



## Dual Track Program Management of Senior High School in Lampung Province

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### ABSTRACT

This qualitative research aims to determine the planning, organization, implementation, and supervision of the Dual Track Program of Senior High School in Lampung Province. Data collection methods consist of interviews, observation, and documentation study. The research places are two State Senior High Schools in Lampung. Primary data sources are the Lampung Provincial Education Office, principals, program committee, coaches and students. Data analysis techniques refer to the theories of Miles, Huberman and Saldana. The research results show several conclusions: (1) Dual Track program planning can be seen from formulating objectives, making policy decisions, formulating procedures, planning the scale of progress, and comprehensive planning, as well as analyzing student needs. (2) Organizing the Dual Track program includes the leader's responsibilities, including decision-making, coordination and communication regarding tasks and work, as well as providing motivation, inspiration and support to achieve goals. (3) The implementation of the Dual Track Program of Senior High School in Lampung Province can be proven by the implementation stages starting from the opening ceremony, training, and closing. (4) Supervision of the Dual Track program in Lampung Province can be proven by the presence and control of the principal.

## INTRODUCTION

Education is important in determining the quality of human resources and a nation's progress. The education process is expected to produce creative, innovative, and solution-oriented ideas along with the dynamics of the development of the times. To achieve this, good management is needed, which is the science and art of managing the process of utilizing human resources effectively and supporting other resources in an organization to achieve certain goals. (Hikmat, 2011). In addition to management, improving the quality of education can also be influenced by government policies in the field of education. The right policy will be seen through the implementation of the curriculum applied because the curriculum is the heart of education that will determine the sustainability of education itself (Munandar, 2017).

Senior High School is the last level of secondary education before continuing to college. This is stated in Law Number 20 of 2003 Article 18 concerning the purpose of senior high school education, which is to equip students to continue their education to college. However, it is undeniable that there are still many high school graduates who prefer the world of work rather than continuing their education to college for various reasons, ranging from economic problems, failing to enter the college of their choice to finally choosing to work, family demands, or not being allowed by their parents. According to data from the Central Statistics Agency, as many as 3.5 million high school graduates in Indonesia in 2022 only stopped at high school and did not continue to college.

In contrast to vocational schools, which prioritize students to enter the workforce. Some things that differentiate Senior High School and vocational schools include, first, for Senior High School students it is intended to continue to college, second, the curriculum in Senior High School is more theoretical than practical in the field, third, Senior High School's graduates do not have vocational skills and are not prepared for the workforce, and fourth, the place to study Senior High School is only in the school environment. Senior High School graduates do not get vocational provisions at school so the possibility for them to be able to compete in the world of work is very minimal. This can be a factor causing high unemployment rates in Indonesia if it does not receive special attention and handling from policymakers. In addition, it can also have an impact on the decline in the Human Development Index, especially in Lampung Province. For this reason, development in the field of education is important.

This is the basis for the Lampung Provincial Government to initiate the Dual Track program for high schools as stated in the Lampung Governor Regulation Number 48 of 2023 concerning the Dual Track Program in High Schools. Dual Track is a program adapted from the East Java Provincial Education Office which has held a similar program called *SMA Double Track* which began in 2018. The term Double Track was later replaced by the word Dual Track by the Lampung province but still has a similar meaning, namely an education program that combines formal education and vocational or entrepreneurial education.

This program has been implemented since 2023 and is expected to be able to overcome the Human Development Index (HDI) problem in Lampung province. The main target of this Dual Track High School program is schools with a geographical location that is relatively far from the city or district center, and the target students are those who plan not to continue their studies. This is also based on the number of students who did not continue their studies at the two schools being quite high.

Based on first observations by the researcher at the schools implementing the Dual Track program, several problems were found in the field, such as, there has been no written evaluation conducted by the Dual Track implementing schools, and there has been no direct supervision by the Education Office of the Dual Track implementing schools in Lampung Province.

However, significant results from this program can already be seen. From the results of initial observations, the researcher obtained information that several alumni of the Dual Track activities have been able to open small businesses from home, such as Egi Setiawan, an alumnus of the Dual Track program who has opened a barber shop at his home after receiving training from the Dual Track activities. Therefore, it is important to know the "Management of the Dual Track Program in Senior High Schools in Lampung Province" through this research, so that it will be a reference for implementing schools, local governments and the wider community in implementing Dual Track Senior High Schools in the future..

## **LITERATURE REVIEW**

### **Educational Management**

The development of the field of educational management in the United States has had a major influence on educational management practices in the world, including Indonesia. *Educational management is a field of study and practice concerned with the operations of educational organizations.* According to Bush (Bush and Coleman 2000:4), Educational Management is one of the fields of study and practice related to operations in educational organizations.

On the other hand, Gaol NTL (2020) explains that educational management is a field of applied science of management that is specifically focused on the field of education which is related to the management of various resources. education based on the principles of effectiveness and efficiency in order to achieve the set educational goals.

Whereas (Bruce (2013) stated that Suharsimi explained the concept of educational management, which is a series of implementation processes for managing the efforts of a group of people who work together and are part of an educational organization, to achieve previously determined goals, in order to effectively and efficient.

Based on the explanations of various experts, it can be concluded that Educational Management is defined as a field of science and practice. in running an educational organization in the form of a management process to achieve certain previously determined goals.

Following is a management function according to George R. Terry in Syahputra (2023) : (1) Planning can be interpreted as an effort to determine activities in achieving certain goals or desired results. Planning is the determination of actions, reasons for implementing these actions, time of work, actors or those responsible for implementing the work, and how or steps in implementing it. (2) Organizing According to Max Weber, an organization is a structured framework that includes policies on the division of tasks to carry out work and tasks that have been set. Organizations are also often interpreted as a group of people who gather and work together in an organized manner to achieve goals. Leaders are the most fundamental thing in an organization. (3) Implementation according to George R. Terry (1958) states that implementation is organizing all team members to try to get up and work hard to realize the vision voluntarily based on managerial organizing efforts. (4) Supervision (Controlling) Supervision is the process and effort in measuring, managing, monitoring and correcting performance to comply with the provisions set.

Based on this explanation, the management function can be referred to as POAC consisting of Planning, Organizing, Actuating, and Controlling, where these four functions must be implemented and become a benchmark for the success of an educational institution/organization.

The scope of the education management sector can be classified starting from the lowest level, namely educational units, regions, to centers (Somantri, 2020). The difference between the three levels of the education management sector is that management activities in educational organizations are very complex and interrelated. The education sector that is the subject of education management can be classified into three based on Bronfenbrenner's environmental system theory (Paquette & Ryan, 2001), they are micro, meso and macro. All three have a mutually supportive relationship to achieve national education goals.

At the micro level, the focus is on various educational management activities in educational units. Educational units can be understood as an organization that has a system. In the Meso sector, education management focuses on various education management activities at the regional level, namely the Provincial Level and Regency/City. Education management activities at this meso level are carried out by local governments that have been legalized through policies following regional decentralization. Furthermore, the macro sector of

education management focuses on education management activities carried out at the central or national government level. This means that education management activities at the macro level cover the entire territory of Indonesia on a national scale.

Of the three levels put forward by Gaol above, the basis for the emergence of policies related to the Dual Track program in Lampung Province is at the micro and meso levels. This will be discussed further in the decentralization of the Education program in the next point.

### **Curriculum Management**

The basic foundation of education lies in the curriculum. Rahmat Raharjo (2012) stated that the curriculum is used to realize educational ideals, thus the curriculum is always adjusted to changes in the times, advances in science and technology, and also the environment. Furthermore, Hidayati (2021) said that curriculum management can be interpreted as a system for managing the curriculum comprehensively or comprehensively, cooperatively, systematically and measurably to achieve educational goals. Curriculum management is also referred to as a discipline that aims to plan, optimize, implement, and measure the curriculum in educational institutions.

### **Dual Track Program of Senior High School**

Based on the autonomous management of education carried out by the regional government in the discussion above, the Dual Track program was born in Lampung. The definition of Dual Track is stated in the Lampung Governor Regulation Number 48 of 2023. Dual Track is a program to enrich and strengthen the capacity and competence of high school students in the form of regular training and entrepreneurship by utilizing local wisdom according to the potential of the school and the potential of its environment.

According to Diastara (2020) Dual Track is the implementation of learning that includes the provision of skills side by side according to local wisdom. Furthermore, Asrori (2022) stated that the Dual Track program is a program given to high schools that have graduates who do not continue to college by more than 50%. In addition, Dual Track can also be interpreted as the implementation of vocational skills education within the framework of formal education.

Quoted from *Tribun Lampung*, in 2022 it was recorded that 77.36 percent of high school graduates in Lampung Province did not continue their studies. In

addition, the high unemployment rate resulting from the low vocational competence of high school students requires innovation and efforts to provide provisions and training in entrepreneurial skills carried out by schools in addition to academic provisions. So that the Dual Track Program is an innovation program from the Lampung regional government in the field of education which is specifically for high school students who do not attend college so that they have skills in the vocational field so that this can not only improve the quality of education but can also increase the Human Development Index (HDI), especially for Lampung Province.

There are 5 objectives in the implementation of Dual Track, namely, 1) Providing vocational skills and fostering students' entrepreneurial spirit, 2) Providing knowledge and competencies according to the chosen field of expertise, 3) Producing high school graduates who are ready to work according to their expertise as evidenced by a certificate of expertise from Dual Track activities, 4) Providing experience in business fields and products that can be developed after students take skills training, and 5) Encouraging the formation of a learning practice model that emphasizes academic and skills aspects in each organizing school.

For the implementation of the Double Track program, the following elements are required; first, student mapping and school mapping; second, preparation of training materials and program development; third, educators, trainers (instructors), facilities and infrastructure; fourth, graduate certification; and fifth is financing.

## **METHOD**

The researcher used a qualitative research type with a qualitative descriptive approach. This study uses a qualitative type because qualitative is more appropriate in studying a new policy, where researchers can dig deeper into the perceptions, goals, and behavior of research subjects related to the Management of the Dual Track Program of Senior High Schools in Lampung Province.

Data sources are the subjects of the data obtained which consist of primary data sources and secondary data sources. Primary/main data sources in qualitative research are words, actions, and behavior, while the rest such as documents, and others are included in secondary/additional data (Moleong, 2006). For this reason, the data collected in this study include planning data, implementation of the organization, and evaluation data on the Dual Track program in Lampung. The data were obtained through document review, interviews with several sources and also direct observation conducted by researchers at the school. In this study, the primary data sources are the principal, Education Office, program team, trainers and target students of the Dual Track

program of Senior High School in Lampung. Secondary data sources can be data from document review results, reports, journals, photos, videos and so on. Researchers can also document various data from other sources for completeness of data such as literature studies in the form of books, theses, print media, electronic media, social media, videos, photos, etc. From these data sources, researchers strive so that the results of this study can be objective and comprehensive.

## **RESULTS AND DISCUSSION**

### **Planning**

In the planning stage of the Dual Track program at Senior school, the following are the stages of the process that were gone through;

a) Having goals and potential analysis

The background of the school leaders' concerns with the small number of graduates who continue their studies, the school initiated this Dual Track program. Based on the results of interviews with the principal and the board of teachers, the purpose of this program is to provide students with training in the vocational field with the hope that it can be a provision for graduates who do not plan to continue their education so that they can be independent, or at least have the skills to be competitive in the world of work.

b) Program implementation

Based on the results of the interview with the Principal, in 2023 their school became a school implementing the Dual Track program. This school is one of four schools implementing Dual Track Schools in Lampung Province, Lampung Province. In addition, the curriculum concept is the spearhead of teaching and learning activities. According to the Deputy Principal for Curriculum, the school has been running the Dual Track program since 2023, and the implementation has not been stated in the school's Education Unit Curriculum (KSP) document. Teaching materials and the number of hours of training activities are only stated in the training module and certificate.

c) Screening and Data Collection

The Curriculum Division conducts a screening of students who will continue to college and those who will not. Then students who do not continue to college are asked to choose several Dual Track majors according to their interests and talents.

d) Determination of Dual Track majors

After obtaining data on the majors of interest to students, the school held a meeting and determined the Dual Track majors that would be implemented. The researcher used documentation techniques and obtained the meeting agenda sheet and the results of the decision of the Dual Track determination meeting. From the results of the google form

collected by the school, it can be seen that students are interested in the Make Up Artist (MUA) major program. This can be used as a basis to determine MUA as a Dual Track major program.

e) Signing of MoU with LKP

After producing and determining the field of study to be implemented, the school will look for a training institution in accordance with the Dual Track study program and the established standard criteria, namely instructors with BNSP standards and signing an MoU between the school and the training institution.

f) Preparation and submission of proposals to the Department of Education

The school through the Dual Track team made a proposal for the implementation of the Dual Track program addressed to the Lampung Province Education and Culture Office. In this case, the field that is given the authority to handle the Dual Track program is the High School Development (PSMA) field.

g) Proposal selection stage

The proposal selection stage is carried out by the Lampung Provincial Education Office by considering the submitted proposals and also school resources, location and potential of the school, and also the characteristics of students in accordance with Governor Regulation No. 48 of 2023. To find out the selection process, researchers conducted interviews with PSMA.

h) Socialization of the program to related parties (teachers, administration, students, committee/guardians).

The socialization of the Dual Track program was carried out before the activity took place, this aims to provide understanding and information to the school community and also the general public about the Dual Track program of school. The socialization activity was carried out by distributing leaflets, and the Launching video.

i) MoU between the school and the Department of Education

After being declared as a school implementing the Dual Track program, the school principal is invited by the Education Office to sign the MoU (Memorandum of Understanding).

## Organizing

In the organizing stage, Dual Track activities at Senior High School can be seen from the activities; Formation of the Dual Track Committee / Team as stipulated in the Committee Decree. The results of the documentation study of the process of forming the committee / dual team in the form of a Committee Decree signed by the Principal. The committee consists of; Responsible by the principal, chief executive, secretary, treasurer and members.

Apart from that, the school also carries out preparation of training schedules based on the major/field of expertise modules selected by the school to be run in the Dual Track program. In this case, the school has determined the

Make Up Artist (MUA) and Barber/haircutting majors as the majors that will be implemented in the Dual Track program at the school. The preparation of the schedule is carried out by the school's dual track team and coordinated with the LKP/implementing instructor.

### **Implementation/Actuating**

The Dual Track activity was held in January 2025. The Make Up Artist training was held at school with 2 trainers and 15 participants. In the report, this activity lasted for approximately 30 days with a training duration of 150 hours of lessons. This Make Up Artist training was carried out with two types of activities, namely theory and practice. The number of hours of lessons for theory was 35 hours of lesson with seven learning materials delivered by the trainer at each meeting, including knowledge of personality, knowledge of ethics and behavior, knowledge of basic health science and sanitation, basic principles of makeup application, introduction to tools and materials, diagnosing facial skin, and knowledge of types of facial cosmetics. The method of delivering the material is dominated by direct demonstrations, and students can practice after receiving directions and examples from the instructor.

Furthermore, the practical material for the direct application of beauty makeup is carried out directly by each student with the guidance of the trainer. The duration of the lesson hours for practical activities is 105 hours of lesson. The exam is carried out in 10 hours of lesson and is carried out directly by the examiner and instructor from National Education Standards Agency (BNSP). After the participant is declared to have passed the exam, the participant is entitled to a certificate of expertise from the relevant Course and Training Institute (LKP).

In carrying out the activity, the researcher conducted interviews with students who participated in the training, several people who became the researcher's sources stated that they were happy with the Dual Track training activity and that it was very useful for them, especially for developing the skills they had and also as provisions to be able to open a business after graduating from school.

Thus, this training has succeeded in improving students' abilities, but it seems that it has not really succeeded in fostering students' entrepreneurial spirit to open permanent businesses with the skills they have acquired through Dual Track training activities.

### **Supervision/ Controlling**

Supervision is carried out directly by the principal as the person in charge of the activity. In this activity, the principal always supervises the training activities. Meanwhile, the final assessment is given by the LKP to ensure that the students are competent and worthy of receiving an official certificate issued by the LKP. According to the results of the researcher's interview with Mr. Zamhuri as the manager of LKP, Ines stated that her institution has been recognized and is legal in issuing training certificates, and the trainer on behalf of Mrs. Despa Maisuri is a certified MUA Assessor.

The Lampung provincial education and culture office is located at Jalan Drs. Warsito No. 72 Teluk Betung Bandar Lampung. Under the auspices of the Ministry of Primary and Secondary Education, the Lampung Provincial Education Office is a regional apparatus that is given the task, authority and responsibility to carry out services in the field of Education. In addition, the Education Office also has a very important role in improving the quality of human resources through the provision of school facilities and infrastructure, the quality of Education and also including Education programs, in this case the Dual Track Program for High Schools in Lampung.

The results of the research at the Lampung Provincial Education Office obtained the following data;

The management of the Dual Track Program is carried out by the Senior High School Development Division (PSMA). In general, the Division has the task of compiling, formulating and implementing policies in the field of senior high school development. To carry out its duties, the Division has the following functions;

- 1) Preparing materials for the formulation and coordination of policy implementation in the fields of curriculum and assessment, institutions and infrastructure as well as students and character development in high schools
- 2) Guidance on the implementation of policies in the field of curriculum and assessment
- 3) Compiling materials for determining the curriculum and local content for high school
- 4) Preparing materials for issuing permits for the establishment, arrangement and closure of high schools
- 5) Compiling coaching materials for curriculum implementation and assessment, institutional facilities and infrastructure, as well as students and character development for high school students.

- 6) Compiling development materials for regional languages and literature whose speakers are from different regions but still within the same province.
- 7) Implementation of monitoring and evaluation in the field of curriculum and assessment, institutional facilities and infrastructure, as well as students and character development in high schools.
- 8) Reporting in the field of curriculum and assessment, institutional facilities and infrastructure, as well as students and character development in high schools
- 9) Carrying out other tasks assigned by superiors.

In the implementation of the Dual Track Program for Senior High Schools in Lampung, the researcher conducted an interview with the Lampung Provincial Education and Culture Office, which in this case was represented by Mr. Gunawan as the staff of the Senior High School Development (PSMA). In this case, the researcher wanted to explore the background and objectives of the program, program targets, stages of selection of schools receiving the Dual Track program, and the results and challenges faced during the implementation of the Dual Track program in the last two years.

For the results of the implementation of the Dual Track program in high schools in Lampung Province in general, it has been implemented in 30 high schools in 2023, and in 2024 it has increased to 35 high schools throughout Lampung province, with a total of almost 1000 students who already have competencies or are certified from Dual Track graduates. The researcher also asked about the continuation of the Dual Track program in 2025 or after the change of Governor, whether the program will continue to be implemented or not, Gunawan answered that the program will continue, only there will be a reduction in the quota in 2025.

Thus, the researcher concluded that the Dual Track Program can be felt to be beneficial both from the government's perspective, namely that it can reduce unemployment rates, although the data does not yet show significant figures, because this program has only been running for 2 years.

### **Discussion and Findings**

In this section, the researcher will describe and relate the research results obtained through interview techniques, observations and also documentation

studies, with the theory that is the basis for the author in conducting this research. In this discussion, the researcher will focus on George R. Terry's theory, which states that management functions are divided into 4 which are known as POAC, namely Planning, Organizing, Actuating and Controlling in running the Dual Track Program Management in Lampung Province. The following is the researcher's description of the three focuses above;

#### 1) Planning of Dual Track High School Program in Lampung Province

In planning there are several stages that must be carried out, namely as follows;

##### a) Formulation of Objectives

In writing (document) the formulation of the Dual Track objectives has been stated in Governor Regulation No. 48 of 2023 concerning Dual Track Schools. Meanwhile, from the results of interviews with the Lampung Province Education and Culture Office, Senior High School Development (PSMA) division, the researcher obtained data that this Dual Track activity has clear objectives and also appropriate targets. On the other hand, at the school level, the author obtained data that all school principals have clear goals/objectives related to the Dual Track program they are implementing, there are even schools that have been planning the activity for a long time but have only been able to realize it in 2023. This indicates that the principal has a clear vision of the goals and impacts expected from the implementation of the Dual Track program in the schools they lead.

##### b) Formulation of policy

After formulating the objectives to be achieved, the Governor of Lampung delegated the policy directly under the command of the Lampung Provincial Education Office to be forwarded to high schools under the auspices of the Lampung Provincial Education and Culture Office. In this case, the Lampung Provincial Education and Culture Office delegated the management of Dual Track to the High School Development Division (PSMA). Furthermore, at the school level, the principal also formulated his/her policy by forming a Dual Track committee at the school. This has also been done by both schools with the legality of the issuance of a Decree issued by the school. In this case, the principal divides the responsibilities in several areas so that the implementation of activities can run well as expected.

##### c) Procedure Formulation

The formulation of procedures is carried out so that the implementation of activities will be clear in its steps and procedures. In this case, the school submitted a proposal to the Education Office to become a school implementing the Dual Track program, then after the selection process, the school signed a Memorandum of Understanding (MoU) with the Education Office. The MoU is government assistance in the preparation and development of training materials along with certified trainers and also providers, training, administration and reporting on the implementation of the Dual Track program in the scope of Senior High

Schools in Lampung Province.

The formulation of procedures on the school side, namely the dual track team at the school has prepared a schedule of activities consisting of the day and date of implementation, time of implementation, and type of activity or material provided. In addition, the school together with the training institution also prepared a training module containing the objectives and practical steps in implementing the training.

Administratively, the school also organizes students through a selection stage related to students' interests and talents, classifies students into Dual Track majors, and also coordinates Dual Track activities for students, all of which are carried out by both schools very well.

d) Progress Scale Planning

In terms of progress, both the Lampung Provincial Education and Culture Office and two state senior high schools in Lampung have implemented the Dual Track program for 2 years since 2023. So that the scale of progress can at least be measured even though the duration of the program is still considered not long, which is only 2 years, but the success of the program they planned has reaped quite significant results. This was obtained by researchers from interviews with the Education Office, school principals, and also alumni of the Dual Track school who were able to open a business in the barber/haircut sector.

e) Comprehensive Planning

In the application of management, comprehensive planning is very important because in the implementation of an activity, apart from big and conceptual things, small and detailed things also greatly influence the success and smoothness of the activity. Such as managing the duration of the activity, preparation of tools and materials, security, and even cleanliness are examples of supporting things that should be considered. However, this has been implemented both by the Education Office and the school, such as providing a place, tools and materials, technical implementation, documentation and others.

### **Organizing the Dual Track High School Program in Lampung Province**

According to Max Weber, an organization can be understood as a structured system, where there is a division of authority, responsibility, and tasks to carry out certain functions. In addition, an organization is often defined as a group of individuals who work together regularly to achieve a certain goal or several goals. Leaders have a very important role in the organization. The responsibilities of leaders include decision making, coordination and communication regarding tasks and work, and providing motivation, inspiration, and support to achieve organizational goals. In organizing, researchers have found this in both schools

implementing the Dual Track program, namely by forming activity committees, as well as preparing schedules and dividing work.

1) Implementation of the Dual Track High School Program in Lampung Province

According to George R. Terry Implementation is to organize all members of the group to be willing to rise and strive to achieve goals voluntarily and in accordance with managerial planning and organizing efforts. In the implementation of the Dual Track program, several stages of implementation have been carried out, including;

a) Student Selection

The selection of Dual Track participants is the initial step in the implementation or execution of the Dual Track program in schools. The selection is carried out to determine the interests and talents of students in the Dual Track field/major. This can be proven from the Google form recap that the author obtained from field research. This selection of students is in accordance with the objectives of the implementation of the activity, namely activities that are planned to achieve certain goals.

b) Training activities

MUA and Barber training is carried out for a minimum of 150 hours, up to 180 hours of lessons. Guided by trainers from LKP who are certified by BNSP and experienced in the field of training, the implementation of this training is carried out with a module guide.

Supervision of the Dual Track High School Program in Lampung Province Supervision is an effort to monitor performance to remain focused and in accordance with the regulations that have been determined. According to Arifin & Hadi W, in the control function there are four important aspects that must be considered, such as: a) Setting standards or measures for work performance. b) Measuring work results based on established standards. c) Comparing performance with existing procedures. d) Taking necessary actions to correct work results that do not meet standards.

In the monitoring phase of the Dual Track program, researchers collected data through interview techniques with research subjects, namely the principal and the school's Dual Track team. From the results of the interview, it can be seen that in implementing activities, the principal always accompanies activities from the opening to the learning process. This is intended to ensure that the activity runs well. In addition, researchers also collect and study documentation on the evaluation of the Dual Track program in schools by collecting activity report documents and participant graduation certificates.

From the results of the research and discussion conducted by researchers in two schools related to the Management of the Dual Track Program for Senior High Schools in Lampung Province, in general the implementation has been managed quite well. Starting from planning, implementation and evaluation. However, there are several things that are field notes for researchers, including;

- a) There is no direct controlling/monitoring by the Education Office regarding the continuity of the Dual Track program in the field. Monitoring and evaluation are only carried out by reviewing the reporting documents on the implementation of the Dual Track program carried out by the organizing school.
- b) In the gubernatorial regulation no. 48 of 2023, it is not stated which class is the main target of this Dual Track program, but in the implementation in the field, the school targets this program at class XII, where class XII is considered the last class and will soon enter the world of work.
- c) There is no periodic evaluation in educational units
- d) The Dual Track curriculum document has not been included in the school KSP document
- e) The training activity targeted at 180 hours is considered too long for high schools which in reality only use Dual Track learning time for less than that amount of time.
- f) It is advisable for the service to first establish cooperation with several LKP so that schools do not have difficulty in finding LKP that comply with the established regulations, namely those with BNSP certification.
- g) The Education Office must provide follow-up for Dual Track graduates, at least they can be channeled in the workplace according to the Dual Track field they chose at school. So that one of the goals of Dual Track to reduce unemployment rates can be achieved.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the data presentation and data analysis results, the researcher will draw conclusions from the Management of the Dual Track Program of Senior High Schools in Lampung Province, as follows;

- 1) From the results of the study, it can be seen that the Dual Track program planning at the Lampung Provincial Education Office level to the Senior High School level implementing the Dual Track program in Lampung Province. This can be seen from several stages that must be carried out, formulation of objectives, policy decision making, formulation of procedures, planning of progress scales, and comprehensive planning, as well as analysis of student needs.
- 2) The organization of the Dual Track High School Program in Lampung Province has been implemented with the responsibility of the leader including decision making, coordination and communication regarding tasks and work, as well as providing motivation, inspiration, and support to achieve organizational goals. In addition, it is also seen in the division of work through the committee, selection of program participants and also the preparation of activity schedules with each person in charge.
- 3) The implementation of the Dual Track Program in Lampung Province has gone well. This can be proven by the stages of implementation starting from the opening ceremony, training, to closing all running according to existing regulations.
- 4) The supervision of the Dual Track Program of Senior High Schools in Lampung Province is carried out in an effort to monitor performance so that it remains focused and in accordance with the regulations that have been determined. This has also been implemented and can be proven by the presence and control of the principal in the Dual Track training process at the school where they work, by paying attention to implementation standards, measuring work results based on established standards, and also taking the necessary actions to improve work results that do not meet standards.

Meanwhile, the suggestions that researchers provide are as follows;

- 1) For the Principals implementing the Dual Track program, they can continue to improve and develop the potential of students with a more diverse choice of Dual Track program majors.
- 2) For further researchers, they can deepen their research and also be able to reach resource persons from policy makers, such as the Governor, Head of Service, and their staff who are institutionally and managerially related to the Dual Track Program.

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