Analysis of the Effectiveness of the School Driving Program in Improving Teacher Competence at Poboya Public Elementary School

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A R T I C L E I N F O

A B S T R A C T

This study aims to find out 1) the effectiveness of the Driving School Program in improving teacher competence in SD Negeri Poboya. 2) obstacles in the implementation of the Driving School Program in improving teacher competence at SD Negeri Poboya. This study uses a qualitative research method with a phenomenological approach. The subject of this study is a teacher at SD Negeri Poboya. Data collection techniques are carried out through observation, interviews, documentation and questionnaires as supporting data. The results of the study show that the Driving School Program at SD Negeri Poboya is very effective in improving teacher competence, in pedagogic, professional, social, and personality aspects. This program is carried out with a good understanding by the teachers, on target, in accordance with the implementation schedule, and able to achieve the goals that have been set. This is strengthened by the analysis through the distribution of questionnaires, the results show that for teachers' pedagogic competence is 82.31%, teachers' professional competence is 80.00%, teachers' social competence is 85.42%, and teachers' personality competence is 85.91%. If you look at the standard table of effectiveness of the Ministry of Home Affairs' R&D that the effectiveness ratio above 80% shows a very effective achievement. However, there are still several obstacles such as limited facilities, low technological skills, and the adaptation of teachers and students to learning changes

INTRODUCTION

Education is a fundamental foundation for the development of society and future generations. The quality of education depends on a number of factors, including teacher competence, school facilities and infrastructure, and relevant curriculum. Among these factors, the role of teachers is considered a crucial factor for educational success.

Based on official data released by the Indonesian Ministry of Education, Culture, Research, and Technology for the Even Semester of the 2022/2023 school year, the number of teachers in Indonesia reached 3,339,219 people while for the Even Semester of the 2024/2025 school year the number of teachers in Indonesia has reached 3,439,398 people (Ministry of Primary and Secondary Education, 2025). Although the number of teachers in Indonesia is relatively large, it is known that the average score of the Teacher Competency Test (UKG) in 2022 is still below the minimum standard set at 55, with the national average reaching 54.05 (Hilmiatussadiah et al., 2024). The Teacher Competency Test (UKG) activity aims to assess the level of competence of each teacher and map their mastery in pedagogic and professional competence. The implementation of UKG is focused on identifying weaknesses that teachers may have in these two areas of competence (Yuwono et al., 2021).

Therefore, an educator needs to meet certain criteria and competencies. This has been regulated in Law No. 14 of 2005 concerning Teachers and Lecturers, where an educator is required to have four competency standards, namely: first, pedagogic competence; second, professional competence; third, personality competence; and fourth, social competence. However, there are several problems that cause the low quality of teacher competence, both from internal factors of the teacher himself and external factors. The government's commitment to paying attention to teacher competence, the lack of welfare received by teachers which results in them not being able to fully carry out their profession as educators, and the low awareness of educators to improve and develop their competencies, are some of the causes that hinder the improvement of the quality of education (Yuwono et al., 2021).

This condition is very interesting, because teacher competence plays a central role in the context of education. Where the quality of students or students who learn from education in Indonesia is in fact influenced by competent teaching staff. Therefore, the sustainable development of teacher competencies is very important, because the more teacher competence develops, the better the quality of learning outcomes and learning success will be (Rahman, 2022).

Therefore, as one of the efforts to improve the quality of education in Indonesia, namely through various programs and policies. One of the strategic programs that has been launched is the Driving School Program. This program is part of the Merdeka Learning agenda which was launched in February 2021 by involving 2,500 schools in 34 provinces and 111 districts/cities (Pasaribu et al., 2024). The program aims to create a learning environment that focuses on developing students' character and competencies, with direct support from principals, teachers, and the educational community. This program is implemented in stages, for schools that are declared to have graduated as driving schools, the school still needs structured assistance.

Palu City itself is one of the cities in Central Sulawesi Province that was selected to run the 1st Batch of Driving Schools Program in 2021 where there are 15 schools consisting of 2 Early Childhood Education (PAUD) schools, 6 elementary school (SD) schools, 3 junior high school (SMP) schools, 3 high school (SMA) level schools, and 1 Extraordinary School (SLB) school. Among the selected school levels, only the Elementary School (SD) level was more selected to run the Driving School program than the others. The elementary schools in Palu City that have implemented the Driving School program are one of them, namely SD Negeri Poboya (Ministry of Education, Culture, Research, 2024)

In the context of basic education, teachers play an important role in determining the quality of learning. Competent teachers are not only able to manage learning well, but also act as agents of change in schools. Therefore, improving teacher competence is one of the main focuses in the Driving School Program. The program provides ongoing training, mentoring, and support to drive holistic school transformation, from leadership to teaching and learning practices.

The Driving School Program has been running in various regions in Indonesia, but its effectiveness in improving teacher competence is still a topic that needs more in-depth study. It is important to ensure that investment in this program has a significant impact on improving the quality of education, especially at the elementary school level. Some previous research has shown that intensive training and mentoring can improve teachers' pedagogic skills and professionalism (Amran et al., 2024). However, there are still obstacles, such as lack of resources, as well as resistance to change. This can affect the implementation of the program.

Based on the results of observations and interviews with the Principal of SD Negeri Poboya, it is known that at the beginning of the implementation of the Driving School Program there were 4 teachers, namely high-class teachers and low-class teachers, religious teachers and social service teachers and school principals who participated in the training. After participating in the training, they then scanned other teachers. However, the implementation of this program has not been running optimally. This is due to the lack of facilities such as learning support books, there are still some teachers who have difficulties in using technology and the lack of learning media, and in the implementation of this program teachers and students have difficulty adjusting to the implementation of the Driving School Program which is one of the programs that supports the implementation of the Independent Curriculum in its implementation in schools.

Based on this description, the researcher is interested in conducting a research entitled "Analysis of the Effectiveness of the Driving School Program in Improving Teacher Competence in Elementary School Poboya". This study aims to determine the effectiveness of the Driving School Program in improving teacher competence in SD Negeri Poboya as well as obstacles or obstacles in the implementation of the Driving School Program in improving teacher competence in SD Negeri Poboya.

LITERATURE REVIEW

The Driving School Program (PSP) is one of the educational transformation efforts aimed at improving teacher competence and overall learning quality. Research conducted by Juhaenah & Suharli (2023) shows that PSP is very effective in improving teachers' knowledge competence and professional learning practices. Using the mixed method method, the study found that the effectiveness of the program reached more than 88%, both in terms of knowledge and teacher practice. The implementation of PSP through workshops, coaching, and the use of the Independent Teaching Platform (PMM) contributes greatly to the development of teacher professionalism and has a positive impact on student learning outcomes.

Another study by Adawiyah & Musaddad (2024) strengthens these findings by highlighting the impact of PSP implementation on improving the quality of education at SD Negeri 1 Wringinanom. The focus of this research is on the challenges of teacher competence in mastering technology and the application of innovative learning. Despite facing infrastructure limitations, the results of the study show that there is a change in learning paradigm, an increase in education report card scores, and the involvement of the school community in supporting educational transformation. Supporting factors for the success of the program include competent human resources and sufficient funding support, although there is still a need to strengthen technology training and infrastructure development.

Meanwhile, Putri & Arismunandar (2024) emphasized the strategic role of Driving Schools in the implementation of the Independent Curriculum. The results of the study show that the Driving School functions as a driving force for educational change by emphasizing strengthening the leadership of school principals, independent learning, the use of technology, and the cultivation of student character. The Driving School is also a scanning center for other schools as well as examples of good practices in the implementation of the new curriculum. Based on these three studies, it can be concluded that the Driving School Program has a significant impact on improving teacher competence and transforming the learning system. These findings are in line with research conducted at SD Negeri Poboya, which specifically analyzed the effectiveness of the Driving School Program in improving teacher competence.

METHODOLOGY

This study uses qualitative research. Rahayu et al. (2022) Explains that qualitative research is the process of collecting data in a natural way for the purpose of interpreting and analyzing phenomena when researchers can be the main tool. This research using a phenomenological approach. Qualitative research using a phenomenological approach was chosen because phenomenology is able to explain the properties of various phenomena. The focus of phenomenology is on the individual's experience of a particular phenomenon. In other words, the experience is not just the result of previous experiences, but the impact of phenomena that occur in their lives. The subjects of this research are Poboya State Elementary School Teacher.

The data collection technique in this study uses 2 data sources, namely primary data and secondary data. Primary data is data obtained directly from informants or data obtained directly from the subject of a research. The primary data sources in this qualitative research are teachers and principals of SD Negeri Poboya through semi-structured interviews, observations and documentation and quantitative primary data as supporting data in this study were obtained through questionnaires or questionnaires. The type of questionnaire used in this study is a closed questionnaire, which is where the questionnaire is filled out by respondents according to the answers that are already available. The questionnaire contains questions in writing that will be answered by respondents consisting of 16 teachers based on the instructions that have been set.

Secondary data is data obtained from journals, literature, and internet sites. Researchers use Scale Left, where the Scale Likert is a measuring tool used to assess the views, attitudes, or opinions of individuals or groups regarding a social event or phenomenon (Bahrun deep Pranatawijaya et al., 2019). The analysis of questionnaire data uses the Likert Scale which is made to avoid doubtful answers from teachers so that it consists of 4 answers with the rubric of questionnaire scoring, namely:

Tablel 1. Questionnaire Scoring Rubric with Scale Likert

Alternative Answers	Rating Weights	
	Statement (+)	Statement (-)
Excellent	4	1
Good	3	2
Less	2	3
Very Less	1	4

Novaryatiin *deep* Day & Fitriannam (2021)

After the score has been obtained, then the assessment for the teacher's competency level will be calculated using the following formula:

$$Nilai = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 100\%$$

The results of the teacher competency instrument will be obtained from the percentage of data classically which refers to the standard of effectiveness measures by using the reference standards of the Ministry of Home Affairs and R&D *deep* (Juhaenah & Suharli, 2023) which can be seen in the following table:

Table 2. Effectiveness Measurement Standards

Effectiveness Ratio	Attainment Rate
Under 40 %	Highly Ineffective
40 % − 59.99 %	Ineffective
60 % − 79.99 %	Quite effective
Above 80 %	Highly effective

The data analysis in this study follows the Miles and Huberman model which includes collection, reduction, presentation, conclusion drawn, and verification, to produce accurate and reliable results (Wahyuni et al., 2024).

RESULTS AND DISCUSSION

1. **The Effectiveness of the Driving School Program in Improving Teacher Competence at SD Negeri Poboya**

    The implementation of this program provides learning for teachers and principals related to competency improvement, self-development, collaboration and the implementation of the Independent Curriculum at Poboya State Elementary School. Driving School Program It aims to strengthen the capacity of school institutions, improve the competence of educators and education personnel, and implement various learning methods (Saputra & Note, 2024). To find out how effective the Driving School Program is in improving teacher competence at SD Negeri Poboya, there are 4 stages, namely Program Understanding, Right Target, On Time, Goal Achievement, and Real Change. In this case, the researcher compiles the results of the research based on the findings obtained through observation, interviews, questionnaires/questionnaires, and documentation.

    a. **Program Understanding**

    The stage of understanding the Driving School Program is a very important first step in ensuring the effectiveness of the implementation of the program in schools. The understanding of the program in question is how the program is implemented so that it can be accepted and understood well. This means that the program must be effective and easy to follow during the implementation process.

    Based on the results of the interview related to the understanding of the program revealed by informant 1 as a Va class teacher, stated that:

    The Driving School Program is carried out for 3 school years, from the beginning of the implementation until now there are P5 activities (work titles) and learning communities. The implementation of this learning community where every week all teachers discuss or exchange ideas related to what is not yet understood, both in terms of the administration of the Independent Curriculum. In addition to the Learning Community, there is also training for teachers where the presenters are from the office or from people who understand the implementation of the Driving School Program. The implementation of the Independent Curriculum in learning is very good where there is differentiated learning where the teacher adjusts the learning process to meet the learning needs of each student. (April 30, 2025)

    The same thing was also expressed by informants 2 and 3, as a teacher of grade IIIa and Vb regarding the understanding of the implementation of the Driving School Program, stating that:

    The first activity carried out at the beginning of the implementation of this program was the Driving Committee training which was held for 14 days, where there were representatives of classroom teachers and subject teachers were given training from the center on the Independent Curriculum. Then after that, mentoring was carried out through facilitators. (May 6, 2025)

Furthermore, the opinion of informant 4 as the Principal regarding the understanding of the program, stated that:

With the existence of a school program that drives the learning process more directed/better, the problem of student attitudes is better with the existence of kumer compared to the previous curriculum. Then the interest in the talents of students at SD Negeri Poboya is more channeled through P5 activities and other activities with the existence of kumer compared to the previous curriculum. (May 9, 2025)

Based on the above statement, it can be concluded that the Driving School Program which lasts for three school years can improve the quality of learning at SD Negeri Poboya through the implementation of the Independent Curriculum. The program includes P5 activities (degree work), weekly learning communities, teacher training, and mentoring by facilitators.

Based on the results of the above observations regarding the understanding of the program, it can be concluded that the informant understands the implementation flow and supporting activities for the implementation of the program and the activities that have been determined and carried out by SD Negeri Poboya are in line with the goals of the Driving School.

b. Target Accuracy

Right on target is very important in determining the success of a program, in the implementation of the program what wants to be seen is the accuracy of the target whether SD Negeri Poboya is in accordance with the predetermined goals or vice versa. Therefore, success is very influential with the goals to be achieved.

The results of the interview related to the accuracy of the target revealed by informant 1 as a Class Va teacher, stated that:

In the implementation of learning in this program, namely differentiated learning where students are given the right to choose, a non-monotonous learning process, learning using infocus and the use of media, how can we as teachers make the learning atmosphere in the classroom fun.

Based on the results of the interview above, it can be concluded that the target of the driving school program is all students at SD Negeri Poboya, with these learning activities, students become more active and enthusiastic about participating in learning, this is because the learning process is adjusted to the needs and conditions of students.

The opinion of informants 2 and 3 as a teacher of class IIIa and Vb, regarding the accuracy of the target, stated the same thing that:

The implementation of learning in this program is differentiated learning where students are given the right to choose, non-monotonous learning, the learning process uses infocus, uses media, how learning in the classroom is fun.

The opinion of informant 4 as the Principal regarding the accuracy of the target, stated that: "The programs and activities at SD Negeri Poboya are appropriate because students feel that the activities are very fun and participants are educated to be able to create as they want."

Based on the results of the interview above, it can be concluded that the target of the driving school program is all students at SD Negeri Poboya, with these learning activities, students become more active and enthusiastic about participating in learning, this is because the learning process is adjusted to the needs and conditions of students.

Based on the results of the above observations regarding the accuracy of the target, it can be concluded that the school has been right on target for developing the results of activities and student programs as a whole, both literacy competencies, numeracy, and character. Although the school at the beginning of the implementation of this program was hampered by learning support facilities, namely books, which were still lacking. This program is an effort to realize the Pancasila Student Profile planned by the government.

c. Timeliness

Punctuality in the program means that the use of time is no more and no less than the predetermined time. This can be seen from the ability of the Poboya State Elementary School to complete tasks with adequate facilities.

The results of the interview related to punctuality were expressed by informants 1 and 2 as a teacher of class Va and IIIa stated the same thing that: "During the implementation of the Driving School Program where the program takes place continuously and lasts continuously according to the schedule made". Next are the results of the interview with informants 3 and 4 as the teacher of class Vb and as the Principal regarding the timeliness that: "The activities and programs that have been implemented in this school have run according to the schedule that has been set by the school, training activities related to the program are carried out outside of learning hours".

Based on the results of the interviews and the study of the above documents regarding punctuality, it can be concluded that the activities made by SD Negeri Poboya as a form of implementation of P5, namely entrepreneurial activities, local wisdom activities and other activities that have been carried out by the school are in accordance with the time and schedule determined that the activity is appropriate.

d. Achieving Goals

The indicator of the achievement of this goal is a benchmark for how effective a program is by assessing the achievement of goals that have been set from the beginning.

Based on the results of the interview related to the achievement of the goals expressed by informant 1 as a teacher of class Va, stated that:

The impact of this program is very good in learning. Independent Curriculum learning is differentiated learning, where teachers conduct learning tailored to the needs of students. Teachers are required to learn more about how learning can be fun, this is because today's students are very critical. But sometimes there is an attitude of students who lack respect for teachers, this is because the current curriculum gives students the freedom to choose their learning and talent interests so that students consider the teacher as a friend. So there are positive and negative impacts. (April 30, 2025)

Based on the results of the interview above, it can be concluded that the Driving School Program has a good impact on teacher competence, both in terms of learning.

Furthermore, the opinion of informant 2 as a grade IIIa teacher regarding the achievement of the goal, stated that:

This program activity has a positive impact on improving teacher competence. Help teachers understand more about the implementation of the Independent Curriculum. Previously, it was still lacking in terms of using IT (accessing zoom meetings) but now I understand more about operating it. (May 06, 2025)

Based on the results of the interview above, it can be concluded that the implementation of this program can improve the quality of a teacher.

The same thing was also expressed by informants 3 and 4 as the teacher of class Vb and as the Principal regarding the achievement of the goal, stated that:

This program activity can improve competence both in terms of preparing learning programs, using student-centered learning methods, and having scanned other people related to the implementation of this program. The implementation of the Independent Curriculum where the teacher himself must actively search, then in the learning process the teacher uses interesting methods so that students are active in the learning process. (06 May 2025 and 09 May 2025) Based on the results of the interview above, it can be concluded that the implementation of the Driving School Program can improve the competence of both teachers and school principals.

The other data that strengthens the results of this research is through observations related to the achievement of goals where the implementation of this program in the field, both in the learning process of teachers at SD Negeri Poboya is in accordance with the learning objectives of the implementation of the Independent Curriculum, the student-centered learning process, learning in the classroom is more active, and the teacher's ability to teach.

The data obtained from the results of interviews and observations was further strengthened by the results of the questionnaire processing given to teachers at SD Negeri Poboya. The distribution of questionnaires with 31 statements was carried out to obtain an overview of the effectiveness of the Driving School Program in improving teacher competency at SD Negeri Poboya, involving 16 teachers but the teachers who filled out the questionnaire sheets amounted to 15 teachers. The collected data is then processed and analyzed descriptively, the results of the questionnaire data processing can be seen in the following table.

Table 3. Effectiveness of Driving School Programs in Improving Teachers' Pedagogic Competence

Statement Number	Total Score	Presentase
1	48	80,00%
2	49	81,67%
3	49	81,67%
4	53	88,33%

Statement Number	Total Score	Presentase
5	49	81,67%
6	48	80,00%
7	51	85,00%
8	50	83,33%
9	51	85,00%
10	50	83,33%
11	46	76,67%
12	49	81,67%
13	49	81,67%
Average	82,31%	

Based on the table, from the average achievement of teacher pedagogic competence indicators, which is 82.31%, it can be concluded that the implementation of the Driving School Program in improving teachers' pedagogic competence is very effective.

Table 4. Effectiveness of Driving School Programs on Improving Teachers'
Professional Competencies

Statement Number	Total Score	Presentase
14	50	83,33%
15	50	83,33%
16	48	80,00%
17	44	73,33%
Average	80,00%	

Based on the table, from the achievement of the average indicator of teacher professional competence, which is 80.00%, it can be concluded that the implementation of the Driving School Program in improving teachers' professional competence is very effective.

Table 4.3 Effectiveness of Driving School Programs in Improving Teachers'
Social Competence

Number Statement	Total Score	Presentase
18	57	95,00%
19	54	90,00%
20	47	78,33%
21	47	78,33%
Average	85,42%	

Based on the table, from the achievement of the average indicator of teachers' social competence, which is 85.42%, it can be concluded that the implementation of the Driving School Program in improving teachers' social competence is very effective.

Table 5. Effectiveness of Driving School Programs on Improving Teacher Personality Competencies

Number Statement	Total Score	Presentase
22	54	90,00%
23	53	88,33%
24	51	85,00%
25	49	81,67%
26	56	93,33%
27	50	83,33%
28	48	80,00%
29	55	91,67%
30	49	81,67%
31	52	86,67%
32	50	83,33%
Average	85,91%	

Based on the table, from the average achievement of the teacher personality competency indicator, which is 85.91%, it can be concluded that the implementation of the Driving School Program in improving teachers' personality competencies is very effective.

Based on the average score of teacher competency indicators that have been described above, it can be concluded that the Driving School Program is very effective in improving teacher competence in Poboya State Elementary School.

e. **Real Changes**

The real change in question is to see the extent to which the driving school program can have real effects or impacts and changes for teachers and students at SD Negeri Poboya.

The results of the interview regarding the real changes revealed by informants 1, 2 and 3 as the teacher of class Va, IIIa and teacher of class Vb related to real changes. Declares the same that:

The real changes in SD Negeri Poboya have undergone very good changes. Changes in terms of learning, learning planning for teachers, developing creativity and innovation through the Independent Teaching Platform (PMM) and improving the quality of teachers.

The same thing was also expressed regarding the real change by informant 4 as the Principal, stated that:

After the school program, community mobilizers and parents felt the impact of positive changes from the program where the community supported children in every activity. With the P5 activity, children's interests and talents are

channeled. P5 activities at SD Negeri Poboya adjust to the surrounding environment. With the existence of the Independent Curriculum, the role of parents in it is more visible, teachers do not need to be doubted, students are more active, and there is very good collaboration between the school and parents and the local community. The learning environment is also more utilized (through local wisdom programs). (May 9, 2025)

Based on the results of the interviews and observations above regarding real changes, it can be concluded that the existence of the Driving School Program at SD Negeri Poboya is greatly helped by the program where there is an increase in learning and school programs that have been well designed so that the change has a positive impact on students.

2. **Obstacles in the Implementation of the Driving School Program in Improving Teacher Competence at Poboya State Elementary School**

The implementation of the Driving School Program at SD Negeri Poboya, of course, has various obstacles or obstacles that result in the implementation of this program running less than optimally. In this case, the researcher compiles the results of the research based on the findings through interviews and observations.

Based on the results of the interviews revealed by informants 1, 2 and 3, as a class Va, IIIa teacher, and class Vb teacher regarding obstacles or obstacles to the implementation of the Driving School Program, explained that:

At the beginning of the implementation of this program, teachers sometimes experienced network problems when participating in online activities through zoom meetings, there were still some teachers who were not fluent in using IT and this program was relatively new so there was no school as a Roll Model in the implementation of this program. Where the school is looking for materials or models that must be done to impact this program. (30 April 2025 and 06 May 2025)

The same thing was also expressed by informant 4 as the Principal, stated that:

The obstacles to the implementation of this program are obstacles with oneself, difficulty getting out of the comfort zone (the transition period of the previous curriculum to the Independent Curriculum), some teachers are still not proficient in using IT and lack of facilities (books) as the basis for learning practices. (09 May 2025)

The obstacles found certainly have solutions offered. The results of the interview with the Principal stated that:

One of the suggestions to overcome obstacles in the implementation of this program is to present more experts in this field, because as time goes by learning has innovations so that it requires its own coaching again, then after the coaching see how it is realized then see what the practice is like in the field. (09 May 2025)

1. **The Effectiveness of the Driving School Program in Improving Teacher Competence at SD Negeri Poboya**

The Driving School Program is one of the programs that aims to increase the capacity of human resources (school principals) who are the supporters of the educational unit. This program has been going on for three school years at SD Negeri Poboya, starting with 14 days of intensive training for the Learning

Committee. In this training, only some teachers are representatives to take part in training and mentoring, namely grade I teachers, grade IV teachers, PJOK subject teachers, Religious Education teachers and school principals. So that they can understand well the basic principles and application of the Driving School Program.

Based on the findings that have been carried out regarding the effectiveness of the Driving School Program in improving teacher competence, it includes five stages, namely the stage of understanding the program, setting goals, setting the time, achieving goals and real changes. At the stage of understanding the program, where all stakeholders or parties concerned with the implementation of the program must understand the purpose and objectives of the program being implemented. This is in line with Sutrisno deep Muaya et al. (2021) shows that Seen in the effectiveness of achieving pre-planned goals by the relevant organization, starting from the stage of understanding the program, setting goals, setting the time, achieving goals, and real changes.

Program Understanding Stage: The stage of understanding the program, where all stakeholders or parties concerned with the implementation of the program have understood the purpose and objectives of the program being implemented. One of the distinctive features of the Merdeka Curriculum is the implementation of the Pancasila Student Profile Strengthening Project (P5). At this stage, SD Negeri Poboya carried out P5 activities implemented through exhibitions of student works. This activity provides an opportunity for students to express their creativity, build character, and apply Pancasila values in daily life. This exhibition of works encourages cooperation between students, teachers, and parents of students. Some documentation of P5 activities that have been carried out at SD Negeri Poboya. This is in line with the results of previous research Rama Putri & Arismunandar (2024) which reveals that the Independent Curriculum as the main foundation means that the Independent Curriculum is the main foundation for driving schools, providing flexibility for teachers to understand the interests, talents, and needs of students. A more personalized and effective learning environment is produced through the implementation of this curriculum. Furthermore, the learning community at SD Negeri Poboya is one of the important efforts in improving teachers' understanding of the Driving School Program. This community activity is held every week, where all teachers gather to discuss various challenges and share experiences related to the teaching and learning process and education management (discussions related to the implementation of the Independent Curriculum). In addition to the learning community, teachers at SD Negeri Poboya also received assistance that had been scheduled by the facilitator of the Driving School Program. This mentoring creates opportunities for teachers to consult on the effective implementation of the curriculum, as well as help overcome challenges that arise during the learning process. It is very important in maintaining the continuity and quality of program implementation. Facilitators act as liaison, motivators, and mentors who help develop these skills. Therefore, it is very important to maintain the continuity and quality of program implementation (Susiani et al., 2023).

Target Determination Stage: In the second stage related to target determination, the implementation of the Driving School Program at SD Negeri Poboya has been right on target where this program can improve the competence of teachers and school principals. Teachers and principals participate in a series of continuous training and mentoring as well as scanning. Although in the early stages of the program, schools faced various challenges such as lack of books and supporting facilities and there were some teachers who were constrained in terms of mastery of technology. But the passage of time, teachers' efforts in improvising and utilizing existing media show good adaptability in handling these problems. The Driving School Program at SD Negeri Poboya has proven to have had a positive impact on the quality of teachers as well as the activeness and enthusiasm of students.

Timeliness Level: Punctuality is one of the main indicators in the successful implementation of the Driving School Program (PSP). The implementation of this program at SD Negeri Poboya has shown compatibility with the schedule that has been determined. This can be seen from the school's ability to complete program tasks using adequate facilities and carry out activities continuously according to the existing schedule. Programs such as entrepreneurship activities and local wisdom-based activities have been implemented on time as planned. Training related to the program is also conducted outside of study hours, demonstrating the school's seriousness in maintaining punctuality without interfering with the teaching and learning process. Some of the factors that support the timing of the implementation of the program at SD Negeri Poboya include; Detailed planning, where the school prepares a program plan by considering various factors, including implementation time, availability of resources, and the participation of all interested parties. Furthermore, the leadership factor of the principal. The principal plays an active role in directing and monitoring the implementation of the program, ensuring that each activity is carried out according to the set time. Then there needs to be a commitment from teachers and school staff who show high dedication in running the program, including participating in training outside of their working hours. The last factor is the involvement of the school committee which must also contribute to supporting the implementation of the program, both in planning and assessment of activities. Thing in line with Maisyura (2024) states that The importance of structured and data-based planning, as well as the involvement of all parties in the implementation of the program, be it principals, teachers, and students in improving the quality of learning.

Goal Achievement Stage: At this stage, the implementation of the Driving School Program (PSP) at SD Negeri Poboya has had a great positive impact on improving the competence of teachers and principals. Teachers who were once less proficient in the use of technology (such as Zoom Meetings), are now showing significant progress in mastering ICT as part of their professional skills. In addition, teachers have also shown improvement in compiling learning tools in accordance with the Independent Curriculum, as well as conducting reflective practices through scanning activities with peers. Therefore, the implementation of the Driving School Program at SD Negeri Poboya can be said to be effective in

improving the quality of learning and developing the capacity of educators. The positive impact is not only on individual teachers, but also on the school culture as a whole. School principals as learning leaders also experience increased managerial competence and academic supervision. This is in line with previous research Adawiyah & Musaddad (2024) Revealing that despite the challenges related to teacher competence and technological limitations, the program shows that with the support of government intervention and intensive training, schools can improve the overall quality of education. In general, the stage of achieving goals related to the effectiveness of the Driving School Program at SD Negeri Poboya is classified as very effective, this is strengthened by the results of the processing of questionnaire data related to the effectiveness of the Driving School Program in improving teacher competence at SD Negeri Poboya it is known that the average achievement of teacher pedagogic competence indicators is 82.31%, the average indicator of teacher professional competence is 80.00%, The average indicator of teachers' social competence is 85.42%, and the average indicator of teacher personality competence is 85.91%. Based on the results of the calculation of descriptive qualitative data which refers to the standard of effectiveness measures Juhaenah & Suharli (2023) Therefore, it can be concluded that the Driving School Program is very effective in improving teacher competence in Poboya State Elementary School.

Stages of Real Change: The change referred to here is to observe the extent to which the Driving School Program is able to produce a significant effect or impact on the intended target. In this context, real change is measured by the extent to which the Driving School Program is able to bring real impact or change to the target. At this stage, the implementation of the Driving School Program at SD Negeri Poboya has brought significant changes in the learning approach. Teachers are now more creative and innovative when designing engaging and relevant learning activities. They utilize a variety of spaces outside the classroom, such as libraries and open areas, to create a fun and non-boring learning environment. Lesson planning becomes more flexible, teachers can concentrate more on developing materials that are appropriate and can be adapted to the needs of students. This is in line with the principles of the Independent Curriculum which emphasizes student-centered and contextual learning. The existence of the Independent Teaching Platform (PMM) has become an important tool in improving the quality of teachers at SD Negeri Poboya. Through PMM, teachers have access to a wide range of learning resources, training, and a professional community that supports their competency development. The use of PMM encourages teachers to continuously innovate in teaching methods and update their knowledge according to the latest developments. This is in line with the results of previous research Juhaenah & Suharli (2023) revealed that the implementation of the Driving School Program in improving teacher competence is by including these teachers in the Driving School Program Workshop, one-to-one coaching / PMO with expert trainers, involving all teachers to actively participate in independent training on the Independent Teaching Platform.

2. Obstacles in the Implementation of the Driving School Program in Improving Teacher Competence at Poboya State Elementary School

At the beginning of the implementation of the Driving School Program, it is undeniable that there are several obstacles that arise that can interfere with the smooth implementation process of the program. Obstacles in this case refer to various problems or difficulties faced by teachers, schools, and other related parties, which can have an impact on the success of implementation.

Based on the results of the research, it indicates that the implementation of the Driving School Program (PSP) at SD Negeri Poboya is still experiencing a number of challenges, especially in the early stages of its implementation. Some of the main obstacles identified include technical problems, lack of mastery of information technology (IT) among teachers, the absence of school models or examples that can be used as references, and obstacles that come from within the teachers themselves in adapting to the learning paradigm. The following is an explanation related to the obstacles in the implementation of this program.

a. Technical Constraints and Technology Mastery

One of the most visible challenges is internet connection issues when participating in online activities, especially through Zoom Meetings. This situation is a particular obstacle in the implementation of training or assistance carried out online. Thus, not all teachers have sufficient skills in using digital devices which is an important factor in the implementation of PSP which prioritizes a technology-based approach.

This condition is in line with the results of research by Putra & Aryani (2019) in journals In addition to education, which states that the challenges faced by teachers in implementing the Independent Curriculum in the digital age include several important points, one of which is the digital skills of teachers. Many teachers do not have adequate skills or abilities in utilizing digital technology to design an effective learning process. The lack of training and education about technology is the main barrier.

b. Absence of Model Schools (Role Models)

The Driving School Program is still relatively new, so there are no schools that can be used as examples or references in its implementation. This makes the school have to find the right implementation model, reference, and strategy to implement this program in their respective school environments. The absence of good practice guidelines causes the implementation of the Driving School Program to be less directed and causes confusion among teachers.

c. Resistance to Change

The next obstacle is psychological and cultural, namely the challenges faced by teachers in leaving their comfort zone. The Driving School Program requires teachers to transition from the old curriculum to the Independent Curriculum, which prioritizes flexibility, differentiation in learning, and a project-based approach. This change requires teachers to give up old teaching methods, which for many teachers are considered to interfere with their habits and comfort.

This is reinforced by the opinion Zuariah et al. (2024) states that curriculum changes often cause discomfort among teachers who have become accustomed to the old learning system so that they tend to be reluctant to adapt to the new methods.

d. Limitations of Learning Support Facilities

The implementation of the Driving School Program also faces obstacles related to the availability of supporting facilities, such as textbooks and learning materials that are in accordance with the characteristics of the Independent Curriculum. Books that are the foundation of learning practices are often not sufficiently available, so teachers face difficulties in designing learning activities that are in line with the predetermined learning outcomes (CP).

This is reinforced by the opinion Rofi'ah et al. (2024) which states that the provision of sufficient resources and technical assistance is also crucial in improving the preparation of teachers. The resources needed include teaching materials, books, tools, and technology that support the learning process. Technical support such as internet connections, computer devices, and online learning platforms are also very important to maximize the use of technology in the educational process. These obstacles certainly require solutions so that the goals of implementing the Driving School Program can be achieved.

There are several obstacles faced in the implementation of the Driving School Program, which of course requires solutions so that the implementation of this program can run smoothly and achieve the expected educational goals. The four obstacles found in the field are related to technical and technological mastery, the absence of role model schools, resistance to change, and limited learning support facilities. To solve the first obstacle, namely, technical and lack of mastery of information technology among teachers, continuous digital training and improvement of technology facilities in schools are needed.

Teachers must be equipped with the basic skills to use digital devices and online learning platforms through in-depth and practical training. In addition, the provision of facilities such as computers and proper internet access is an important requirement for the digital learning process to run effectively. The second obstacle, namely the absence of schools that can be used as an example at the beginning of implementation, can also hinder the implementation of the Driving School Program. To address this issue, it is important to build a community of practice among teachers and between schools as a place to share experiences and good practices in program implementation. In addition, documenting and disseminating good practices from schools that have successfully implemented PSP can also provide support to other schools in designing more effective implementation strategies. The third obstacle is that resistance to change among teachers can be overcome with in-depth socialization and mentoring. Teachers need psychological and professional support as they transition to project-based learning models and flexibility. In addition, increasing teachers' internal motivation through reward, recognition, and empowerment can strengthen their confidence and readiness to embrace change. Furthermore, the last obstacle, namely the limitation of learning support facilities such as textbooks and materials that are in accordance with the Independent Curriculum,

can be overcome by providing relevant and contextual learning resources. Teachers can also be empowered to create teaching materials based on local potential that are in line with the characteristics of students. Utami et al. (2024) explained that the availability of adequate and contextual teaching materials is very important to support the success of the teaching and learning process in the era of the Independent Curriculum.

CONCLUSION AND RECOMMENDATION

Based on the results of the research on the Analysis of the Effectiveness of the Driving School Program in Improving Teacher Competence in SD Negeri Poboya, several conclusions were obtained as follows:

1. The effectiveness of the Driving School Program in improving teacher competency at SD Negeri Poboya is shown through several aspects, including: a) The program understanding stage, where the principal and teachers have understood the implementation flow and supporting activities that are in line with the goals of the Driving School. b) The accuracy of the target, namely the principal, teachers and students are the target of the program and have felt the benefits directly. c) Timeliness, where the implementation of the program shows the existence of careful and systematic planning from the school, including in considering the implementation time, availability of resources, and the involvement of all stakeholders. d) The achievement of objectives, which includes the success in the implementation of the Driving School Program and the improvement of teacher competence, this is evidenced by the results of the analysis through the distribution of questionnaires, the results show that for teachers' pedagogic competence, which is 82.31%, teachers' professional competence 80.00%, teachers' social competence 85.42%, and teachers' personality competence 85.91%. When viewed from the standard table of the effectiveness of the Ministry of Home Affairs' R&D effectiveness, the effectiveness ratio above 80% indicates very effective achievements. e) Real changes, characterized by a more innovative and creative learning approach by teachers in designing interesting and relevant learning activities.
2. The obstacles or obstacles faced in the implementation of the Driving School Program in improving teacher competency at SD Negeri Poboya are related to technical matters and mastery of technology, the absence of a role model school, resistance to change and the limitation of learning support facilities.

FUTHER STUDY

This research still has limitations in the scope of one elementary school. Therefore, the next researcher is expected to expand the scope of research in several schools or the level of education, as well as consider a more varied approach to obtain more comprehensive result regarding the effectiveness of the Driving School Program in various contexts.

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