

Management practices in the implementation of driving school program at senior high school: A phenomenological study

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ABSTRACT

The Driving School program has become a prominent subject in the context of the Independent Curriculum's implementation. While substantial research has been conducted on its execution, studies specifically examining the management processes remain scarce. This study aims to investigate the management of the Driving School program at the senior high school level. Employing a phenomenological approach, the research was conducted at SMAN 5 Lubuklinggau, South Sumatera, Indonesia. The participants included the principal, vice principals, facilitator teachers, alumni, teaching staff, and school administrative personnel. Data were collected through interviews and analyzed using an interactive model for qualitative data. The findings revealed that effective management of the program involves a comprehensive approach encompassing planning, organizing, implementation, and evaluation. Key areas of focus include: 1) student management, from enrollment to graduation; 2) the professional development and performance of teaching and administrative staff; 3) infrastructure and facilities management; 4) financial management; 5) curriculum development; and 6) fostering community partnerships. The study suggests the establishment of a detailed procedural framework, such as Standard Operating Procedures (SOP), to guide future program implementation. Additionally, future research could explore the effectiveness of these management procedures in achieving the program's overarching objectives.

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Introduction

Effective school management is essential for fostering academic excellence. It carries a significant responsibility in formulating and executing policies that promote optimal educational strategies (Parveen et al., 2024). More specifically, advancing the quality of education remains a global priority, particularly in developing nations (Anand et al., 2023). A high standard of education is crucial for cultivating skilled and capable human resources, which are vital for a country's competitive standing on the global stage.

In Indonesia, however, educational quality has been inconsistent across different regions. The geographical challenges, particularly the archipelagic structure of the country, have hindered efforts to ensure equitable access to educational resources.

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Consequently, substantial work remains to enhance teaching and learning environments, improve teacher professionalism, raise administrative standards, and foster collaboration and accountability among governmental sectors (The World Bank, 2020). This situation necessitates a proactive approach by the government to elevate educational quality, especially in remote areas. The quality policies for schools in these regions are gradually becoming more robust (Juharyanto et al., 2023).

The introduction of the Independent Curriculum by Indonesia's Ministry of Education and Culture marks a significant step towards advancing education in the country. This curriculum is both strategic and innovative, yet presents several challenges. The Independent Curriculum offers greater flexibility in designing learning programs tailored to the specific needs of students (Saa, 2024). It holds the potential to improve overall school quality and contribute to the academic success of Indonesian students (Rokayah et al., 2023). At its core, the Independent Curriculum emphasizes independent learning, which allows schools, teachers, and students the freedom to innovate, enhance their creativity, and act autonomously.

A key initiative within the Independent Curriculum is the Driving School program, which aims to foster holistic student development, including competencies such as literacy, numeracy, and character building, starting with exceptional human resources (school leaders and teachers). The Driving School program builds on previous educational reforms, seeking to assist both public and private schools in advancing by 1-2 stages. This program will be implemented systematically and integrated into the educational ecosystem until it is adopted by all schools across Indonesia (The Ministry of Education and Culture, 2015). The Ministry has outlined five primary interventions for this program: consultative and asymmetrical assistance, strengthening human resources in schools, adopting a new paradigm for learning, data-driven planning, and school digitalization.

According to the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 1177/M/2020, the objectives of the Driving School program include enhancing competencies and character in line with the Pancasila student profile, ensuring equitable distribution of educational quality, empowering school principals to effectively manage educational units and achieve quality learning, fostering a stronger education ecosystem focused on quality improvement, and creating a collaborative environment among education stakeholders, both at the school level and across local and central governments. These efforts aim to facilitate the transformation of educational units, improve student learning outcomes, and produce students who embody the Pancasila-based character (Tafonao et al., 2023).

Numerous studies have explored the implementation of the Driving School program. Research by Islamiyah et al. (2022) highlighted government interventions such as integrating local wisdom and entrepreneurship into school curricula and incorporating educational technology. Additionally, the program has been credited with fostering distinct yet interconnected learning strategies, including general and thematic project-based learning (Gustiana et al., 2023). A study by Mustari (2023) emphasized the importance of effective management through school-based management for the successful implementation of the program. Another study found that while the program has seen success at the high school level, challenges such as funding remain unresolved (Sururi et al., 2023).

Although the program's successful implementation has been frequently discussed, research on the procedural management of the Driving School program is limited. This study aims to explore the detailed management stages involved in the implementation of the Driving School program at the senior high school level. These stages encompass planning, organizing, implementing, and evaluating activities. The findings are expected to provide valuable insights for teachers and school administrators on the essential steps in managing the Driving School program, ultimately contributing to the enhancement of educational quality through the effective implementation of the Independent Curriculum.

Method

This study applied a qualitative approach with a phenomenological method proposed by [Creswell and Poth \(2018\)](#). This study was conducted at SMAN 5 Lubuklinggau, South Sumatera, Indonesia. The subjects comprised the principal, vice principal for curriculum, vice principal for facilities and infrastructure, vice principal for public relations, vice principal for student affairs, facilitator teacher, alumni, teacher, and school administration staff. As phenomenology aims to portray the experience of participants in a phenomenon accurately ([Creswell & Poth, 2018](#)), the study involved those parties considering their experience, practical engagement, and participation during the Driving School program.

Data collection techniques consisted of interviews. Referring to [Tomaszewski et al. \(2020\)](#), interviews in a phenomenology study could be chosen as the primary technique. The researchers administered the interview to dig up detailed information and circumstances encompassing the management system applied for the Driving School program. The collected data were then analyzed using the interactive model of [Miles et al. \(2019\)](#). The construction of a coding category system began once the data was sorted for completeness. The system was made based on the instruments, data sources, research problems, and time of research activities. The coding used in this study is presented in [Table 1](#).

Table 1. Data analysis coding system

No	Coding aspect	Code
1	Technique of data collection	
	Interviews	W
2	Respondents	
	a. Principal	KS
	b. Vice Principal for Curriculum	WK
	c. Vice Principal for Facilities and Infrastructure	WSP
	d. Vice Principal for Public Relations	WH
	e. Vice Principal for Student Affairs	WS
	f. Facilitator Teacher	GF
	g. Alumni	AL
	h. Teacher	G
	i. School Administration	TU
3	Research questions	
	a. Planning for madrasah program	PRPM
	b. Organizing madrasah program	PGPM
	c. Implementing madrasah program	PKPM
	d. Evaluating madrasah program	EVPM
4	Activity period: date, month, and year	02 04-23

This coding system was used for data analysis. The study focus code was utilized to categorize data gathered via the interviews. The interview transcripts included the research site code, data collection procedures, data sources, date, month, and year. The following is an example of how to use and interpret the code.

W-2-G-PRPM. 02-04-23

Note

W : Interviews

2 : Number of respondents

G : Teacher

PRPM : Planning for madrasah program

02-04-23: Date, month, and year

The researchers created the codes, constructed the operational limits, double-checked the field notes, and coded each data unit. The units refer to portions of field notes formed in the sentences, paragraphs, or paragraph sequences. The codes were written along the edge of the field note sheet. The field notes were copied and then divided into sections depending on the data units, but the original field notes were kept as archives. The field notes were classified according to their codes and listed on the left side. To aid in tracking the original field notes, a notation was placed at the bottom of each information unit. Third, all the data obtained were analyzed to create conclusions as temporary results for each case. To accomplish this, numerous context diagrams are first generated. If it is not biased, only inferences may be drawn.

Results

Planning for the Driving School program

Planning is the initial phase in any activity; in this case, the school set up the student planning. It is a critical period from the time they enroll up to graduation. When accepting the students, planning is necessary so that their placement is consistent with the available facilities and infrastructure; otherwise, the school will lack these worthwhile assets. The findings of the interview with the principal are outlined below:

“We make plans for students from the first time they enroll in the student admission, then we educate them, and finally graduate. All should be planned properly.” (W-1-KS-PRPM-03-04-23)

In addition to student planning, planning activities are carried out for educators and educational personnel in the Driving School so that their duties, notably educating and teaching, are possibly performed effectively. Planning for educators and educational personnel in the Driving School program must be comprehensive to allow the harmony between the expectations of the Driving School and its implementation. The findings of the interview with the principal are summarized as follows.

“In the planning stage for educators and educational personnel at the Driving School program, we prepare 5 teachers to join professional training with the expectation that they can develop themselves and inspire others at schools.” (W-1-KS-PRPM-03-04-23)

Preparing educators and educational personnel to develop themselves is also urgent to promote their quality through training, intending to improve their competence when performing their duties as educators and educational personnel. Furthermore, skilled teachers might reflect themselves to others, allowing them to improve their teaching or pedagogical competence. The interview with the vice principals for curriculum affairs demonstrates the matter.

“The teachers who are appointed to participate in the development training should be able to mentor other educators, providing them with opportunities to grow personally and fulfill their primary role and function.” (W-2-WK-PRPM-05-04-23)

Then, in addition to the planning activities carried out by the educators and students at the Driving School, the planning of facilities and infrastructure is highly significant in the implementation of the program; when the facilities and infrastructure are not properly prepared, the implementation of the Driving School will encounter obstacles and constraints, preventing the objectives of the planned Driving School from operating optimally. The interview results with the vice principal for facilities and infrastructure are elaborated below.

“Our school has prepared one digital class, but the facilities are already complete to support the learning at the Driving School program, however, in the near future, we attempt to add more facilities, so that all students might be exposed to digital learning.” (W-3-WSP-PRPM-07-04-23)

In furtherance of the facilities and infrastructure that must be properly prepared in the Driving School, curriculum planning is also a top priority in implementing the Driving School program. The curriculum serves as a guideline for the Driving School's implementation in running its programs; assuming the curriculum is not well prepared, the Driving School programs cannot be executed effectively. The results of the interview with the vice principal for curriculum are provided in the following paragraph.

“The Driving School employs the government-prepared Independent Curriculum; therefore, we design the curriculum, particularly the learning implementation plan, based on the Independent Curriculum.” (W-2-WK-PRPM-05-04-23)

In parallel with curriculum planning, financial planning is equally substantial in the Driving School implementation. Well-prepared financial management is necessary to guarantee the success of the Driving School's implementation, so it is solely typical that the Driving School plans to manage finances properly. The interview with the principal yields the following results.

“We normally establish an annual program and decide what activities will be performed. Routine finances are received from the free school program, regular BOS (School Operational Assistance), and BOS performance; funds typically disbursed in April of each year.” (W-1-KS-PRPM-03-04-23)

The relationship with the community at the Driving School should also be well established, so that the community may encourage the implementation of the Driving School at school. Otherwise, the school will operate independently without any supporting partners. The interview results with the vice principal for public relations are provided below.

“We first analyze the situation in the community surrounding the school, and then initiate activities with the community to promote the Driving School's growth.” (W-4-WH-PRPM-10-04-23)

The significance of making relations with the community cannot be neglected as it allows for community involvement and participation in the Driving School program implementation. As a result, it is fundamentally believed that the Driving School builds partnerships with other schools and communities.

Organizing the Driving School program

The school must also organize activities, particularly for students, considering each student has distinctive skills and potential. Consequently, the school must group the students based on ability and class level. The findings from the interview with the vice principal for student affairs are outlined below:

“The student organizational activities in the first year of class 10 are not yet divided, but in classes 11 and 12, they are targeted to each person's interests and fields.” (W-5-WS-PGPM-15-04-23)

In addition to organizing the students, the Driving School organizes its educators and educational personnel. This is essential because they deliver learning materials to the

students, in addition to educating the students' morals. The findings of the interview with the facilitator teacher are listed below.

“The Driving School concentrates on enhancing the quality of the educators and educational personnel. In its implementation, the teachers are appointed as facilitators and committee members; these teachers are trained and then assigned to assist other teachers in developing their quality.” (W-5-GF-PGPM-20-04-23)

In addition to organizing the teachers and students, the Driving School engages in activities to manage facilities and infrastructure to support school accomplishment; once the facilities and infrastructure are not properly organized, they cannot function correctly. The interview with the vice principal for facilities and infrastructure are presented as follows.

“Organizing facilities and infrastructure for digital courses, only one, so students take turns utilizing it. Thus, all students can experience learning in a digital class.” (W-3-WSP-PRPM-07-04-23)

The Driving School either develops facilities and infrastructure or organizes the curriculum to ensure effective learning implementation. The school must organize the curriculum to ensure the learning process runs efficiently. The interview with the vice principal for curriculum is explained in the following lines.

“The curriculum remains competency-based and flexible learning, with a strong emphasis on student character development. Thus, the students must be cognitively and morally intelligent.” (W-2-WK-PRPM-05-04-23)

Organizing the finances is also prominent since it allows the Driving School to manage the financial execution of the school program. With a solid financial organization, the implementation of the program priority scale can be addressed. The findings of the interview with the school administration staff are explained below.

“Financial organization encompasses the preparation of the financial plan (RAPBS), procurement and allocation of budget, budget execution, budget utilization, bookkeeping, and accountability.” (W-7-AL-PRPM-25-04-23)

Furthermore, establishing relationships with the community is valuable for the school's empowerment as it directs to achieve the learning objectives. The community is a partner for schools in backing up the school programs. The school committee typically represents the community. The interview with the vice principal for community relations, reveals the following results.

“In organizing public relations, we employ the role of public relations to inform the public about school developments and activities.” (W-4-WH-PRPM-10-04-23)

Relations with the community must be well-developed, thus community involvement and participation can be maximized for advancing the Driving School program. Following that, it is indispensable for the Driving School to build connections with the schools and communities.

Implementing the Driving School program

The implementation activities are of great importance for the school, particularly those involving the students in instructional processes. Such activities must be handled professionally; yet, failure to do so will influence learning outcomes. The findings from the interview with the vice principal for student affairs are summarized in the following lines.

“Implementing the Driving School program for the students can be seen in the learning process. In the first hour, they have the freedom to choose the learning process, including the location and teaching materials. In the last hour, they write what they discover, and then conclude the learning.” (W-5-WS-PKPM-15-04-23)

The students' participation in learning implementation is fundamental; each student has their personal character and abilities, so educators must be able to develop their students' potential. Failing to recognize them will result in a potential lack of development. An interview with one of the teachers proves the argument.

“It is true that the students have talents and potential that teachers should nurture for students' potential to be fully realized and developed.” (W-8-G-PKPM-30-04-23)

The implementation of educators and educational personnel is another urgency to be managed properly so that the learning and teaching process can be carried out appropriately. However, when the implementation of teachers and educational personnel fails to operate effectively, the learning and teaching process will be disrupted. The results of the interview with the head of administration are given below.

“The teaching team includes teachers, facilitator teachers, and committee teachers. During the implementation, the teachers were assisted by the facilitators and committee teachers, together with the academic advisors.” (W-9-TU-PKPM-28-04-23)

Similarly, facilities and infrastructure must be properly implemented to support the successful completion of the learning process. In case facilities and infrastructure are not effectively executed, the continuity of the learning and teaching process will be troubled, potentially leading to a lack of learning and teaching processes in the classroom. The results of the interview with the vice principal for facilities and infrastructure indicate the matters.

“The implementation of facilities and infrastructure are employed effectively and efficiently, to support the well-implemented learning and teaching process in the classroom, hence influencing the achievement of learning objectives.” (W-3-WSP-PKPM-07-04-23)

Moreover, the curriculum implementation plays an integral role in evaluating the effectiveness of student learning. The teachers operate as the instructors implementing the curriculum, as evidenced by the lesson plan to guide the instructions in the classroom. The interview with the vice principal for curriculum signifies the following ideas.

“The Driving School's curriculum adheres to the independent curriculum; the learning process constitutes 30% project and 70% intra-curricular; learners are permitted to study in the first hour after reading the Qur'an; they study under their respective interests and talents. In the last hour, they read and report what they have learned.” (W-2-WK-PKPM-05-04-23)

The financial implementation also serves as a necessity in the Driving School implementation because it calls for the realization of many excellent programs. Subsequently, adequate finances are required to fund all school activities. The school administration staff stated the argument related to this point.

“After structuring the annual program and activities to be implemented in one year, funds are typically disbursed in April and may vary depending on the activities undertaken.” (W-7-AL-PKPM-25-04-23)

Community relations have also been critical for the Driving School to meet the learning objectives. The community is a partner for the school to support its programs

and is usually symbolized by the school committee. The interview with the vice principal for community relations indicates the point.

“The implementation of public relations progressed effectively, and the community appreciated the Driving School enthusiastically, indicating their support for its implementation.” (W-4-WH-PKPM-10-04-23)

The connections between the community and the Driving School have to be solidly built so that there is a sense of community involvement in the conduct of the Driving School programs. As a result, it is deemed important for the Driving School to foster relationships with other schools and communities.

Evaluation of the Driving School

Evaluation is the final stage in school management activities. The students' evaluation counts in determining the extent to which the implementation of student activities is successful, and whether it complies with expectations. The interview with the principal reveals the following results.

“The evaluation is divided into phases based on student interest. After three months, they exhibit the results of their project and learning achievements based on their skills.” (W-1-KS-EVPM-03-04-23)

Then, the evaluation of teachers is required to figure out the degree to which educators are successful in carrying out their tasks, so that challenges and impediments they face in carrying out their duties can be identified, and solutions can be probed for the future. The interview results with the vice principal for curriculum are shown below.

“The academic advisory teachers are appointed based on their competence, the facilitator teachers are selected based on expertise and may be recruited from outside the school, and the committee teachers are elected based on ability but must be enrolled members of the school community.” (W-2-WK-EVPM-05-04-23)

Then, during the implementation of the Driving School, it becomes imperative to evaluate the facilities and infrastructure used, so that it is known which facilities and infrastructure are severely, moderately, and lightly damaged so that the implementation of learning does not hinder and may harm the students during the learning and teaching process in the classroom. The interview with the vice principal of facilities and infrastructure indicates the point.

“School supervisors and the Regional Education Board evaluate facilities and infrastructure, and the results serve a purpose to inform our efforts to improve the learning and teaching process in the classroom.” (W-3-WSP-EVPM-07-04-23)

Another aspect to evaluate is the curriculum. It is paramount to evaluate the curriculum implementation so that adjustments may be made in the future. The curriculum functions as a school guideline in carrying out the learning and teaching processes. The interview with the vice principal for curriculum is illustrated below.

“The curriculum evaluation for the program is conducted every three months. While the intra-curriculum continues for one semester, thus shortcomings in the applied curriculum can be detected and improved in the future.” (W-2-WK-EVPM-05-04-23)

The school additionally has to evaluate the finances spent to ascertain to what extent the implementation of the funded program has been successful, and this must be

proven with an accountability report. The interview with the school administration staff is outlined below.

“The school supervisors, inspectorates, and the Regional Education Board conduct the school financial evaluation, and the results are used as the basis to direct for the school improvement efforts.” (W-7-AL-EVPM-25-04-23)

The next is the evaluation of public relations, which is vital because it discloses which activities have not been implemented with the community, and what type of community support and participation the school requires to sustain its success. The interview with the vice principal for public relations discusses the case.

“Yes, we undertake the evaluation of community relation activities to strengthen community support and engagement in school progress through planned school programs.” (W-4-WH-EVPM-10-04-23)

Establishing a positive relationship with the community is an essential requirement for the Driving School, to ensure community involvement and participation in program implementation. Accordingly, collaboration between the Driving School and schools as well as the community is recognized to be strongly powerful.

Discussion

The Driving School program at SMAN 5 Lubuklinggau has been meticulously planned, with a focus on managing students from admission to graduation. The school has invested significant effort into designing a structured approach for student management, ensuring that the planning is comprehensive and effective. This includes preparing five teachers for professional development and equipping the school with a digital classroom to support the learning process. According to [Aada \(2020\)](#), proper planning is essential for achieving desired outcomes, as it lays the foundation for success. Planning, when logical and attainable, plays a pivotal role in the success of school programs. [Carvalho et al. \(2022\)](#) emphasize that the quality of the planning process is crucial for the continuous improvement of schools. In line with this, [Koh et al. \(2023\)](#) argue that planning should be seen as an ongoing, long-term process, rather than a one-time project. Such thoughtful planning ensures the school can adapt and evolve, contributing to long-term improvements in education.

Moreover, planning must be aligned with the school’s vision and objectives. [Buchari and Saleh \(2016\)](#) suggest that successful school development relies on a clear vision, institutional goals, and an understanding of local contexts. [Hasanah et al. \(2019\)](#) emphasize that to create an outstanding school, it is essential to focus on improving teaching and learning, refining the student admission system, hiring competent teachers, providing necessary facilities, and managing resources from a global and progressive perspective. Furthermore, [Epstein \(2018\)](#) asserts that effective educational planning is a key factor in enhancing school quality. It is also important for school leaders to foster a collaborative culture, encouraging various stakeholders to contribute to the development of strategic plans ([Cheng, 2020](#)). This study found that school management at SMAN 5 Lubuklinggau not only collaborates with teachers but also actively engages with local communities, recognizing the significant benefits of these partnerships for supporting students’ academic, emotional, and social development ([Hands, 2023](#)).

The organization of the Driving School program is designed to achieve integrated student learning outcomes, encompassing both competencies and character development, starting with the cultivation of strong human resources, namely school leaders and teachers. According to [the Decree](#) of the Minister of Education and Culture of the Republic of Indonesia (2020), the Driving School program aims to strengthen student competencies and characters in alignment with the Pancasila student profile. Additionally, it seeks to

ensure equitable distribution of educational quality, enhance the capacity of school principals to lead educational units, and create a collaborative environment for stakeholders at all levels, including schools, local governments, and the central government.

At SMAN 5 Lubuklinggau, the organization of the program begins with first-year students, who are not yet divided according to their interests, while students in grades 11 and 12 are provided with more specialized pathways. The school also focuses on improving the quality of educators by selecting teachers as facilitators and committee members, who are then trained to support their colleagues in enhancing their teaching competencies. As agents of change, these teachers play a critical role in both managing students and facilitating the professional growth of other educators (Rechsteiner et al., 2022). In addition to managing students and teachers, the school also ensures that facilities and financial resources are systematically organized. The Driving School program has invested in digital classrooms, which students use on a rotating basis to ensure personalized and meaningful learning experiences. The careful management of these resources is essential, as it ensures that facilities are maintained and utilized effectively (Caman & Casamayor Jr, 2024). Similarly, the organization of financial resources involves detailed planning, procurement, allocation, execution, and accountability, all of which are critical to the program's success. Ezeh and Ogara (2020) note that ineffective financial management can significantly hinder a school's ability to deliver quality education.

The implementation of the Driving School program follows a student-centered approach, where students are given the autonomy to select learning materials and locations in the first hour of the lesson, while summarizing their findings during the final hour. The curriculum is based on the Independent Curriculum, incorporating a mix of project-based learning (30%) and intra-curricular activities (70%). This approach aligns with the principles of student-centered and project-based learning (Anisa, 2023; Nursalam et al., 2023), as outlined in the Independent Curriculum. The teachers, supported by facilitators, committee members, and academic advisors, work collaboratively to implement the lessons. These educators play multifaceted roles, not only as instructors but also as leaders and motivators for their peers, promoting a supportive environment where knowledge and problem-solving skills are shared (Safrizal et al., 2022).

Financial resources for the Driving School program are allocated through the school's annual budget, with the activities funded based on the allocated BOS (School Operational Assistance) funds. Transparent financial management is essential to ensure that the school meets its operational needs effectively. As Santosa et al. (2022) point out, open financial management influences the operational procedures that support the school's primary objectives.

Community involvement is a key component of the program's implementation. Public relations efforts have been successful, with the local community expressing strong support for the program. Previous studies have shown that collaboration among teachers, parents, committees, and community leaders is essential for the successful planning and execution of school programs (Santi et al., 2023).

Regarding evaluation, the assessment of students' learning outcomes is conducted in phases, with students presenting the results of their projects every three months. This aligns with the project-based learning approach outlined in the Independent Curriculum (Putri & Riastini, 2023). In addition to evaluating student achievements, the school also assesses its facilities and infrastructure, with the results informing improvements in the learning environment (Zurainan et al., 2021). The curriculum is evaluated every three months, with adjustments made as needed to meet students' needs. This ongoing evaluation process ensures that the curriculum remains relevant and responsive to student demands (Hale & Adhia, 2022).

The school also undergoes financial evaluations conducted by school supervisors, inspectorates, and the Regional Education Board. These evaluations help guide future school improvement efforts, particularly in managing the school's budget. [Kim and Ryu \(2017\)](#) highlight that the different priorities and motivations of these authorities can influence the effectiveness of financial oversight. Finally, community partnerships are evaluated to ensure continued engagement and support for the school's programs. Two-way communication is crucial for gathering feedback and fostering positive relationships ([Hands, 2023](#)).

In summary, the successful implementation of the Driving School program at SMAN 5 Lubuklinggau can be attributed to the school's effective management at all stages—planning, implementation, and evaluation. Strategic planning and management are critical for achieving organizational and societal change ([Kools & George, 2020](#)). The logical execution of the program, coupled with continuous evaluation, ensures that the school progresses toward its educational objectives ([Martinsuo et al., 2022](#)).

Conclusion

The findings of this study reveal that SMAN 5 Lubuklinggau has carefully organized and managed each step of the Driving School program, ensuring a well-structured process from student admission to graduation. The school's preparation of teaching staff, including five teachers trained to support both themselves and their colleagues, is an essential aspect of this program. In terms of student management, the program is tailored to individual interests in grades 11 and 12, with students participating in a personalized learning environment. The implementation of the program involves teachers being designated as facilitators and committee members to help enhance the quality of education, ensuring that all staff are engaged in continuous professional development. The school also focuses on equitable access to resources, including the use of digital classrooms, and employs a systematic approach to financial management, covering budget planning, allocation, implementation, and accountability. Furthermore, the program's implementation follows the Independent Curriculum, balancing intra-curricular and project-based learning to foster a student-centered approach. The success of the program is further supported by community engagement, as the public relations campaign successfully garnered local support for the initiative. The evaluation process, which is based on students' interests and project-based learning outcomes, ensures that the program remains aligned with its objectives and continuously improves.

While this study provides valuable insights into the procedural management of the Driving School program, it primarily focuses on the management stages rather than the measurable impact of these practices. Future research could investigate how effective management practices directly influence the success and outcomes of the Driving School program. Additionally, further studies could explore the long-term effects of such educational models on student achievement and the broader educational ecosystem. It would also be beneficial to examine how different schools across various regions in Indonesia implement the Driving School program, as regional variations may offer important insights into the adaptability and scalability of the program. Finally, research could address the challenges schools face in managing resources, especially in remote areas, to ensure equitable access to educational opportunities for all students.

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