

Implementation of the Islamic Boarding School-Based Driving School Policy

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ABSTRACT

This study aims to describe and analyze the implementation of the pesantren-based School Mover program and the supporting and inhibiting factors based on Kepmendikbudristek Number 162/M/2021. The research was conducted at SMA Darut Taqwa Purwosari, Pasuruan Regency. The data analysis technique in this study used descriptive qualitative analysis. The research results on implementing the Mover School Program at Darut Taqwa High School were influenced by a strong pesantren environment, with Islamic values as the primary foundation. Support from school leaders, teachers, and the community encourages positive changes in learning, although the prohibition of using electronic devices is a significant obstacle. The program prioritizes student character development by integrating the Merdeka's and the Pesantren curriculum, shaping students into Pancasila learners with cognitive, social, and spiritual abilities. Technical challenges, such as limited technology facilities and budget changes, were overcome through policy evaluation and social approaches. Strong parental cultural support and teacher commitment are key to the success of this program despite the gap in student adaptation. This study emphasizes the importance of intensive teacher training, synergy between schools and related parties, contextual learning innovation, and continuous evaluation to improve the effectiveness of the Mobilizing School Program.

Keywords: Boarding School, Flagship School, Policy Implementation.

1. INTRODUCTION

The Merdeka's Curriculum is an education policy initiated by the Indonesian Ministry of Education and Research to renew the education system to produce graduates who are competent, creative, and adaptive to the challenges of the 21st century. This policy allows schools and teachers to develop the curriculum according to student needs so that education becomes more relevant, meaningful, and able to accommodate individual differences and local uniqueness. Merdeka's Curriculum emphasizes competency development, not just academic achievement so that students have skills that are applicable in real life. The implementation of this policy is regulated through Government Regulation Number 57 of 2021 concerning National Education Standards and Permendikbud Number 22 of 2020 concerning the 2020-2024 Strategic Plan, which includes a vision, mission, and strategic steps to improve the quality of education through curriculum innovation.

One of Merdeka's Curriculum innovations is the implementation of project-based learning, which allows students to learn through real projects relevant to everyday life. This approach helps students develop problem-solving, innovation, and teamwork skills and increases learning motivation because students can see firsthand the application of the knowledge they are learning. As stipulated in the Decree of the Minister of Education, Culture, and Research, the Driving School program plays a role in encouraging the transformation of education units to improve learning outcomes holistically, both from cognitive and non-cognitive aspects, to realize the profile of Pancasila students. Activator Schools become pilots in improving the quality of learning through continuous evaluation and utilization of data to improve teaching practices. The results are expected to inspire other schools, creating a widespread and sustainable ecosystem of change at the national level.

The boarding school-based Movers School has distinctive features that distinguish it from other schools, with Islamic religious education integrated into the national education system. The first characteristic is intensive religious education, including learning the Qur'an, Hadith, Fiqh, Aqidah, and Arabic, which shapes the character of students

with strong religious knowledge and high morality. Second, character education emphasizes discipline, responsibility, honesty, hard work, and social care through the habituation of worship, such as congregational prayer, recitation, and religious activities. Third, independence education teaches students to live independently through dormitory experiences, time management, and personal responsibility. Fourth, the integration of the national curriculum and boarding school provides general and religious education that is balanced and relevant to daily life and the needs of society.

According to Sandfort and Moulton (2015), program implementation can be measured through several principles that form the basis for assessing program success. The first principle is the context that influences change, including participants, resources, authority, and cultural values in the organization that support competency-based training programs. The second is prioritizing the program, which includes analysis of feasible options, logic of change, coordination with stakeholders, and identification of changes to achieve public value. Third, facing technical and adaptive challenges by overcoming obstacles in the field, thus creating effective change. In this process, policy actors are expected to apply analytical inquiry and social skills to effect the desired change. These principles provide a strategic framework to improve the effectiveness of program implementation, such as the Movers School program.

Several obstacles affect the effectiveness of the boarding school-based Movers School program. These obstacles include the rules of the boarding school that prohibit students from bringing electronic goods, so students have difficulty in IT-based learning. In addition, the diverse background of students from various regions is a challenge in the adaptation process. Another obstacle is the difficulty in learning students with disabilities or special needs and the funding budget that often changes at any time. These constraints affect the program's success in improving learning outcomes holistically, both from cognitive and non-cognitive (character) aspects. Therefore, this study measures the program's implementation based on the Minister of Education, Culture and Research Decree No. 162/M/2021.

This study will describe and analyze the implementation of the Islamic boarding school-based Movers School program at Darut Taqwa High School based on the Minister of Education, Culture, and Research Decree No. 162/M/2021 and analyze the supporting and inhibiting factors. The study results are expected to provide an overview of the effectiveness and challenges in implementing the program. The results of this study are expected to make a theoretical and scientific contribution to the field of public administration, primarily related to the implementation of the boarding school-based Movers School Program policy. This research is helpful for researchers, related agencies, the Education Office, and the community. This research can assist schools in evaluating policies, providing data for developing educational programs, and increasing community understanding and participation in supporting education in Islamic boarding schools through the Movers School Program.

2. LITERATURE REVIEW

Public administration is a dynamic social science with rapidly developing theories, concepts, and paradigms. According to Shafritz et al. (2017), public administration cannot be defined singularly due to the different perspectives of its enthusiasts. Shafritz et al. divide it into four main perspectives: political, legal, managerial, and official. From a political perspective, public administration includes government, public policies, and collective activities. The legal perspective highlights public administration as applying law, regulating, and redistributing resources through taxation policies. The managerial perspective emphasizes the efficiency of executive functions, management, and challenges such as bureaucracy and corruption. The occupational perspective views public administration as a profession that includes managing government programs, idealism, and academic studies. In addition, public administration also involves regulating society to maintain a balance of common interests.

Public policy is a decision by government institutions or officials to regulate public life to create prosperity. This policy is expected to be a solution to various problems that arise in society. Kadji (2015) explains that public policy can be understood in four dimensions: as a philosophical concept, product, process, and framework. As a philosophical concept, policies reflect principles or desired conditions. As a product, policy is a series of recommendations or decisions. As a process, policy includes programs and mechanisms to achieve its goals. As a framework, policy involves a process of bargaining and negotiation to formulate issues and methods of implementation. Dye states that public policy is what the government does or does not do. Carl Friedrich added that policy is an action directed at specific goals, facing obstacles, and looking for opportunities to achieve goals.

Policy implementation is an important stage in public policy, a series of activities designed to achieve predetermined performance. Van Metter and Van Horn in Kadji (2015) define policy implementation as a process that

aims to achieve specific results. Mazmanian and Sabatier in Kadji (2015) explain that policy implementation involves implementing fundamental policy decisions, such as laws, executive orders, or judicial decisions, which aim to address specific problems, set goals, and regulate the implementation process. According to R. Dey in Kridawati (2011), public policy includes all government decisions in the form of regulations, program plans, and activities that must be implemented to have an impact according to objectives. Implementation involves coordinated actors, organizations, procedures, and resources, although unwanted impacts often arise in practice. The success of this stage determines the effectiveness of the policy.

Education management is a cooperation process that utilizes all personnel and material resources effectively and efficiently to achieve predetermined educational goals. Policies in the context of education management, such as School-Based Management (SBM), are understood as political decisions to implement programs aimed at achieving community needs. Chochran explains that public policy includes political decisions to implement programs for the benefit of the community. At the same time, Dunn emphasizes policy as a series of choices made by government agencies in various fields such as education, health, and security. In the context of SBM, evaluation is needed to assess the factors that influence policy implementation. Policy implementation is complex, involving a process of negotiation, compromise, and equalization of perceptions by democratic principles that avoid coercion.

3. RESEARCH METHODS

3.1 Research Design

This research uses a qualitative method with a descriptive approach to explore and deeply understand the implementation of the boarding school-based driving school program at Darut Taqwa High School. The research was conducted systematically and scientifically to explain information in detail, find facts, and identify supporting and inhibiting factors in program implementation. The data were analyzed critically and objectively to ensure the validity of the findings.

3.2 Research Location

This research was conducted at Darut Taqwa High School, Purwosari District, Pasuruan Regency. This school was chosen because it is a private school with the most significant number of students and the largest boarding school, representing the synergy of formal and religious education. This location is strategic to study the implementation of the school-based boarding school program in Pasuruan Regency.

3.3 Data Analysis Technique

This research uses the Miles and Huberman (2014) interactive model data analysis technique, which consists of four stages. The first stage was data collection through observation, interviews, and documentation from Darut Taqwa High School stakeholders. Next, the data was condensed by simplifying and focusing the information. Data were then organized for in-depth analysis, drawing conclusions based on patterns and cause-and-effect relationships.

4. RESULTS AND DISCUSSION

4.1 Research Results

Implementing the boarding school-based Movers School Program at Darut Taqwa High School positively impacts student development through Merdeka's Curriculum and Project-Based Learning (P5). Based on interviews with informants on December 4, 2024, one informant stated, "This driving school is good for children. If the driving school refers to P5, it also follows the independent curriculum, where students make presentations. However, the drawback is that many of us look for online presentation materials. However, we are boarding school students". Another informant added, "When I was in tenth grade, there was a working title that could develop students' interests and talents". These statements show that the program increased students' creativity and confidence. However, challenges such as limited internet access in boarding schools still require

programs that also significantly impact the development of students' non-academic skills. Based on the interview, one informant explained, "The difference may be more courageous, more confident, can make presentations, and can be broader regarding lessons". Another informant shared his experience, "In junior high school, I did not understand anything, but in this high school, I can train my skills such as public speaking, MC, and others". As part of the boarding school rules, prohibiting bringing cell phones was recognized as an obstacle. However, the

informant stated, “It does not affect much because there is already a Warnet in the dormitory, school lab, and library that provides computers”. Teacher support was also recognized as important, as the informant explained, “Teachers help us face obstacles”. This shows that collaboration between students, teachers, and supporting facilities can overcome limitations and ensure the program's success.

The Pancasila Student Profile Strengthening Project (P5) program at Darut Taqwa High School provides valuable experience for students in developing practical skills, creativity, and understanding of social issues. Based on interviews with informants on December 4, 2024, one informant mentioned, “From grade 1, I made a business of printing brooches from resin, then the second one was making houses from used items such as Aqua and ice cream sticks that have a selling value”. Another informant added, “My experience when I was in tenth grade, I was the MC during a work show with the theme of entrepreneurship. My friends and I created products that enhanced our creativity and made money. In grade eleven we processed waste into usable goods, while in grade twelve the theme was democratic voice, we learned the stages of elections”. This shows that P5 helps students develop practical skills and self-confidence.

Complementary human, financial, and facility resources support the implementation of the Sekolah Penggerak Program at SMA Darut Taqwa. The principal, teachers, staff, and parents have important roles in supporting the program's success through coordinated tasks. Practical training and school management support address challenges in improving human resource competencies. This strategic approach helps teachers integrate Islamic values into Merdeka's Curriculum, creating innovative and relevant learning. Educator performance evaluations are conducted continuously to ensure the program's sustainability. Although technological restrictions exist, facilities such as computer labs and libraries provide a solution. One informant explained, “Teachers help us overcome obstacles”. The collaboration between the school program and the values of the boarding school creates a holistic education that respects local cultural identity.

Financial resources and facilities are important components in supporting the success of the Mobilizing Schools Program at SMA Darut Taqwa. The program requires innovation in learning, improved teacher competencies, and active student engagement. Challenges in fund management, such as a decrease in the annual allocation, are successfully overcome through strategic planning and optimal resource management. In interviews with informants, it was mentioned that facilities such as libraries and computers support learning, “If possible, when it is difficult to understand the material, we are not only guided by books. In the library there are computers to find other sources such as the internet”. This support allows students to make maximum use of the facilities, although the limitations of devices such as projectors are still an obstacle. A mature school strategy creates innovative solutions to optimize available resources.

In supporting the sustainability of the Mobilizing Schools Program, SMA Darut Taqwa prioritizes teacher training as a key strategy. The school provides financial assistance, such as transportation costs and allowances, to support teachers' participation in subject-teacher meetings (MGMP) and regular training. These efforts aim to improve teachers' competencies in utilizing facilities effectively and meeting students' learning needs. P5-based learning projects, such as entrepreneurship and waste recycling, also strengthen students' engagement in actual practices, enhancing their creativity and social understanding. Principal leadership is key in mobilizing school elements to implement Merdeka's Curriculum. Government training support and collaboration between driving schools are the main foundations in overcoming challenges, such as teacher unpreparedness and limited facilities.

Support from various parties is the key to successfully implementing the Mobilizing School Program at SMA Darut Taqwa Purwosari. Based on an interview with the informant on December 6, 2024, the government provides financial support for implementing teacher training, visits, and P5 activities (Projek Penguatan Profil Pelajar Pancasila). The informant said, “The support from the government is clear, we are given funds for teacher training, visits, and the P5 project. There is also regular training every month through the Balai Besar Guru Penggerak (BBGP)”. In addition, the foundation also provides motivation, direction, and support, including facilitating teachers' sharing of good practices with neighboring schools. This combination of financial support, regular training, and motivation from the foundation allows the program to run optimally and become a model for other schools, creating a relevant and progressive boarding school-based education environment.

The principal plays a strategic role in implementing the Mobilizing Schools Program at SMA Darut Taqwa. With his formal authority, the principal is responsible for making important decisions, such as selecting competent teachers for training, establishing a learning community, and implementing differentiated learning. The informant

explained, “The principal ensures that the implementation of P5 and regular coaching is effective according to the curriculum objectives”. In addition, external interventions, such as changes to learning tools by the BBGP, are challenges overcome by socialization and collaboration between teachers and school supervisors. Principals' proactive measures, such as preparing PBD (Data-Based Planning) reports, ensured that government directives were well-adapted without compromising school autonomy. The synergy between external directives and internal decisions is key to the success of this pesantren-based program.

The cultural values of the boarding school play an important role in implementing the Movers School Program at Darut Taqwa High School. As a boarding school-based institution, traditions such as simplicity, discipline, and manners become the main guidelines in developing learning programs. In an interview with the informant on December 6, 2024, he said, “The institution must adjust to the boarding school, not the other way around. The culture of the boarding school, such as the discipline of long dresses for women and the habit of lining up, is maintained”. School programs are designed to respect the pesantren's traditions without ignoring the needs of Merdeka's curriculum. The main challenge lies in harmonizing boarding school norms with modern learning methods. For example, the use of flip-flops at the boarding school was addressed by a school rule prohibiting them from maintaining tidiness. This flexible approach integrates boarding school cultural values with modern educational innovations.

Integrating boarding school cultural values in learning at Darut Taqwa High School strengthens students' Islamic character. An interview with an informant on December 17, 2024, stated that the school implements a policy combining boarding school traditions with project-based learning (P5). The informant said, “Project-based assignments are often given before boarding school holidays so that students can complete them at home with access to technology.” However, the limited technological facilities at the boarding school, such as computers, become an obstacle for students in developing creativity. Teachers overcome this by giving assignments that can be completed manually before being transferred to a digital format. This approach encourages student collaboration and cooperation while maintaining the values of the boarding school. The program shapes adaptive and creative learners rooted in boarding school traditions.

Implementing the Driving School Program at Darut Taqwa High School aims to ensure that Merdeka's Curriculum is implemented according to the government's concept by answering various misconceptions related to differentiated learning and a learner-based approach. In an interview, an informant explained, “The implementation of the Driving School Program aims to ensure that the implementation of the Merdeka's Curriculum is by the established concept. The program addresses various misconceptions about implementing differentiated learning and learner-centered approaches”. Intensive training support from BBGP enables schools to integrate the six dimensions of the Pancasila Learner Profile through project-based learning (P5). Informants also shared that Merdeka's Curriculum enriches Curriculum 2013 with new elements such as differentiated learning and strengthening Pancasila values, allowing students to learn according to their talents without pressure.

In the interview, an informant emphasized the importance of the significant transformation expected through the Mobilizing Schools Program at SMA Darut Taqwa. “The expected change is that the six dimensions of Pancasila Students exist in students, such as faith, independence, critical reasoning, creativity, cooperation, and noble character”, he said. The program is designed so that learning focuses on academic achievement and shapes student character according to cultural and Islamic values. Differentiated learning provides space for students to develop according to their talents. For example, students with artistic talents are not required to excel in math. With this strategy, the school ensures that every student gets a meaningful, relevant, and potential learning experience, creating a generation of innovative students with character.

Collaboration is an important element in the success of this program. In an interview, an informant explained, “We involve student guardians to contribute according to their competence areas. In addition, the training provided by BBGP every month helps improve teacher competence. Afterward, the training results are transferred to other schools through MGMP”. This program shows the synergy between the school, government, and community in creating a supportive learning environment. The informant also added that the transfer of best practices has been carried out to seven other schools in Pasuruan, demonstrating SMA Darut Taqwa's commitment to sharing the program's benefits. With the support of regular training and solid collaboration, the program has impacted students in the school and the education community.

Changes in the implementation of Merdeka's Curriculum bring adaptation challenges, especially in differentiated learning and integration of the cultural values of Islamic boarding schools. In an interview, an informant said, "The Merdeka's Curriculum provides challenges, especially for teachers who must map students' learning styles for differentiated learning. However, many teachers still do not understand this concept well". The Learning Committee actively bridges the needs of pesantren traditions with modern educational innovations. This step ensures that boarding school culture-based education remains relevant to the times. In addition, the informant emphasized the importance of teachers' pedagogical improvement in presenting inclusive and meaningful learning. With an integrated strategy between tradition and innovation, the program has succeeded in creating significant public value for students, parents, and the community.

In facing technical and adaptive challenges, SMA Darut Taqwa integrates project-based learning (P5) to improve students' social and cultural competencies. This program focuses on developing social dimensions, such as cooperation and noble morals, which are relevant to the values of Islamic boarding schools. In an interview, an informant said, "Of the six dimensions of Pancasila Students, social aspects such as faith, piety, noble character, and cooperation are the focus, including cooperation and care for fellow creatures, plants, and animals. Meanwhile, the independent, critical, and creative dimensions focus on developing individual competencies". The implementation of P5 facilitates the strengthening of student character through cooperation, caring, and creativity. With an adaptive mindset and improved collaboration, SMA Darut Taqwa ensures that learning is relevant to Merdeka's Curriculum without ignoring the cultural values of Islamic boarding schools.

Policy support from the Ministry through the Balai Besar Guru Penggerak (BBGP) is an important factor in successfully implementing the Movers School Program at SMA Darut Taqwa. In the interview, an informant explained that funds of 155 million in the first year, 90 million in the second year, and 45 million in the third year were provided to support this program. "The decrease in funding in the following year is based on the assumption that teachers' competencies have improved each year," the informant said. In addition, regular training by BBGP every month, attended by school principals and learning committees, helps teachers understand Merdeka's Curriculum in depth. Foundation support, in the form of motivation and strategic direction, also plays an important role in ensuring the program runs smoothly, including providing opportunities for teachers to share best practices with other schools.

In addition, teacher innovation in dealing with limited facilities is also a significant supporter. One informant said, "Teachers initiated the merging of several classes in one room to maximize the use of projectors". In addition, the school hall was converted into a project study room to overcome space limitations. The cultural values of the pesantren, such as discipline and manners, are also integrated into learning. Another informant said, "Strengthening the boarding school culture is done through the habit of greetings and prayers together, as well as reprimands for discipline violations, such as flip-flops". Combining government support, teacher innovation, and Islamic boarding school culture integration creates an effective learning environment relevant to Merdeka's Curriculum.

Meanwhile, there are also some inhibiting factors. Limited facilities, such as a lack of technology devices and flexible learning spaces, are the main obstacles. One informant explained that "the availability of projectors in the classroom is not yet evenly distributed, in contrast to public schools, which are generally complete". Meanwhile, students' prohibition of using electronic devices in the boarding school environment is also a challenge in technology-based learning. In the interview, an informant said, "The school made a breakthrough by providing laboratories and additional books to overcome the limited technological access". Although creative solutions have been implemented, such as setting up clusters for gender-based activities in P5, boarding school rules often affect the effectiveness and efficiency of program implementation.

The readiness of human resources is another obstacle in implementing the program. Not all teachers understand the learning concept of differentiation and integration of the six dimensions of the Pancasila Student Profile. "Many teachers still experience misconceptions, so assistance by the learning committee is needed," said the informant. The program's complexity and changes in learning tools, such as the CP and ATP, which are constantly evolving, also affect the implementation stability. "Frequent curriculum updates mean that driving schools have to make quick adjustments, while non-driving schools wait for information from the lead", explained an informant. These obstacles indicate the need for intensive efforts to improve teachers' competencies and align external policies with field practices.

4.2 Discussion of Research Results

The following will discuss the research results regarding the boarding school-based driving school. Implementing the boarding school-based Driving School Program at SMA Darut Taqwa emphasizes the importance of the active role of students as the main participants. Based on interviews, the program has successfully improved students' presentation skills, creativity, and self-confidence through project-based activities, such as the Pancasila Student Profile Strengthening Project (P5), which develops practical and innovative skills. However, limited resources, such as internet access in the pondok pesantren environment, are a challenge that affects the program's effectiveness. Teachers support learning through innovation and regular training to adapt Merdeka's Curriculum, although initial resistance remains an obstacle. Support from parents and the school community is also crucial. Educating parents about the importance of differentiated learning is necessary to reduce barriers. Synergy through seminars and discussions strengthens the understanding of the transformation of boarding school-based education.

The success of the Mobilizing School Program at SMA Darut Taqwa was supported by intensive training from Balai Besar Guru Penggerak (BBGP), which helped overcome initial challenges, such as teachers' resistance to change and facilitated the adaptation of the program to the local context of the boarding school. Flexible government policies allowed schools to customize implementation according to local needs, while continuous training and regular evaluations became important elements of maintaining educational transformation. However, the decline in funding allocations each year forces schools to plan their budgets strategically, even though facilities and infrastructure needs remain urgent. Boarding school rules, such as the ban on electronic devices, create challenges in integrating traditional values and modern innovations. Teachers overcome facility constraints with creative solutions, such as combining classes and using halls, ensuring programs run effectively without compromising the cultural identity of the boarding school.

The principal at Darut Taqwa High School holds formal power as the primary foundation in implementing the Mobilizing Schools Program. The principal is responsible for ensuring that all elements of the school, including teachers and staff, carry out the program as directed by Merdeka's Curriculum. Effective leadership is realized through mobilizing learning communities and supporting differentiated learning. Strategic authority includes regular reporting to the ministry and decision-making regarding resource allocation. External support, such as funding from BBGP for teacher training and learning activities, also contributes significantly. Synergies with the foundation maintain the balance between the values of the pesantren and the demands of the Merdeka's Curriculum. While external intervention is challenging, principals see it as an opportunity to improve quality. Combining internal power and external support creates an innovative, relevant, sustainable education ecosystem.

Darut Taqwa High School, as a boarding school-based school, makes the cultural values of the boarding school, such as discipline, simplicity, and manners, the main foundation in integrating the Merdeka's Curriculum. Boarding school traditions, such as the extended dress code for female students and gender segregation of activities, are still applied in the Pancasila Student Profile Strengthening Project (P5). School policies are designed to align with boarding school values, ensuring that learning innovations do not neglect cultural identity but instead strengthen students' character. Teachers play an important role in maintaining boarding school traditions through habituation, such as greetings, collective prayers, and supervision of dress discipline. With innovative approaches, such as project-based assignments that allow student collaboration without violating discipline, the school creates an academically excellent education and solid Islamic values. This approach demonstrates the harmony between local culture and educational innovation.

Implementing Merdeka's Curriculum in the Movers School Program at Darut Taqwa High School is designed to meet the needs of relevant and learner-centered learning. The program aims to overcome learning misconceptions, especially in the differentiation approach and student character development, by adapting learning strategies to the local context of the boarding school, such as integrating Islamic values in the Pancasila Student Profile Strengthening Project (P5). Despite challenges such as the ban on electronic devices, the school combines technology-based learning at home with manual methods at the boarding school as an adaptive solution. The program emphasizes the integration of the six dimensions of the Pancasila Learner Profile, such as critical reasoning, creativity, and cooperation, through project-based learning. Intensive training support from BBGP enables schools to create meaningful, innovative, and relevant learning, which shapes student character while ensuring program sustainability.

The logic of change in the Movers School Program at SMA Darut Taqwa aims to significantly transform learning by providing flexibility through Merdeka's Curriculum. Students are encouraged to learn according to

individual talents and characteristics without pressure to excel in all areas. The program emphasizes the integration of the six dimensions of the Pancasila Learner Profile, such as faith, independence, creativity, and critical reasoning, to form characters relevant to the demands of the times. The Pancasila Learner Profile Strengthening Project (P5) becomes a strategic tool for realizing this change, connecting learning with social, entrepreneurial, and environmental issues. Challenges such as technological limitations are overcome by combining manual and digital methods. This approach allows students to apply learning values daily, creating meaningful, contextualized, and sustainable learning experiences to support today's needs.

Internal coordination is a key element of the success of the Mobilizing Schools Program at SMA Darut Taqwa, where the principal plays an important role in organizing the learning community, teachers, and staff to ensure learner-centered learning. Internal synergy is realized through implementing the Pancasila Learner Profile Strengthening Project (P5) and subject learning communities, which help all elements of the school understand and implement the program according to curriculum objectives. Assistance to teachers in dealing with curriculum adaptation obstacles is also an important part of this coordination. In addition, the school builds collaboration with external parties, such as BBGP, foundations, and the community, through regular training and the sharing of best practices. Integrating internal coordination and external support creates an inclusive and holistic educational environment.

The Movers School program at SMA Darut Taqwa aims to create public value through learning that focuses on students' individual needs. Merdeka's curriculum encourages differentiated learning, allowing teachers to map students' learning styles to create an inclusive learning experience. This approach reduces pressure on students to excel in all areas, encouraging them to develop their unique potential, build self-confidence, and increase active engagement in the learning process. The integration of boarding school traditions with modern learning approaches characterizes the school. Islamic values like mutual cooperation and critical reasoning are applied through project-based learning that supports the Pancasila Learner Profile. Innovations like collaboration-based project tasks and manual methods ensure students develop 21st-century skills without losing local identity. This strategy benefits students, the community, and the boarding school environment.

Implementing the "Program Sekolah Penggerak" at SMA Darut Taqwa faces technical challenges, such as limited facilities and prohibiting electronic devices in the boarding school. To overcome this, the school applies creative strategies, such as utilizing the library with internet-connected computers and combining several classes in one room using projectors to maximize facilities. Although not ideal, these steps reflect the optimization of existing resources without compromising the quality of learning. In adaptive challenges, the school prioritizes the development of social skills through the Pancasila Student Profile Strengthening Project (P5), where students work collaboratively on projects such as waste recycling or election simulations. These activities enhance students' creativity, cooperation, and empathy. The combination of situation analysis and social skills strengthening ensures that education remains relevant without neglecting the cultural values of the pesantren.

The main supporting factor for implementing the Mover School Program at SMA Darut Taqwa is the government policy that provides annual funding for teacher training and competency development. These funds are used for training facilitated by Balai Besar Guru Penggerak (BBGP) to improve teachers' understanding of Merdeka's Curriculum and project-based learning. The Learning Committee assists teachers in overcoming technical and adaptive challenges, helping them to integrate the values of the pesantren in learning. In addition, collaboration with the foundation, student guardians, and the local community is an important factor in the program's success. The foundation provides moral and material support, while student guardians contribute to activities such as the Pancasila Student Profile Strengthening Project (P5). Collaboration through Musyawarah Guru Mata Pelajaran (MGMP) enables the exchange of ideas, creating a relevant and holistic pesantren-based education ecosystem.

Teachers at SMA Darut Taqwa show great dedication in the face of limited facilities, such as a lack of technological devices. They overcome this obstacle by combining several classes in one room to maximize the use of projectors and using manual learning media, such as project assignments that are done manually before being transferred to digital formats. These efforts ensure that learning remains creative and practical, providing a meaningful educational experience for students. In addition, boarding school cultural values, such as discipline, manners, and adab, have been integrated into learning. Discipline is seen in dressing according to the rules, being on time, and carrying out responsibilities. Manners are taught through daily interactions, such as greetings and prayers, building students' Islamic character and strengthening the connection between academic learning and boarding school traditions.

The Movers School program at SMA Darut Taqwa positively impacts students' academic and non-academic development. Through the Pancasila Student Profile Strengthening Project (P5), students hone their public speaking skills, enhance creativity, and understand social issues. Activities such as project presentations, showcases, and group work encourage students to be more confident in expressing ideas, with relevant themes such as entrepreneurship and democracy connecting learning to real life. On the other hand, teachers show high commitment to supporting the program by adopting project-based methods and differentiation, although it requires adaptation and intensive training. They also balance modern innovations and boarding school traditions, ensuring Islamic values remain at the core of learning while being positive student role models.

One of the inhibiting factors in the Movers School Program at SMA Darut Taqwa is the limited facilities, such as the lack of projectors in each classroom and flexible learning spaces. This challenges project-based learning, which requires visual media and collaboration space. Temporary solutions, such as merging classes and using the hall as a learning space, have been done but have not been fully effective. In addition, boarding school rules, such as a ban on using electronic devices, limit technology-based learning, making computer labs the only alternative. Gender segregation in certain activities, such as the Pancasila Student Profile Strengthening Project (P5), also requires logistical adjustments that affect time and space efficiency. Overcoming these obstacles requires improved facilities and careful logistical planning without compromising the values of the pesantren.

The decrease in annual funding allocation is a significant obstacle to implementing the Mobilizing School Program at SMA Darut Taqwa. The policy of reducing funds based on the assumption of school readiness forces the school to plan the budget carefully. Although efficiency strategies have been implemented, budget limitations restrict flexibility in improving program quality. Stable financial support or additional funding sources are needed to ensure program sustainability without compromising the quality of education. In addition, the readiness of human resources is also a challenge. Not all teachers understand Merdeka's Curriculum and differentiated learning, which has resulted in its suboptimal implementation in some classes. Skepticism about the sustainability of the program also affects teachers' enthusiasm. Intensive training and open communication are needed to increase understanding, equalize perceptions, and build trust in the program's benefits.

Adjusting the cultural values of Islamic boarding schools to the Merdeka's Curriculum at Darut Taqwa High School requires time and intensive coordination. Boarding school traditions, such as gender segregation and manners, must be aligned with the dimensions of the Pancasila Learner Profile. Discussions between the school, the foundation, and the Learning Committee are important in designing activities that respect boarding school culture while supporting modern learning innovations. This ensures students receive an education relevant to 21st century needs without losing their local cultural identity. In addition, changes in learning tools, such as Learning Outcomes (CPs) and Flow of Learning Objectives (ATPs), pose an additional challenge. These changes require teachers to adjust their teaching methods, which requires extra time and effort. Careful planning and communication are needed so that these changes improve the quality of education without disrupting the stability of the program.

5. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research on boarding school-based driving schools, the following conclusions are presented. Implementing the Driving School Program at Darut Taqwa High School is influenced by a strong boarding school environment, with Islamic values applied to students' lives. Support from school leaders, teachers, and the surrounding community encourages positive changes in learning. However, prohibiting electronic devices is a significant obstacle to technology-based learning. The program prioritizes student character development by integrating Merdeka's Curriculum and Islamic boarding school curriculum, focusing on forming a Pancasila learner profile that includes cognitive abilities, social competencies, and spiritual values. A Project-Based Learning (PBL) approach is applied to connect learning with local and global needs. In its implementation, technical challenges, such as limited technology facilities and budget changes, were overcome through policy evaluation and social approaches to motivate teachers and students.

The main factors that support the success of this program are the support from school leaders, the commitment of teachers who actively participate in the training, and the existence of relevant boarding school facilities to support religious value-based learning. The strong boarding school culture is an important element in shaping students' character according to the profile of Pancasila learners. However, the program also faces obstacles such as the prohibition of electronic devices that hinder technology-based learning, gaps in student adaptation due to diverse

backgrounds, limited facilities for students with special needs, and unexpected budget changes. To overcome these obstacles, schools implement innovative and adaptive strategies to keep learning relevant to students' needs without neglecting the cultural identity of the boarding school.

Based on the analysis of boarding school-based mobilizing schools, several strategic steps are suggested to improve the implementation of the Mobilizing School Program at SMA Darut Taqwa. First, teacher training must be strengthened with intensive assistance to deepen their understanding of Merdeka's Curriculum and differentiated learning. Continuous training can help teachers overcome technical and adaptive obstacles during the learning process. Second, collaboration between schools, foundations, and the government must be improved to ensure facility support, such as access to technology and flexible learning spaces. Third, innovations in learning methods need to be developed with creative and contextual approaches, such as manual tools or collaboration-based projects, to overcome technological limitations in boarding schools. Finally, continuous evaluation should regularly involve students, teachers, and school management to ensure the improvement of the holistic program.

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