

IMPLEMENTATION OF THE DRIVING SCHOOL PROGRAM IN INCREASING THE PROFILE OF PANCASILA STUDENTS, MEKAR ARUM MIDDLE SCHOOL STUDENTS, BANDUNG REGENCY

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Abstract

The background to the problem is a shift in policies and demands for school graduates who must be able to adapt to a complex environment, resulting in the emergence of a shifting school policy. The aim of this research is to obtain insight or information and analyze the implementation of the Driving School Program in Increasing the Pancasila Student Profile of Mekar Arum Middle School Students, Bandung Regency. The research method used is a case study, this is to describe phenomena that occur naturally at the research location. The theoretical basis used as a reference is literacy and numeracy competency, development of superior resources, integration with the school ecosystem, driving learning . The research results show that the driving school program makes a positive contribution to improving the character profile of postgraduate students because it is targeted at the leadership commitment of the school principal to carry out managerial functions consistently and continuously.

Keywords: Driving school, Pancasila student profile, literacy competency, school ecosystem.

I. Introduction

Human civilization has been in an era of information technology and industry that is increasingly developing and complex. which has implications for adaptability. Hendri, N. (2020). The role of educational institutions in producing human resources who are able to adapt to a rapidly moving environment is faced with quite serious challenges. This challenge is mainly related to the need to reorient Indonesian education, especially in producing superior human resources. Education in the 21st century is characterized by high-level thinking competencies.

Realizing this shift in the educational paradigm, education sector policies in Indonesia are also experiencing developments. The independent curriculum policy is oriented towards producing Indonesian human resources who have competence and at the same time have a Pancasila student profile. Nadim, AM (2020). The core of this program is the formation of character values and norms in students through activities at school. In order to launch the independent curriculum program and strengthen the profile of Pancasila students, the government is carrying out three steps of activity, namely the mobilizing school movement, mobilizing teachers, and mobilizing communities. These three activities

are carried out with various accompanying programs. Specifically for the driving school movement, the government provides opportunities for all schools in Indonesia to implement an independent curriculum and strengthen the profile of Pancasila students.

The driving school program is motivated by efforts to realize the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila Students. This program focuses on developing student learning outcomes holistically which includes competency (literacy and numeracy) and character, starting with superior and quality human resources. The Driving School Program is a refinement of the previous school transformation program and will accelerate public/private schools in all school conditions. The driving school program is carried out in stages and is integrated with the ecosystem for all schools in Indonesia.

Driving schools have the aim of creating graduates who meet the competencies and are able to think and have character. The Driving School focuses on developing holistic student learning outcomes which include literacy, numeracy and character competencies, starting with superior human resources. Ministry of Education and Culture. (2023).

Design Driving School Program to accelerate public/private schools throughout Indonesia. In its implementation, driving schools are divided into three types of driving schools, namely independent learning driving schools, changing self-driving schools, and sharing self-driving schools.

Referring to the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 162/M/2021 concerning the Driving School Program, the driving school program aims to (1) improve competence and character in accordance with the Pancasila student profile; (2) ensuring equal distribution of educational quality through capacity building programs for school principals who are able to lead educational units in achieving quality learning; (3) building a stronger education ecosystem that focuses on improving quality; and (4) creating a collaborative climate for stakeholders in the education sector, both at schools, regional governments and the government. It is hoped that the mechanism for implementing the Mobilizing School Program can be used as a reference for parties in implementing the Mobilizing School Program so that the implementation is as expected.

The Driving School Program is carried out with five forms of intervention. First, consultative and asymmetric assistance where the Ministry of Education and Culture through the Technical Implementation Unit (TIU) in each province will provide assistance to local governments in program planning. Second, strengthening the capacity of school principals, supervisors and teachers through intensive training and mentoring from the Ministry of Education and Culture. Third, learning by paying attention to students' needs and developmental stages. Fourth, school-based management that pays attention to the condition of the educational unit. Lastly, digitizing schools to increase bureaucratic

efficiency. The five interventions are basically a form of capacity strengthening at the individual, organizational and systemic levels to improve the quality of education.

The implications of the Mobilizing Schools Program have drawn some criticism among teachers. This program is considered more exclusive so it seems uneven, but only a few schools can implement the program. Based on the 2023 Ministry of Education and Culture report, it was recorded that only 2,500 schools could be designated as Driving Schools, with a distribution of 316 schools at PAUD level, 1089 schools at elementary school level, 546 schools at junior high school level, 374 schools at high school level, and 175 schools SLB from 111 Regencies/Cities in Indonesia.

Another problem is that the time span between training a new curriculum and the time to implement it is too close. Karmin (2022) "stated that this could cause some teachers to experience difficulties in understanding the substance of the curriculum in the program ." In fact, the government aims to improve the quality of human resources in Indonesia so that they can compete in various aspects on the international stage. There is a view from the public that the Ministry of Education and Culture, Research and Technology also feels that it is not optimal, this is proven by the fact that many schools still lack teaching materials and textbooks in the new curriculum. Thus, the teacher's pedagogical aspects in curriculum development and ability to organize the learning process are disrupted. Meanwhile, Safitri's opinion (2023) states that there are still various challenges, namely that there are still many teachers who have minimal mastery of digital technology, as well as generation Z who are less familiar with digital literacy.

The solution to limited teacher capacity and competency can be overcome with the Teacher Mobilization program. For six months, teachers will be provided with various competencies needed to support learning, one of which is how to master technology and then be able to use it to support the learning process. Based on the East Java LPMP report (2021), it was found that assistants, trainers and supervisors of Mobilization Schools provided different information regarding the profile of Pancasila Students. This causes teachers to be confused and instead include the Pancasila Student profile material in the existing lesson material, even though it should be separate and have its own report card.

In an effort to find solutions to problems that arise in the implementation of driving schools, several studies have been carried out. Research conducted by Sumarsih, et al. (2022) concluded that to implement school programs, school principals play an important role. Driving school principals encourage various kinds of participatory, unique programs and lots of innovation. Fostering cooperation with teachers who support their leaders in participating in creating a driving school. The results of this research are in line with research conducted by Rahayuningsih and Riyanto (2022) which also concluded that driving school principals must have special competencies including (1) development of self and others, (2) learning leadership, (3) school management leadership, and (4) school development leadership. Mariana's (2021) research found the importance of the role of the

school principal in the implementation of the driving school program. Based on his research, it was concluded that the principal's leadership influences the effectiveness of driving schools. School principals must be able to carry out school management that is collaborative and competent in their field and in harmony with education at home and family. School principals must be able to change the old school structure into a new paradigm in the world of education. The principal must also be able to take the school in his office in a more advanced direction and be able to improve the competence of teachers and students. In line with this research, Maruwu, et al. (2022) also concluded that there is a need to empower school principals and teachers in implementing the driving and independent learning school program.

Based on the description above, the problem of challenges to the quality of learning outcomes in schools which are faced with the development of information technology and industry, by implementing a driving school program, it is important to carry out research, with the aim of obtaining information or an overview and analyzing the implementation of the program from the perspective of (1) Development literacy and numeracy competencies; (2) Development of superior human resources; (3) Integration with the school ecosystem; (4) Driving learning. The research method used is a case study. This is to describe the natural situation in the field.

II. Theoretical review

a. Literacy and numeracy competencies

Literacy and numeracy are theories related to numeracy literacy skills, which include skills in applying mathematical concepts and rules in everyday life. Budirahayu, T., & Saud, M. (2023). Numeracy literacy includes skills in applying number concepts and arithmetic operation skills in daily life, as well as interpreting quantitative information in the student's environment. Numeracy literacy is needed to solve everyday problems using mathematical knowledge, both symbols and numbers. Numerical literacy skills are needed to understand mathematics, so that having numerical skills will help someone understand material, analyze problems and solve problems. Rahayuningsih, T. (2022). This ability includes understanding numbers, understanding numeration symbols, and quantitative problem solving skills.

The principles of applying numeracy literacy in the 2013 curriculum include: Contextual in nature and appropriate to geographical, social and cultural conditions, etc. In line with the scope of mathematics in the 2013 Curriculum. Interdependent and enriching other literacy elements. Numeracy literacy is a part of mathematics that consists of literacy and numeracy competencies, which are general and fundamental competencies. The numeracy literacy component in the mathematics coverage of the 2013 curriculum is not only in number material but can reach other materials such as algebra, geometry, measurement, and data processing

b. Superior HR development

The development of superior human resources includes conceptual, theoretical and moral skills, abilities and capabilities of employees in accordance with the needs of the job or position through education and training. Human resource development is an activity carried out to improve the technical, theoretical, conceptual and moral abilities of employees. Development programs must be implemented in an organized manner, have targets, policies, procedures, curriculum and implementation time. Hildayati, H., Mayasari, A., & Nurliani, N. (2023). This human resource development is future-oriented and has a more long-term focus. Superior human resources refer to individuals who have extraordinary abilities and competencies, who are able to adapt, accept and embrace change, and have agility and intelligence in dealing with the complexity of organizational problems. The development of superior human resources can help increase organizational efficiency and productivity, as well as help achieve the goals and objectives of educational units. Marliyani, T., & Iskandar, S. (2022).

c. Integration with the school ecosystem

Integration with the school ecosystem refers to the guidance process through educational role models which is oriented towards instilling life values which include religious, cultural, ethical and aesthetic values. Arwildayanto, Sukung, A., & Sumar, WT (2018). Learning integration is a process carried out in integrative learning, which is also called integrated learning. Integrated learning is a process carried out to build students' learning capacity and their capacity to become lifelong learners

The school ecosystem is a complex network of relationships between living organisms and the non-living environment found in the school environment. The school ecosystem includes biotic components, which consist of producers, consumers, and predators, as well as abiotic components, which include water, soil, and light. Triati, T., Jalinus, N., & Ridwan, R. (2022). Integrating theory with the school ecosystem includes developing life values that are appropriate to the school environment, which will help students become individuals with noble character and have the skills needed by themselves, society and the country.

Learning integration is the process of combining and organizing learning from various subjects in the school curriculum. In learning integration, materials originating from various subjects are arranged and structured so that they become a unit that is related and meaningful. Learning integration has several basic principles, such as having an actual theme that is close to the students' world, being related to everyday life, and using diverse and interrelated materials. Learning integration also has goals and benefits, namely to have rational and responsible knowledge, attitudes and behavior towards population and environmental problems.

d. Driving learning

Mobilizing learning is a study conducted to understand and improve the teaching and learning process. Hildayati, H., Mayasari, A., & Nurliani, N. (2023). In this theoretical study, several aspects are considered, such as learning methods, basic foundations for developing learning methods, and learning models. Learning methods are the methods used by teachers to provide learning material to students. Learning methods must be adapted to the student's level of cognitive development and the facilities available.

The basic basis for developing learning methods, an optimal learning process for students requires learning methods that can be utilized by teachers to deliver learning material. The application of this learning method must be attempted as optimally as possible, because the teacher's ability to convey learning material has certain limitations. Magdalena, MC (2022) A learning model is a systematic procedure for organizing learning experiences to achieve goals. Learning models can also be interpreted as approaches, strategies or learning methods. Currently, various kinds of learning models have been developed, from simple ones to rather complex and complicated models.

According to experts, learning is an important process in human life that allows individuals to gain knowledge, skills and understanding of the world around them. This learning has various definitions from the points of view of experts in various fields, including psychology, education, and cognitive science

According to BF Skinner, a behaviorist psychologist, learning is "relatively permanent changes in behavior that occur in individuals resulting from learning experiences." On the other hand, learning is also associated with activity because in principle learning is doing, learning is to change behavior and learning must be reactive because there is no learning that does not use activity. Mudatsir, M., Riwu, L., & Mustakim, M. (2023) Various learning models have been developed by experts, such as learning models that refer to effective and efficient learning experiences, learning models that refer to a structured system, and a learning model that refers to a process that includes preparation, implementation and follow-up. Education experts also consider that learning must be adjusted to the student's level of cognitive development and the facilities available.

III. Research methods

This research uses a qualitative approach, the research method used is a case study, which is a strategy that is more suitable for research where the main research question is concerned with how or why (Yin, 2013). The research location is Mekar Arum High School, Bandung Regency. The research subjects were school principals, teachers, parents of students, and students. The research implementation schedule starts from January 2024 to March 2024. The data collected during the implementation of this research is in the form of qualitative data originating from the data collection process using triangulation

techniques, namely observations, documentation studies and in-depth interviews. Data collection instruments are equipped with research grids, observation guides, documentation studies and interviews, the researcher himself as the main instrument is directly involved in extracting information. The criteria used to improve and determine the validity of data are the degree of trustworthiness, transferability, dependability and confirmability. Data validity testing was carried out using triangulation techniques and data source triangulation. Data analysis uses a qualitative model which includes data collection, data reduction and display, and drawing conclusions

IV. Results and Discussion

General description of the research location. Mekar Arum High School (SMA) is a high school level school with "A" accreditation. Located at Jl. Raya Tagog Cinunuk No. 82, Cinunuk Village, Cileunyi District, Bandung Regency, West Java 40393 , founded in 1991 based on the Decree of the Head of the Regional Office of the Ministry of Education and Culture Prop. West Java Number: 276/I02/Kep/E.1992. With the school's vision "Creative in renewing independent living and having an ethical perspective, art as a skill and foundation for self-development"

The implementation of driving schools in increasing the profile of Pancasila at Mekar Arum High School is carried out through various methods and strategies, by implementing an independent curriculum that is oriented towards the project of strengthening Pancasila students. A directed and measurable system to assist teachers in implementing projects to strengthen Pancasila students. The project to strengthen the profile of Pancasila students is carried out through project-based learning, which allows students to study important themes or issues and take action. School leaders determine the time allocation for project implementation and dimensions for each theme, map the distribution of project implementation in the school. The Principal formed a project facilitation team whose role was to plan the project, create project modules, manage the project, and accompany students in the project to strengthen the profile of Pancasila students.

The Project Approach to strengthen the profile of Pancasila students uses a project-based learning approach, which allows students to observe and think about solutions. Driving schools implement the driving school curriculum, designed and packaged in project-based learning to strengthen the Pancasila Student Profile. Use of audio-visual media to clarify the concept of Pancasila, as well as strengthen problem-solving abilities in various conditions. The driving school develops the Pancasila character which is virtuous, independent, logical, creative, light-hearted and diverse. School principals and teachers motivate and foster high enthusiasm and work together in innovation. A scientific approach is used in learning Citizenship Education, to help students understand the concept of Pancasila. Driving schools can develop students' abilities, such as role modeling, problem solving and responsibility. Driving schools develop citizenship education, which can help students understand the concept of Pancasila and become responsible citizens

1. Development of literacy and numeracy competence

Based on the results and discussion about the development of literacy and numeracy competence at Mekar Arum Senior High School, Bandung Regency, from the results of the analysis of students' reading literacy and numeracy skills, it was found that teachers have not applied many AKM reading literacy and numeracy questions, and the results of measuring the level of reading literacy competence obtained the percentage of skilled 69%, speaking 6%, basic 14%, needing special intervention 8%, and those who do not meet the category requirements amounting to 2%. While numeracy was obtained by a proficient percentage of 6%, speaking 55%, basic 26%, requiring special intervention 11%, and those who did not meet the category requirements 2%.

Factors that influence the development of literacy and numeracy competencies include: a) Students' interest in learning literacy and numeracy is a very important factor. Students who are more interested will more easily develop literacy and numeracy competencies; b) Supporting facilities such as adequate and adequate learning materials, equipment and space are also influential factors in developing literacy and numeracy competencies; c) Strengthening character education is a fundamental competency, which is needed in thinking about and with language and mathematics.

Comprehensive efforts to improve the literacy and numeracy skills of students at Mekar Arum School require various comprehensive efforts, including the Independent Learning Program including National Standard School Examinations (USBN), National Examinations (UN), Learning Implementation Plans (RPP), and Zoning New Student Admission Regulations (PPDB), minimum competency assessments and character surveys specifically designed for the function of mapping and improving the quality of education.

2. Development of superior Human Resources

The development of superior human resources is a key factor and is the main focus for many educational units. In developing human resources, schools consider several aspects, such as quality, ability, skills and high competitiveness.

Various observation models and unique approaches are used to create quality Human Resources, such as using a diversity of observations to reduce weaknesses in previous research.

Human resource development is carried out through various methods, including education and training, career development, and informal development. Education and training are a consequence of efforts to prepare individuals to assume responsibility, improve and enhance knowledge, abilities, attitudes and personality traits. Informal development is implemented where the teacher himself tries to train and develop himself, such as studying literature books related to his job or position.

Human resource development is adjusted to factors that influence performance, such as ability, motivation, support received, work, and the employee's relationship with the organization. Human Resource Development is carried out regularly to overcome problems

that interfere with performance, such as decreased work productivity, decreased physical and psychological health, and work effectiveness.

Superior Human Resources are individuals who have high quality, ability and are highly competitive, can measure optimal performance and have superior competence.

3. Integration with the school ecosystem

Integration with the school ecosystem is carried out in integrative learning, where all subjects in the school are integrated with each other. In education, integration is implemented to build students' learning capacity and their capacity to become lifelong learners. The school ecosystem consists of various components, including principals, teachers, students, parents, and local communities. Integration with the school ecosystem aims to create a learning environment that is harmonious, friendly, and integrates life values which include religious, cultural, ethical and aesthetic values. Integrative learning contributes a lot to the spiritual development of students at Mekar Arum High School, Bandung Regency, through the socialization process about integration and providing teaching materials about integration itself. Strengthening character education in schools uses a whole school approach that covers various aspects, including leadership, management and change management, curriculum and resource planning, learning and teaching, school culture and environment, giving students the right to express opinions. It can be concluded that integration with the school ecosystem is an important process for improving the quality of education and integrating life values in the school environment.

4. Mobilize learning

The findings and discussion of driving learning can be explained through several aspects. Driving teachers is the first step in implementing positive culture in the learning process. They develop a culture of reading, curiosity, tolerance, cooperation, mutual respect, discipline, honesty, hard work, creativity and independence. They also create a learning atmosphere that is challenging, fun, communicative, without fear of mistakes and democratic; Differentiated learning with a systematic approach in designing curriculum and learning instructions for each student according to their interests and learning needs. The focus of differentiation learning is on the teacher's concern for students in paying attention to the diverse learning needs of students. The professional competence obtained by teachers is only categorized as sufficient, while personality competence, pedagogical competence and social competence are categorized as good. Using a group system in learning helps students to work together with their friends, interact with their friends, and improve their talents.

Learning activities move students to study more actively, the desire to progress comes from the individual himself, and can make students more interested in learning. Online learning can drive learning, using information and communication technology to expand students' learning possibilities, speed up the learning process, and reduce learning costs.

Discussions about driving learning can be carried out by explaining the steps applied, the results of observations, discoveries and assessments from various sources. Discussions may also include the use of technology, teacher performance, and effective instructional approaches to drive learning. Driving learning" refers to the process and steps taken to encourage and develop effective and efficient learning. This can be done in various ways, such as: Driving teachers to develop a positive culture in the learning process, like reading, curiosity, tolerance, work together, respect each other, be disciplined, honest, hard work, creative and independent. Differentiation: Differentiation learning is carried out with a systematic approach to designing curriculum and learning instructions according to their interests and learning needs. The focus of differentiation learning is the teacher's concern for students in paying attention to their needs. learning from diverse students. The group system helps students to work together with their friends, interact with their friends, and improve their talents. Online learning can drive learning, by using information and communication technology to expand students' learning possibilities, speed up the learning process, and reduce costs Study. Teachers' professional competence is only categorized as sufficient, while personality competence, pedagogical competence and social competence are categorized as good. The principal as an instructional leader drives learning for teachers and educational staff in their school. Learning that drives can achieve harmony between the three main components, namely students, teachers, and the learning environment, to ensure the achievement of competency by students

V. Conclusion

The driving school program carried out by the Mekar Arum High School in Bandung Regency has been running in accordance with the policy guidelines for implementing driving schools, with the dimensions of developing literacy and numeracy competencies, developing superior human resources, integrating with the school ecosystem and encouraging learning. However, obstacles are still found related to existing human resources which are not optimal, the carrying capacity of the respective facilities and infrastructure is weak, and financing is not adequate.

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