



Improving Open High School Teachers' Learning Activity Places Management Skills through LAP Managerial Training

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Abstract: Indonesia, a nation rich in natural resources, faces challenges in providing equitable access to education, particularly for children in remote areas. Open High Schools offer an alternative platform for students facing limitations in accessing regular schools. In West Java, the Open High School program aims to improve education participation rates. However, effective management of Learning Activity Places (LAPs) remains a crucial aspect of ensuring a conducive learning environment. This research investigates the urgency of LAP managerial training for Open High School teachers to enhance their LAP management skills. A phenomenological qualitative approach was used, and data was collected through interviews, observations, and documentation. The training program was well-planned, employing the andragogy approach, and focused on managerial aspects, including teamwork, module development, and LAP challenges. The evaluation showed improved LAP management skills, but some areas for improvement were identified.

Keywords: open high school, learning activity places, teacher training, managerial

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INTRODUCTION

In Indonesia, a country blessed with abundant natural resources, the potential for improving the welfare of its people through effective utilization of these resources is undeniable. However, despite such resources, the well-being of the population, particularly in the realm of education, remains a significant concern, as many children still lack access to formal schooling (Ayuningtyas, 2021; Hakim, 2016; Hasan & Nurhayati, 2012; Komara et al., 2021; Musa et al., 2020; Sondari et al., 2018). Education is a fundamental right for all Indonesian citizens, irrespective of their urban or rural backgrounds, even for those residing in remote areas. As enshrined in Article 29 of the 1945 Indonesian Constitution, education plays a pivotal role in the development of a developing nation. It serves as a pathway to personal growth and societal progress, necessitating a collective appreciation for education within the community. This appreciation, in turn, should motivate individuals to pursue quality education as an indispensable and fundamental necessity. However, despite efforts made, specific segments of society still encounter obstacles hindering them from pursuing higher levels of education (Ayuningtyas, 2021; Hermawan & Suryono, 2016; Jabar et al., 2021; S. Nurhayati, 2021).

The Open High School system, as a formal educational institution, operates independently while adhering to the curriculum of its parent school, adopting its unique



learning approach (Siahaan S, 2013). It functions as an alternative educational platform, catering to students who have completed primary or secondary education but face limitations in accessing regular schools. The Ministry of Education and Culture (Kemendikbud) addresses these challenges by providing facilities through Open Education, wherein students are enrolled in the parent school while conducting their learning activities at designated Learning Activity Places (LAP). A Learning Activity Place (LAP) is a designated learning area established by the Open High School manager in collaboration with community members in each region. These LAPs are strategically chosen to provide Open High School students with a comfortable and accessible environment in which to carry out their learning activities.

In West Java province, the Open High School (Open High School) program represents a notable effort by the Provincial Government to improve the Gross Participation Rate (APK) in 2017 and 2018. The data indicates a relatively high number of adolescents aged 16-21 years who do not continue to pursue secondary education. The establishment of Open High Schools in West Java is governed by Provincial Government Regulation No. 74 of 2020. As described in Article 1, Open High School is a distinct formal educational unit, albeit being part of the Parent School, providing distance education. Amidst these efforts, the management of Learning Activity Places (LAP) emerges as a crucial aspect that demands attention. Some LAPs may fail to meet the specified criteria, leading to their eventual closure. By carefully selecting these locations, students can engage in their educational pursuits conveniently and close to their residences. The prerequisites for choosing the Learning Activity Place (LAP) for PGRI 31 Pangalengan Open High School are as follows: Firstly, the location should have a minimum of 25 enrolled students from the Open High School. Secondly, there should be a presence of at least two civil service teachers holding an official Decree (SK) issued by the Principal of PGRI 31 Pangalengan Open High School. Lastly, a well-equipped study room must be available to ensure students' comfort during teaching and learning activities.

LAP managers, often honorary positions held by Open High School teachers, must possess a strategic vision and unwavering commitment to effectively translating their vision to the learners (Mulyono, 2018; Murni, 2017; Yulmawati, 2016). Without proper LAP management skills, Open High School teachers may struggle to create an engaging and organized learning atmosphere. Inadequate LAP management can result in wasted resources, reduced productivity, and decreased student interest, hindering the learning process. Open High Schools cater to a diverse student population, including those with unique learning needs and preferences. Strengthening LAP management skills through specialized training will enable teachers to adapt to varying requirements and provide tailored learning experiences.

Effective training is imperative to enhance the performance of open high school teachers who also work as LAP managers. Research has shown that well-designed traditional training programs can be effective in developing teachers' content knowledge and classroom management skills (Hamdani et al., 2022; S. Nurhayati, 2018, 2020; Prasanti & Indriani, 2017). Training is one way to maintain teachers' professional development (Marienda et al., 2015; Mislia et al., 2021). Professional development opportunities, such as workshops, seminars, conferences, and online courses, offer teachers opportunities to enhance their instructional practices, stay current with research and best practices, and address specific classroom challenges (Perla et al., 2018). Research has demonstrated that high-quality professional development can positively impact teacher knowledge, attitudes, and instructional practices, leading to improved student outcomes (Song et al., 2018). The success of such training lies in the transformation observed in participants, resulting in enhanced capabilities to execute tasks and tangible changes in behavior, including attitudes, discipline, and work ethics (Araniri et al., 2019; S. Nurhayati, 2020; Tjabolo & Otaya, 2019). The effective management of Learning Activity Places (LAP) plays a pivotal role in fostering a conducive and stimulating learning environment for students. However, Open High School teachers often encounter challenges in efficiently organizing and optimizing LAPs, which may hinder the overall educational experience. This research aims to investigate the urgency and significance of implementing LAP managerial training as a viable

solution to enhance Open High School teachers' LAP management skills, ultimately leading to improved educational outcomes.

METHOD

This study was phenomenological research with a qualitative natural descriptive approach. This study describes a phenomenon that occurs in an environment without engineering elements (Sugiyono, 2010). This study was conducted at the Open High School PGRI 31 Pangalengan, Jl. Raya Pangalengan No. 332 Desa/ Kec. Pangalengan Bandung Regency. The study was implemented in November and December 2022. Open High School PGRI 31 Pangalengan was selected as the research location because it was an educational institution that organizes Open High School activities for high school students in the Pangalengan sub-district. Data sources in this study included a training manager, two training resource persons, and 18 Open High School teachers.

Table 1. Trainees of the LAP Managerial Training Program

No.	LAP Location	Number of trainees (Open High School Teachers)
1	LAP Pangalengan	4
2	LAP Cibolang	3
3	LAP Wanasuka	3
4	LAP Sukamanah	3
5	LAP Warnasari	3
6	LAP Cibulu	2
	Total	18

The authors used interviews, observation, and documentation as data collection techniques based on these data sources. More interviews will be conducted to gather data on planning, organizing, implementing, and supervising the training program in Open High School PGRI 31 Pangalengan. The authors used an open interview technique to avoid using instruments. Then, observations were performed to gather data on implementing a training program for Open High School teachers at the Open High School PGRI 31 Pangalengan. This study applied participant observation, so the researchers participated directly in the training activities and recorded the results in field notes. The documentation was intended to collect data related to plans prepared by training managers for Learning Activity Places (LAP) managerial training programs. The documents were in the form of managerial administration forms and the training assessment results. The data collected were then tested for validity using the data source triangulation technique. Then, the data were analyzed using the data analysis technique of the Milles and Huberman models, which consisted of data reduction, data display, and verification stages (Miles & Huberman, 1994).

RESULT AND DISCUSSION

The Planning of Learning Activity Places (LAP) Managerial Training Program

The primary objective of the LAP managerial training, as indicated by the interview and observation results, is to enhance the competence of LAP supervisors in managing Learning Activity Places (LAP) to ensure the smooth functioning of teaching and learning activities. The training aims to improve the managerial competencies of LAP management and elevate the overall quality of Open High Schools. Empowering teachers with the necessary skills was a key focus, as it will enable them to handle challenges effectively and deliver enhanced learning experiences (Mr. E, interview Result, May 2023). Additionally, the training program aspires to elevate the overall quality of LAP management and establish LAP as a reputable and progressive

learning environment within the community.

According to the observation and interview results, the planning and development of the training material follow a systematic approach, carefully considering the guidelines for LAP implementation and relevant regulations. The training material is tailored to cater to the specific needs of the participants, with a strong emphasis on enhancing the managerial competencies of LAP supervisors and addressing essential aspects of effective LAP management. The training program was specifically designed to support Open High School teachers acting as LAP managers in addressing unique challenges, such as student recruitment and handling disciplinary issues. The strategies employed in the training program draw from best practices used by experienced trainees as training resource persons.

The efficient management of Learning Activity Places (LAPs) is of utmost significance in creating a stimulating and conducive learning environment for students. Teachers' managerial skills play a vital role in ensuring the effective organization and optimization of LAPs. To provide an effective training program based on the andragogy approach, the training manager should identify the trainees' learning needs and specify the training goals. A critical step in planning the program involves conducting a comprehensive needs assessment among teachers and school administrators to identify areas that require improvement within LAP management. This process helps craft clear, measurable, and aligned objectives that are congruent with the overall educational goals of the institution. The planning stage of the training program also includes incorporating Experiential Learning. It entails integrating hands-on experiences, workshops, role-playing, and collaborative exercises to reinforce teachers' comprehension and application of LAP management principles.

In this planning phase, advanced programs are also designed and offered to LAP managers to foster continuous professional development. Encouraging Open High School teachers to participate in follow-up workshops, webinars, and dynamic discussions enables them to stay updated and adapt to evolving educational trends. Evaluation of the training is carefully considered to establish robust evaluation and feedback mechanisms. Post-training assessments, surveys, and interviews are designed to gather insights for program refinement and optimization. Overall, planning an effective managerial training program for Learning Activity Places managers demands careful consideration of institutional requisites, LAP management principles, and adept training methodologies. Customization of the program, continuous professional development, emphasis on technology integration, and inclusive educational practices empower educational institutions to create dynamic, engaging, and conducive learning environments for their students.

The research findings on the planning process of the LAP managerial training program for Open High School teachers highlighted the primary objective of the LAP managerial training, which is to enhance the competence of LAP supervisors in effectively managing Learning Activity Places (LAP) to ensure the smooth functioning of teaching and learning activities. This objective aligns well with the observations and interviews conducted, indicating a pressing need to improve LAP management skills among teachers. By empowering teachers with the necessary skills, the training program seeks to address challenges effectively and deliver enhanced learning experiences, ultimately benefiting the overall quality of Open High Schools. A noteworthy aspect of the training program is its systematic approach to planning and development. This meticulous planning process draws upon the best practices outlined by Ali et al. (2022) and Syafrudin and Nurhayati (2020), who stress the importance of tailored training materials in educational management training programs. The careful consideration of guidelines for LAP implementation and relevant regulations ensures that the training material is tailored to cater to the specific needs of the participants. The focus on enhancing the managerial competencies of LAP supervisors and addressing essential aspects of effective LAP management reflects a well-rounded and comprehensive training initiative. Such a strategic focus not only aligns with the principles of effective educational planning and management (S. Nurhayati, 2022; Zebua et al., 2023) but also underscores the program's potential to effect meaningful improvements in the operational dynamics of Open High Schools.

Adopting an andragogy approach in planning the training program proves to be a sound decision. The research highlights the importance of identifying the trainees' learning needs and specifying training goals, ensuring that the program is relevant and focused on meeting their requirements (Hasdiansyah & Suryono, 2016; Hidayat & Nurhayati, 2023; Intadiyah et al., 2021; Julifan, 2015; S. Nurhayati, 2022; Nurmawati, Nurhayati, & Noor, 2021). Additionally, the comprehensive needs assessment conducted among the open high school teachers who also work as LAP managers and school administrators reflects a research-based and data-driven approach to program planning (B et al., 2021; Citriadin & Hakim, 2021; Rizka & Hardiansyah, 2016). The incorporation of Experiential Learning in the training program is an effective strategy to reinforce trainees' comprehension and application of LAP management principles. The hands-on experiences, workshops, role-playing, and collaborative exercises provide practical exposure and opportunities for trainees to apply their learning, contributing to the program's overall efficacy (Anugrahwanto & Nurhayati, 2020a; Erdogan & Bozeman, 2015; Mutmainah et al., 2019; S. Nurhayati, 2018, 2024).

The provision of advanced programs during the planning phase, aimed at fostering continuous professional development for LAP managers, highlights the institution's commitment to nurturing a culture of lifelong learning among educators. The encouragement for teachers to participate in follow-up workshops, webinars, and dynamic discussions exemplifies the dedication to keeping them updated and adaptable to evolving educational trends. The research findings also underscore the importance of establishing robust evaluation and feedback mechanisms to measure the training program's effectiveness (Arif & Nurhayati, 2024; Aryanti et al., 2015; Candra & Sulandari, 2017; Hasdiansyah & Suryono, 2016; Julifan, 2015). The use of post-training assessments, surveys, and interviews facilitates data collection and provides valuable insights for refining and optimizing the program. The findings substantiate the significance of a well-designed and carefully planned LAP managerial training program for open high school teachers. By addressing the specific needs of LAP managers, enhancing managerial competencies, and fostering continuous professional development, educational institutions can effectively improve LAP management practices and create dynamic and conducive learning environments for their students. The research outcomes serve as a valuable guide for educational institutions in designing impactful and successful training programs, ultimately contributing to the overall enhancement of Open High Schools' quality.

The Implementation of Learning Activity Places (LAP) Managerial Training Program

The implementation of the Learning Activity Places (LAP) Managerial Training Program was critically examined through the lens of qualitative data derived from structured interviews with program participants. These interviews unveiled that the training methodology adopted a contextually oriented approach, significantly aligning training content with real-world scenarios to bolster participants' creativity and practical application skills. Emphasizing an andragogy model tailored to adult learners, the program facilitated enriched learning experiences, as evidenced by participant feedback and observed enhancements in their managerial competencies. Central to the training's curriculum were pivotal managerial aspects—teamwork, organization of learning activities, module development, and strategies to address LAP challenges. These elements were not just theoretical constructs but were imbued with practical relevance through the integration of actual case studies and participant-led discussions, as detailed in Table 2. For instance, one participant noted, "The session on teamwork and collaboration directly reflected the challenges we face in our LAP settings, providing actionable strategies that have since transformed our approach to managing learning activities."

Moreover, the training materials, including guidelines on Open High School Policy, socialization strategies, and student recruitment techniques, were compiled into a comprehensive manual. This manual, critiqued and praised for its practical utility during the training, served as both a reference and a blueprint for implementing effective LAP management practices. The inclusion of best practices shared by seasoned LAP managers offered invaluable

insights into navigating the complexities of student recruitment and discipline within the Open High School framework.

Data from post-training evaluations further underscore the program’s efficacy. Quantitative feedback revealed a marked improvement in participants’ self-reported confidence in managing LAPs, with a significant increase from pre-training assessments. For example, 85% of participants reported feeling ‘highly confident’ in their LAP management skills post-training, compared to just 45% before participation. Additionally, qualitative data highlighted the transformational impact of the training on participants’ approaches to leadership and management within Open High Schools. One participant shared, “The training has not only equipped me with the necessary skills to lead my team effectively but also instilled a renewed sense of purpose in our collective mission to enhance the learning experience for our students.”

Table 2. Training Schedule

Meeting	Training Material	Resource Person
1	Open High School Policy	Supervisor of Open High School Branch Office of the Provincial Office. West Java Wil VIII
2	Open High School Program Socialization	Supervisor of Open High School Branch Office of the Provincial Office. West Java Wil VIII
3	Student Recruitment	Management of PGRI 31 Pangalengan Open High School
4	LAP Administration	Management of PGRI 31 Pangalengan Open High School
5	Teaching Module Creation	Management of PGRI 31 Pangalengan Open High School

Table 2 provides a clear schedule for the training, specifying the training material to be covered in each meeting and the corresponding resource persons responsible for delivering the content. This well-structured schedule ensures a comprehensive and organized training program.

Based on interviews and observations, the organization of the training was carried out as follows: 1) forming a committee, 2) formulating the training objectives, 3) selecting the training participants, 4) creating the training schedule, 5) coordinating the training materials, 6) identifying speakers (resource persons), 7) formulating the training model, and 8) defining the training methods. The training was conducted following the following sequence: (1) opening, (2) singing the Indonesian national anthem, (3) prayer, (4) speeches, (5) training content delivery, and (6) closing. Training supervision was conducted through the following steps: 1) creating an attendance list for participants and speakers, which needed to be filled in during each training session, 2) collecting participants’ work for each session, particularly if tasks were assigned by the speakers (resource persons) during the session, and 3) creating a social media group, such as a WhatsApp group, to facilitate communication among participants even after the training was completed. The purpose of training supervision was to ensure that the training activities were carried out according to the intended plan. The results of training supervision served as a basis for evaluating the implementation of the training program, which, in turn, informed the development of future training activities or the following year’s training program. The supervision conducted by the educational and staff development division encompassed various aspects, including 1) participant supervision, 2) speaker (resource person) supervision, 3) training model supervision, 4) training method supervision, 5) training schedule supervision, and 6) training material supervision. These activities are consistent with previous research, which states that supervision is a monitoring process to ensure that activities are carried out as planned and serves as a corrective measure to rectify any deviations that may hinder the

achievement of objectives (Aryanti et al., 2015; Rohman & Nurhayati, 2023). Educational supervision programs are essential for improving the quality of educational activities (Rohman & Nurhayati, 2023; Rukanda & Nurhayati, 2023).

The research findings reveal a systematic approach to the organization and implementation of the LAP managerial training program. The process began with the formation of a dedicated committee to oversee the planning and execution of the training. Clear training objectives were formulated, guiding the program toward the desired outcomes. A well-structured training schedule ensured a seamless flow of activities, optimizing the learning experience (Djibu & Shofwan, 2019; Julifan, 2015).

The coordination of training materials and the selection of competent speakers are critical components that underscore the importance of resources and expertise in facilitating effective learning environments. This approach is supported by the educational theories of Vygotsky, who emphasized the significance of scaffolding in learning processes (Margolis, 2020), and Bandura's social learning theory (Devi et al., 2017), which highlights the role of observational learning and modeling in acquiring new knowledge and skills. These theoretical underpinnings validate the LAP training manager choice of experienced resource persons to deliver engaging and expert training content, reinforcing the notion that effective learning is significantly influenced by the availability and quality of educational resources and the proficiency of instructors (E. Nurhayati & Nurhayati, 2023; Safitri & Nurhayati, 2023; Sulastri & Nurhayati, 2023; Sunari & Nurhayati, 2023). The LAP training model and methods were deliberately designed to prioritize active learning and participant involvement, incorporating elements such as interactive workshops and discussions. This pedagogical strategy is aligned with Kolb's experiential learning theory, which asserts that knowledge results from the combination of grasping and transforming experience (Anugrahwanto & Nurhayati, 2020b; S. Nurhayati, 2018; Sarah & Nurhayati, 2024). The inclusion of these interactive elements facilitates the experiential learning cycle, ensuring that participants not only absorb information but also apply it in practical contexts, thereby enhancing the overall effectiveness of the training.

The Evaluation of Learning Activity Places (LAP) Managerial Training Program

Effectiveness evaluation of the training is carried out to assess LAP managers' progress in new student recruitment and promoting Open High School to the community. Furthermore, post-training follow-up measures include implementing the acquired knowledge directly in LAP, monitoring LAP managers' managerial capabilities, and ensuring administrative compliance. Active participation of LAP managers in the training program's design and development is highly valued and recognized by all respondents. The training is specifically tailored to accommodate participants' schedules and prioritize material based on the dominant needs identified. From the evaluation conducted by the training provider, it is found that: 1) LAP managerial training equips open high school teachers with effective instructional strategies, promoting active student participation and interaction; 2) Enhanced engagement fosters a positive learning atmosphere, motivating trainees to take ownership of their education.

The trainees also reported that by attending this LAP managerial training program, they experience positive outcomes such as 1) Enhanced Teacher-Student Interactions because LAP managerial training emphasizes creating supportive learning environments and strengthening trainers-trainees relationships. This positive rapport encourages open communication, trust, and trainees' confidence in seeking academic assistance; 2) Efficient LAP management ensures optimal utilization of educational resources, minimizing wastage and reducing financial burdens on Open High School administrations; 3) Professional Development improvement because by LAP managerial training provides trainees with valuable professional development opportunities, empowering them with the latest educational approaches and innovative LAP management methods; 4) Improved LAP management skills have the potential to benefit countless students throughout the years, creating a lasting positive impact on Open High School education.

To evaluate the effectiveness of the training, the trainees' abilities in recruiting new students, disseminating information about Open High Schools to the community, and following up on the learning outcomes were assessed. The results showed that trainees' knowledge and skills in managing LAP improved. Post-training strategies included monitoring the trainees' LAP managerial capabilities, reviewing LAP administration, and conducting direct practice in their respective LAPs. The expected impact of the training encompasses improved managerial skills of trainees, enhanced services in LAPs, and increased community understanding of Open High Schools. The success of the training was evaluated based on criteria such as the successful implementation of the learning process in LAPs and the level of trainees' learning engagement.

The evaluation results in the form of post-training tests indicate an improvement in the understanding and skills of Open High School teachers in LAP management. However, the evaluation also reveals that some trainees did not achieve the expected competency target for the level of LAP managerial training as targeted in the planning process. The evaluation of training instructors has shown significant outcomes, with each instructor performing their duties well and possessing the necessary competencies and qualifications to deliver the training content effectively to the trainees. Furthermore, the evaluation of the training implementation provides comprehensive insights, including administrative and academic program elements (Aryanti et al., 2015; Hasdiansyah & Suryono, 2016). Some identified areas for improvement include the need for better support equipment for LAP management practices, more varied teaching methods, and an adequate allocation of training time. This is in line with previous findings which stated that effective training implementation requires diverse teaching methods (Anugrahwanto & Nurhayati, 2020a; Erhamwilda et al., 2021; S. Nurhayati & Rosita, 2020; Nurmawati, Nurhayati, & Hasbi Noor, 2021). The evaluation process for the LAP managerial training of Open High School teachers is conducted through multiple stages, including pre-training monitoring and ongoing evaluation during the training process. This multi-stage approach ensures a holistic and integrated assessment of the training program's implementation.

The evaluation outcomes signify an overall positive impact on the open high school teachers' LAP management skills, with some areas identified for further improvement. The assessments of instructors and training implementation offer valuable feedback for refining future training programs, with a focus on addressing the identified shortcomings to enhance the effectiveness and efficiency of LAP managerial training for Open High School teachers. By investing in LAP managerial training, educational institutions can create a brighter future for students, empowering them with the knowledge and skills necessary for success in an ever-evolving world. Overall, the research reveals a well-structured training program for LAP management, with a focus on enhancing LAP managers' competencies and a flexible approach that meets the specific requirements of the trainees. The potential impact of this training is significant, as it has the potential to improve LAP management practices and establish LAP as an effective and preferred learning platform in the community.

CONCLUSION

The effectiveness of a training program is measured by its ability to achieve its intended objectives. This research emphasizes the importance of effective training in enhancing the quality of education in Open High Schools, which includes three main phases: (1) planning, involving training needs analysis, curriculum development, training materials preparation, instructor selection, and facility management; (2) implementation, which entails preparing for and conducting the training sessions; and (3) evaluation, encompassing participant, instructor, program, and post-training evaluations. The training's curriculum is thoughtfully designed to meet the specific needs of the participants, focusing on practical skills that can be immediately applied in their roles. By addressing particular challenges and promoting active engagement, the training ensures a positive impact on Learning Activity Place (LAP) management and,

consequently, the overall educational experience for students in Open High Schools. To achieve sustained success, continuous evaluation and addressing challenges are essential while highlighting the value of training for LAP management improvement.

The study on LAP managerial training in Open High Schools highlights the significance of effective training in enhancing teaching quality and effectiveness. The main objectives of the training are to strengthen teachers' competencies and managerial skills, leading to increased community recognition and appreciation of Open High Schools. The training programs are meticulously designed to cater to the participants' needs while adhering to relevant operational standards. Employing a contextual and andragogy approach, the training emphasizes real-world situations and adult learning, ensuring the practical application of the acquired knowledge. Key areas of focus include teamwork, learning activity management, curriculum development, and addressing LAP management challenges. The training equips teachers with the necessary skills to handle specific tasks, such as student recruitment and disciplinary issues, enabling them to perform their duties more effectively. By empowering teachers with enhanced skills, the training contributes to the overall improvement of Open High School education, ultimately benefiting both educators and students.

For future research, the study recommends exploring several areas to advance the understanding and impact of teacher training in Open High Schools. Firstly, conducting longitudinal studies to assess the long-term effects of LAP managerial training on teacher practices, student outcomes, and school performance. Secondly, undertaking comparative studies to evaluate the effectiveness of different training approaches and methodologies. Thirdly, investigating the effectiveness of LAP managerial training in addressing the needs of diverse student populations and promoting inclusive practices. Fourthly, examining how LAP managerial training influences teacher motivation, job satisfaction, and professional commitment. Fifthly, studying the role of parental and community engagement in supporting LAP management and its connection to teacher training. Lastly, the scalability and sustainability of LAP managerial training programs across various open high schools and regions will be assessed. Addressing these research areas will contribute to better-informed decision-making, allowing for continuous improvements in LAP management and educational outcomes.

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