalpolicybrief.org/journals/international-scientific-research-consortium-journals/intl-jrnl-of-innovative-research-in-edu-tech-social-strategies-vol4-no2-may-2017>. *International Journal of Innovative Research in Education*, 4(2). <http://internationalpolicybrief.org/journals/international-scientific-research-consortium-journals/intl-jrnl-of-innovative-research-in-edu-tech-social-strategies-vol4-no2-may-2017>
- [27] Kompas.com. (2021, June 24). *Nadiem: Merdeka Belajar is Designed to Prioritize Student Needs* .
- [28] M A Mannan. (2010). Paradigm Shift in Learning Policies and Practices vis-à-vis Distinctive Contribution of Open and Distance Learning. *COMOSA JOURNAL OF OPEN SCHOOLING*, 1, 9–18.
- [29] Mertens, D. M., & Wilson, A. T. (2019). *PROGRAM EVALUATION THEORY AND PRACTICE* (2nd ed.). The Guilford Press.
- [30] Mertha, I. M. L. J. (2020). *Quantitative and Qualitative Research Methods*. Quadrant.
- [31] Singing, C. (2009). *OPEN AND DISTANCE LEARNING IN DEVELOPING COUNTRIES: THE PAST, THE PRESENT AND THE FUTURE*. <https://www.researchgate.net/publication/242113800>
- [32] Moleong, J. L. (2016). *Qualitative Research Methodology*. PT. Juvenile Rosda Works.
- [33] Muhardi. (2004). THE CONTRIBUTION OF EDUCATION IN IMPROVING THE QUALITY OF THE INDONESIAN NATION*. *Pulpit*, xx, 478–492.

- [34] Munthe, A. P. (2015). The Importance of Program Evaluation in Educational Institutions: An Introduction, Understanding, Objectives and Benefits. *Scholaria*, 5, 1–14.
- [35] Najib, M. (2017). *MANAGEMENT OF EDUCATIONAL PROGRAM EVALUATION Concepts, Principles and Their Application in Schools or Madrasahs*, . Faithful Library.
- [36] Novalinda, R., Ambyar, &; Rizal, F. (2020). TYLER'S PROGRAM EVALUATION APPROACH: GOAL-ORIENTED. *Education: Journal of Education*, 18, 137–146.
- [37] Nyathi, N. (2020). An Overview of Responsive Evaluation. *Medium.Com*.
- [38] Perraton, H. (2000). *Open and Distance Learning in The Developing World*. Routledge. <https://mediaindonesia.com/nusantara/496618/dinas-pendidikan-jawa-barat-siapkan-sma-terbuka-karena-jumlah-lulusan-smp-sangat-besar>
- [39] Bandung Corner. (2018, February 8). *Accelerate the Achievement of West Java APK-APM, West Java Disdik Targets 50 Thousand Open High Schools*.
- [40] Prasetyo, I., Tohani, E., &; Sumarno, S. (2013). DEVELOPMENT OF ENTREPRENEURSHIP-BASED LIFE SKILLS EDUCATION MODEL THROUGH EXPERIENTIAL LEARNING. *JIV- Journal of Scientific Vision*, 8(2), 94–103. <https://doi.org/10.21009/jiv.0802.2>
- [41] Puslitjakdikbud. (2019). *The use of devices by high school students*.
- [42] Qayyum, A., &; Zawacki, O. (2018). *Open and Distance Education in Australia, Europe and the Americas* (I. Jung, Mitaka-shi, &; C. Latchem, Eds.). Springer Nature Singapore Pte Ltd.
- [43] Rivalina, R. (2011). Why Open and Distance Education (PTJJ). *Journal of Technology*, xv, 109–122.
- [44] Rusdiana, H. A. (2017). *MANAGEMENT EVALUATION OF EDUCATIONAL PROGRAMS, Concept Principles and their Application in Schools*. Faithful Library.
- [45] Siahaan, S., &; Rivalina, R. (2012). Development of Open and Distance Education in Indonesia. *Technodics*, 16, 59–72.
- [46] Siahaan, S. S., &; Simanjuntak WBP. (2004). STUDY ON THE MANAGEMENT OF OPEN PUBLIC HIGH SCHOOLS (OPEN HIGH SCHOOLS). *Journal of Open and Distance Education*, 5, 59–82.
- [47] Siahaan Sudirman. (2008). OPEN HIGH SCHOOL: A FLEXIBLE EDUCATIONAL MODEL. *Jurnalteknodic*, 12, 47–60.
- [48] Siswanto, R. (2022, September). Digital Transformation in Post-Pandemic Education Recovery. *Gurudikdas.Kemdikbud.Go.Id*.
- [49] Sophie Ireland. (2020). Ranked: World's Best Countries For Education System, 2020. *CEOWORLD Magazine*.
- [50] Stufflebeam, D. L., & Coryn, C. L. S. (2018). *EVALUATION THEORY, MODELS, AND APPLICATIONS* (2nd ed.). Jossey-Bass.
- [51] Stufflebeam, D. L., &; Zhang, G. (2017). *THE CIPP EVALUATION MODEL How to Evaluate for Improvement and Accountability*. THE GUILFORD PRESS.
- [52] Subasno, Y. (2018). Provus's Discrepancy Evaluation Model on Inclusive Education. *E-Journal.Stp-Ipi.Ac.Id*, 3, 23–34.
- [53] Subijanto. (2007). Life Skills Education Program for High School Students in Coastal Areas. *Journal of Education and Culture*, 13, 362–378.
- [54] Suchman, E. A. (1967). *Evaluative Research: Principles and Practice in Public Service and Social Action Program*. Russell Sage Foundation.
- [55] Sugiono. (2008). *Qualitative Quantitative Research Methods and R&D*. Alfabeta.
- [56] Suren Poghosyan, G., Movses Gasparyan, A., &; HamayakGrigoryan, D. (2018). Realization of Traditional Habits and Lifelong Learning. *Science Journal of Education*, 6(6), 129–133. <https://doi.org/10.11648/j.sjedu.20180606.12>
- [57] Thi Kim Anh Vo. (2018). Evaluation models in educational programs: Strengths and weaknesses. *Researchgate*, 140–150.
- [58] *Law of the Republic of Indonesia No.20 of 2003 concerning the National Education System*. (2003).
- [59] Unicef. (1990). *Convention on the Rights of the Child*.

- [60] Uthman. (2013). *School Management Analysis (Study at SMP Terbuka 1 Ampenan Kota Mataram)*. Open University Jakarta.
- [61] Wahyudin, D., Rusman, & Rahmawati, Y. (2017). Strengthening Life Skills in the Implementation of the 2013 Curriculum in Senior High School (Senior High School) in West Java. *MIMBAR EDUCATION Indonesian Journal for Educational Studies* ,2, 65–80.
- [62] Wardani, H. K., Darusprapti, F., & Hajaroh, M. (2022). Basic Education Evaluation Models (Scriven Model, Tyler Model, and Goal Free Evaluation). *Journal of Research and Conceptual Education*, 6, 36–49.
- [63] Youker, B. W., & Ingraham, A. (2014). Goal-Free Evaluation: An Orientation for Foundations' Evaluations. *The Foundation Review*, 5(4), 50–61. <https://doi.org/https://doi.org/10.9707/1944-5660.1182>
- [64] Joseph, F. T. (2008). *Program Evaluation and Evaluation Instruments for Education and Research Programs*. PT. RINEKA CIPTA.
- [65] Zulkarnaen, & Handoyo, A. D. (2019). THE FACTORS CAUSING EDUCATION ARE UNEVEN IN INDONESIA. *"BECOMING EXCELLENT STUDENTS IN THE INDUSTRIAL ERA 4.0 AND SOCIETY 5.0"* , 20–24.