

Implementation of School Driving Program Planning to Improve the Learning Process of Students at SDN 1 Trienggadeng

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ABSTRACT

The implementation of the School Driving Program is expected to enhance the quality of teaching. However, its execution often encounters various challenges, such as teachers not yet fully understanding the application of the new curriculum paradigm. This study aims to examine the planning of the School Driving Program in improving the learning process for students, the implementation of the program, and the obstacles faced in executing the program at SDN 1 Trienggadeng. This research employs a qualitative method with a descriptive approach. The subjects of this study are the principal, teachers, and students of SDN 1 Trienggadeng. Data collection techniques include observation, interviews, and documentation. The results of this study indicate that the planning of the School Driving Program at SDN 1 Trienggadeng involves several strategic steps, including the school developing a data-driven structured plan that encompasses the enhancement of teacher competencies through training focused on innovative teaching methods and the use of educational technology.

Keywords: *Implementation, Principal Planning, School Driving Program*

INTRODUCTION

In an effort to improve the quality of education in Indonesia, the government launched the School Driving Program as part of the Merdeka Belajar (Freedom to Learn) policy. The main focus of this program is on effective planning implementation in primary schools to enhance the learning process of students (Triastuti, 2023). At SDN 1 Trienggadeng, the implementation of the School Driving Program is expected to improve the quality of education through a series of strategic steps involving a new curriculum, teacher training, and activities based on the Pancasila Student Profile (Asiati & Hasanah, 2022).

The School Driving Program aims to improve the learning process by introducing a curriculum that is better suited to students' needs and current developments. At SDN 1 Trienggadeng, the initial step in implementation was the

introduction of a new curriculum paradigm designed to replace the old approach that focused more on rote memorization. The new curriculum encourages the development of students' critical and creative skills as well as the integration of Pancasila values into learning activities. However, the adaptation of this new curriculum faces challenges, such as a lack of understanding among teachers and limited resources (Nurjanah & Mustofa, 2024).

Teacher training through In House Training (IHT) is an integral part of the implementation plan at SDN 1 Trienggadeng. The IHT program is designed to improve teachers' competencies in implementing the new curriculum and adopting more innovative teaching methods that are suited to students' characteristics. Through this training, it is expected that teachers will not only understand the new curriculum but also create a more enjoyable and effective learning environment. Nonetheless, challenges persist, including teachers' understanding of the curriculum and the need for ongoing support in their professional development (Nurjanah & Mustofa, 2024).

In addition to the curriculum and training, SDN 1 Trienggadeng also conducts projects based on the Pancasila Student Profile, such as themes on local wisdom and entrepreneurship. These projects aim to integrate character values into students' daily activities and provide practical experiences that support academic learning. Despite the potential of these projects to enrich students' learning experiences, their implementation often faces challenges such as budget and resource limitations (Juwita et al., 2024).

In the context of the implementation of the School Driving Program, SDN 1 Trienggadeng faces several obstacles. The allocated budget is often insufficient to support all the planned activities, while support from the city government has not been fully optimal. The availability of books and teaching materials that are in line with the new curriculum also remains an issue. Therefore, cost efficiency and good resource management are essential to ensure the smooth operation of the program (Katman & Akadira, 2023).

The School Driving Program at SDN 1 Trienggadeng also involves regular monitoring and evaluation to assess the effectiveness of the implementation and identify areas requiring improvement. This evaluation is conducted by the Ministry of Education and Culture and other relevant institutions to ensure that the policy is implemented correctly and has a positive impact on the learning process (Irfan et al., 2023).

By identifying and addressing existing challenges, the implementation of the School Driving Program at SDN 1 Trienggadeng is expected to provide an effective model for improving the quality of education at the primary school level. The focus on curriculum improvement, teacher training, and character value integration is key

to achieving the program's goal of enhancing the overall learning process for students.

LITERATURE REVIEW

Previous studies provide important insights related to the implementation of the School Driving Program and the role of principals in improving the quality of education.

First, the study by Suesthi Rahayuningsih and Achmad Rijanto published in *Jurnal Abdi Masyarakat UMUS* (February 2022), titled "Efforts to Improve Principal Competency as Learning Leaders in the School Driving Program in Nganjuk," highlights the challenges faced by principals in understanding and applying leadership competency models in the School Driving Program. The study identifies four categories of leadership competency – self-development, learning leadership, school management leadership, and school development leadership – and uses workshops to enhance the principals' understanding of these categories (Rahayuningsih & Rijanto, 2022).

Second, the study by Sarlin Patilima in the *Postgraduate Journal of the State University of Gorontalo* (2021), titled "The School Driving Program as an Effort to Improve Education Quality," discusses the transformation introduced by the School Driving Program. This study emphasizes that the program aims to create Pancasila Students by developing students' competencies and character holistically. The program also seeks to improve and accelerate schools to achieve a higher level of advancement, focusing on human resource development such as principals and teachers (Sakdiah et al., 2023).

Third, the study by Dielfi Mariana, published in *Jurnal Pendidikan Tanbusai* (2021), titled "The Influence of Principal Leadership on the Effectiveness of the School Driving Program in Improving the Quality of Education in Jogosatru Sukodono Public Elementary School," uses a qualitative approach to evaluate the impact of principal leadership on the effectiveness of the School Driving Program. This study emphasizes that the principal's leadership is key in mobilizing and managing school resources to achieve educational goals. Effective leadership is considered important in ensuring that the School Driving Program can realize student-oriented learning and create the Pancasila Student profile (Wawancara, 2024b).

These three studies provide a clear picture of various aspects of implementing the School Driving Program and show that principal leadership and an understanding of leadership competencies are crucial in improving the quality of education. This study shares similarities with previous research in focusing on the School Driving Program and the importance of developing the competencies of principals and teachers. All these studies agree that the School Driving Program

plays a crucial role in improving the quality of education through the enhancement of human resource capacity. For instance, the study by Suesthi Rahayuningsih and Achmad Rijanto demonstrates the importance of principal competency in managing this program, which aligns with this study's focus on the role of the principal at SDN 1 Trienggadeng. Additionally, Sarlin Patilima's study emphasizes the importance of superior human resources for the success of the program, which is consistent with this study's emphasis on human resource development at the school level.

However, there are some significant differences between this study and previous research. This study is more specific to the context of SDN 1 Trienggadeng, allowing for a more detailed analysis of the implementation of the School Driving Program at that particular school. While previous studies, such as those by Suesthi Rahayuningsih and Achmad Rijanto, focused on broader regions like Nganjuk Regency or used general approaches, this study provides more detailed insights into the specific situation and challenges at SDN 1 Trienggadeng. Moreover, the methodologies used in previous studies, such as workshops and literature studies, differ from the empirical methods used in this study, such as direct observation or interviews. This study also highlights specific challenges and obstacles faced at SDN 1 Trienggadeng, which may not have been discussed in depth in previous studies. The focus of this study on specific results and impacts of program implementation at SDN 1 Trienggadeng also provides a new and relevant contribution to understanding the effectiveness of the School Driving Program in a local context.

RESEARCH METHODS

This research adopts a qualitative method with a descriptive approach to explore the implementation of the School Driving Program management in improving the learning process of students at SDN 1 Trienggadeng, Pidie Jaya. The study aims to provide a systematic and accurate depiction of the current conditions at the school. The research location is determined at SDN 1 Trienggadeng, and the subjects of the study consist of the principal, a teacher, and students.

The researcher acted as the primary data collector, directly going into the field to conduct observations, interviews on "The Influence of Principal Leadership on the Effectiveness of the School Driving Program in Improving the Quality of Education at Jogosatru Sukodono Elementary School," and documentation. The data collection instruments included observation sheets, interview sheets with the principal, teachers, and students, as well as documentation covering written data about the school. The data collection techniques used were observation, interviews, and documentation, all aimed at gaining a deeper understanding of the implementation of the School Driving Program management.

Data analysis was conducted through three stages: data reduction to summarize information, data presentation to organize and explain findings in detail, and data verification to draw conclusions in line with the research questions. Data validity was checked using criteria of credibility, transferability, dependability, and confirmability to ensure that the data obtained were accurate, reliable, and applicable to other contexts.

RESULTS

The interviews with the Principal of SDN 1 Trienggadeng showed strong support for the planning of the School Driving Program. The Principal stated, "As the Principal, I strongly support the planning of the School Driving Program to improve the learning process at SDN 1 Trienggadeng. This shows the school's commitment to advancing the quality of education, which will certainly have a positive impact on the development of our children (Interview, 2024b)." This support is expected to advance the quality of education and have a positive impact on student development.

Teachers at SDN 1 Trienggadeng also responded positively to the implementation of the School Driving Program. They stated, "The implementation of the School Driving Program at SDN 1 Trienggadeng has the potential to have a significant positive impact on improving the learning process of students. The school also focuses on developing innovative learning strategies, increasing student engagement in learning activities, and optimizing the use of educational resources (Interview, 2024a)." This confirms that the initiative has great potential in enhancing the learning process for students.

In terms of teacher competency development, the Principal outlined the initial steps planned, including conducting an assessment of teacher training needs through classroom observations, interviews, and surveys. "The results will be used to design training programs that align with the needs of the teachers and the school's objectives (Principal Interview, 2024)," the Principal explained. Meanwhile, a teacher added, "To develop teacher competencies, we have participated in several training sessions to enhance our teaching potential in the classroom and conducted 'kombel' (learning communication) activities or discussion meetings regarding teaching materials (Interview with Teacher, 2024)."

Regarding teaching media, the Principal reported that teachers use various digital media, such as PowerPoint, projectors, and applications. "In the teaching process, teachers at SDN 1 Trienggadeng already use teaching media that utilize technology, including digital tools, PowerPoint (PPT), projectors, applications, facilities, and infrastructure that support teaching and learning activities (Principal Interview, 2024)." The teachers added that they also use textbooks, maps, diagrams, educational videos, as well as stationery and manipulative materials for practical

activities. Students felt helped by the available teaching media, saying, "With these teaching media, we as students are certainly very assisted in the learning process (Student Interview, 2024)."

Differentiated learning at SDN 1 Trienggadeng has been implemented, although it faces challenges. The Principal explained, "Differentiated learning has been implemented well but not completely, as differentiated learning does not distinguish students but depends on their needs (Principal Interview, 2024)." The teacher acknowledged, "In the process of differentiated learning, I have implemented it well, but I find it less effective because I have to understand the different characteristics of many students (Interview with Teacher, 2024)." The students also felt, "Differentiated learning has been implemented by our teacher in class, but we feel that differentiated learning is too specific (Student Interview, 2024)."

Supervision and evaluation of the School Driving Program planning are carried out through various methods. The Principal stated, "The supervision of the School Driving Program planning at SDN 1 Trienggadeng is carried out by checking and ensuring that the plans and planning of the School Driving Program are implemented properly, monitoring student learning outcomes, and providing feedback and support to teachers and students (Principal Interview, 2024)." The teacher explained that they conducted direct classroom observations, evaluated teacher performance periodically, and analyzed student learning outcomes. "Feedback from students and parents is also collected to assess the effectiveness of the learning process," added the teacher (Interview with Teacher, 2024).

The evaluation of the School Driving Program planning includes a curriculum survey involving senior teachers, the committee, and community representatives. The Principal explained, "We conducted this curriculum survey assisted by senior teachers, the committee, and representatives from the community for the School Driving Program planning as part of the Pancasila Student Profile Strengthening Project (P5) (Principal Interview, 2024)." The teacher added that the evaluation involved assessing student learning outcomes, direct classroom observations, and gathering feedback from students and parents to plan improvements in the learning process (Interview with Teacher, 2024).

Partnership with parents begins with socialization and education about the independent curriculum. The Principal stated, "The partnership must begin with socializing with parents. We treat the parents like teachers in implementing the independent curriculum (Principal Interview, 2024)." The teacher added, "We as teachers have provided education to the parents themselves, and the support from parents has greatly helped in implementing the School Driving Program." This positive support is expected to provide significant benefits to the learning process and future projects at SDN 1 Trienggadeng (Interview with Teacher, 2024).

DISCUSSION

Support for the School Driving Program Planning

Support from the Principal of SDN 1 Trienggadeng for the School Driving Program planning demonstrates a strong commitment to improving the quality of education (Principal Interview, 2024). This commitment reflects the theory of educational change, which emphasizes that the success of educational reform depends heavily on the full support of school leaders. A principal who actively supports this initiative not only exemplifies effective leadership but also highlights the crucial role of school leaders in implementing planned changes (Lubis & Jaya, 2019).

a. School Leadership Commitment

Support from the principal is a crucial element in the success of the School Driving Program implementation. According to change theory, visionary leadership and active support from school leaders can accelerate the process of change and increase the likelihood of successful program implementation. The principal of SDN 1 Trienggadeng, who openly supports this planning, demonstrates awareness and dedication to improving the quality of education in the school, which can motivate staff and facilitate more effective program implementation (Principal Interview, 2024).

b. Impact on Education Quality

Commitment from the school leadership can positively impact the quality of education. A principal who supports the School Driving Program planning has the potential to direct the necessary resources and attention to advance the quality of education. This support not only encompasses administrative aspects but can also affect teacher motivation and engagement, which in turn impacts student learning outcomes. With strong support, the learning process is expected to become more effective and have a positive impact on student development (Jonni Mardizal & Nizwardi Jalinus, 2023).

c. Implementation and Monitoring

The importance of support from the principal is also reflected in how the School Driving Program is implemented and monitored. A principal actively involved in planning and monitoring program implementation will be more capable of identifying emerging issues and challenges. This ensures that corrective actions can be taken promptly and that the program can be adjusted according to the real needs of the school. Active support from the leadership allows for more flexible adaptation to necessary changes in program implementation (Simanjuntak et al., 2024).

Teacher Competence Development

The principal's statement regarding the assessment of teacher training needs and the planned steps for teacher competence development reflects a strategic approach to enhancing teachers' professional skills. This process involves classroom observations, interviews, and surveys to identify specific training needs (Principal Interview, 2024).

a. Needs-Based Approach

A needs-based approach to teacher professional development is one of the most effective methods to improve teaching quality. By identifying real needs through observations and surveys, training can be tailored to the specific challenges faced by teachers. This ensures that the training provided is relevant and beneficial (Wibowo, 2023) and can be directly applied in teaching practice. In this way, teachers will be better prepared and skilled in facing classroom challenges.

b. Effectiveness of Ongoing Training

Support for training and discussion activities shows that teachers at SDN 1 Trienggadeng are committed to improving their skills. Ongoing and relevant training, as mentioned by the principal, can enhance teachers' teaching skills and ultimately improve the quality of the learning process. An effective training program often involves reflective aspects, where teachers can evaluate their practices and receive constructive feedback (Principal Interview, 2024).

c. Integration in Classroom Practice

Effective training not only provides theoretical knowledge but also facilitates direct application in classroom practice. By assessing needs and designing appropriate training programs, teachers can implement new skills in their teaching. The experiences and feedback from training also allow teachers to continuously improve their teaching methods and adapt approaches to student needs, ultimately impacting student learning outcomes (Principal & Teacher Interview, 2024).

Implementation and Evaluation of Learning

The interview results indicate that various supervision and evaluation methods are applied to ensure the success of the School Driving Program planning, including classroom observations, teacher performance evaluations, and feedback collection (Principal & Teacher Interview, 2024).

a. Supervision and Evaluation Methods

Comprehensive supervision methods, including direct observation and periodic evaluations, allow for early identification of problems and provide constructive feedback to teachers and students. The use of diverse evaluation methods helps to gain a holistic picture of the effectiveness of the learning process. This allows for continuous improvement and necessary adjustments to strategies to enhance learning outcomes (Yuliana & Sholeha, 2024).

b. Feedback Collection

Collecting feedback from students, parents, and teachers is an important aspect of evaluation. This feedback provides insights into how the learning process is received and experienced by all involved parties. By involving various stakeholders in the evaluation, the school can ensure that different perspectives are considered and that changes made based on the feedback are relevant and have a positive impact (Nur Efendi & Muh Ibnu Sholeh, 2023).

c. Partnership with Parents

Partnerships with parents that begin with socialization and education about the Merdeka Curriculum show efforts to involve parents in the learning process. Parental support is essential for the success of educational programs. A strong partnership between the school and parents not only helps in curriculum implementation but also motivates students and strengthens support for the learning process. This collaboration increases the likelihood of success for the School Driving Program by involving all related parties in educational efforts (Farida & Mulyani, 2023).

CONCLUSION

The results of this study indicate that the strong support from the Principal of SDN 1 Trienggadeng for the School Driving Program planning, along with the implementation of targeted training programs for teacher competency development, plays a crucial role in improving the quality of education. The use of a variety of instructional media, both digital and traditional, as well as the implementation of differentiated learning, enriches the teaching methods that can meet the diverse needs of students. Although differentiated learning faces challenges in its implementation, continuous evaluation efforts and active partnerships with parents are essential to assess the program's effectiveness and make necessary adjustments. Leadership support, appropriate training, collaboration with parents, and comprehensive evaluation will ensure that the School Driving Program planning can be effectively implemented, providing a positive impact on the learning process and optimally supporting student development.

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