



Original Article

Implementation of Change Management by the Principal at the Driving School at State Senior High School 1 Segedong

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Abstract:

"Senior High School 1 Segedong faces challenges in managing change to improve the quality of education, particularly in dealing with resistance to new policies and limited resources. This study aims to analyze how the school principal implements change management in the Sekolah Penggerak (Driving School) Program at the school. A qualitative approach with a case study method was used to gather data through interviews, observations, and documentation. The results of the study indicate that effective communication is key to overcoming barriers to change, followed by enhancing the skills of educators and providing adequate motivation. Additionally, continuous evaluation supports the successful implementation of change, although resistance from some parties still exists. The positive impact of this change management is reflected in the transformation of the school culture, improved teacher performance, and better student learning outcomes. In conclusion, effective change management can create a more dynamic and adaptive educational environment at Senior High School 1 Segedong."

Keywords: Change Management, Principal, Driving School Program, Senior High School.

Introduction

Educational management in schools is one of the key aspects that determine the success of the teaching and learning process and the improvement of education quality. However, many schools in Indonesia still face various problems in managing human resources, infrastructure, and the learning process effectively. The school principal, as the highest leader in the school environment, is often faced with significant challenges in creating a quality educational environment, especially in adapting to continuously changing educational policies.

These challenges have become even more prominent in the era of globalization, which demands schools to be more adaptive and innovative in responding to technological changes, curriculum updates, and new teaching methods. Budget constraints, resistance from educators to new policies, and the lack of sufficient managerial skills are some of the factors that prevent many schools from meeting the expected educational standards (Afifudin, 2015).



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As a solution to these problems, change management has become an applicable approach to improve school management effectiveness. Change management is a structured approach that aims to guide organizations, including schools, in facing the necessary changes to survive and thrive in the midst of existing dynamics.

The school principal plays a crucial role in implementing this change management strategy. The Sekolah Penggerak (Driving School) program launched by the government aims to encourage schools to be more innovative and adaptive to new challenges in the educational world. The principal is expected to manage change effectively, both in terms of improving the quality of learning, managing resources, and developing educators' competencies. In this context, the principal's implementation of change management becomes crucial for education ([Husaini, 2017](#)).

To address this, a leader who can direct change at the school level to face these challenges is needed. The principal, as the main driver, plays an important role in managing change and ensuring the success of the expected transformation. Improving the principal's capacity as a learning leader is a key element in this program. The principal is not only responsible for administrative management but must also be able to act as an effective facilitator in the learning process ([Irfan, 2014](#)).

In the context of government policy, the Sekolah Penggerak program is one of the efforts to improve the quality of education in Indonesia. Sekolah Penggerak is an initiative designed to create schools that can serve as role models for learning innovation and school management. The principal in this program is expected to become a change agent who drives the achievement of the national education vision ([Nurhakim, 2015](#)). However, the implementation of this change certainly requires good management strategies, particularly in addressing resistance or challenges from various parties, such as teachers, students, and parents.

One of the most prominent aspects of the Sekolah Penggerak program is the emphasis on developing student competencies. In an increasingly complex and rapidly changing world, students' ability to adapt and innovate becomes essential. This program aims not only to teach academic knowledge but also to equip students with essential life skills, such as critical thinking, collaboration, and creativity. For instance, through project-based learning, students are encouraged to work in groups to solve real problems around them. This approach not only makes learning more relevant but also increases student engagement in the learning process.

In this program, in addition to focusing on developing student competencies, there is also an emphasis on improving the capacity of school principals as educational leaders. Senior High School 1 Segedong, based on the decision of the Director General of Early Childhood, Basic, and Secondary Education Number: 7883/C/HK.03.01/2022, has been designated as one of the implementers of the Sekolah Penggerak Program, Batch III in Mempawah District.

The change management implemented by the principal is not only focused on technical aspects, such as curriculum implementation, but also targets organizational culture change. Shifting mindsets, enhancing teacher competencies, and actively involving parents and the community are integral parts of the success of this program ([Mulyasa, 2017](#)). Therefore, it is important to understand how the principal leads the change process within the Sekolah Penggerak framework.

In change management theory, as proposed by the ADKAR Model, there are five key indicators that represent essential stages in managing change: Awareness

(awareness of the need for change), Desire (desire to participate), Knowledge (knowledge of how to make the change), Ability (ability to implement it), and Reinforcement (reinforcement to ensure the change is sustained). According to [Hiatt \(2006\)](#), ADKAR was developed to bridge the gap between project management and individual change management. This model helps organizations identify specific obstacles in the change process and provides the appropriate strategies to overcome them. Furthermore, [Creasey \(2009\)](#) stated that the success of organizational transformation heavily relies on the change that occurs at the individual level, and ADKAR provides a practical approach that focuses on personal readiness to change.

Thus, the principal, as a change leader, plays a strategic role in ensuring that each element of ADKAR progresses systematically, from building awareness among all school members about the importance of change to providing reinforcement and support so that change becomes ingrained in the school culture. In the context of the Sekolah Penggerak program, this approach is highly relevant to managing changes that touch various dimensions, such as curriculum, learning, and character and leadership development for students.

According to [Mulyadi \(2018\)](#), school change management must focus on changing the mindset of educators to be more open to innovation, as one of the biggest barriers in education is resistance to new things. Meanwhile, [Sugiyono \(2019\)](#) emphasizes the importance of involving all stakeholders, including parents, at every stage of the change process to ensure sustainability and consistency in implementation. Sugiyono also added that the implementation of change management by the principal is a key factor in successfully running the program.

The changes introduced are not limited to improving the quality of teaching but also include human resource management, infrastructure, and the development of a curriculum that is more relevant to the future needs of students. Therefore, based on the views of experts, it is crucial to discuss change management by the principal.

Moreover, this study is important because the principal plays a central role in determining the success of the Sekolah Penggerak program in each school. How the principal implements change management strategies greatly affects the success of this transformation. Additionally, given the various challenges faced, such as resource limitations, resistance from educators, and adapting to new policies, it is important to evaluate how these change strategies are applied.

To observe the implementation through change management, the researcher will focus on Senior High School 1 Segedong. Senior High School 1 Segedong is one of the schools involved in the Sekolah Penggerak program. The school faces the challenge of improving education quality and adjusting to the new standards set by the program. The principal at Senior High School 1 Segedong has a strategic role in guiding all school elements to implement this change. In this context, the implementation of change management is the key to sustaining and ensuring the success of this program.

Various previous studies have discussed change management in the context of education, but few have specifically addressed the role of the principal in Sekolah Penggerak. Research conducted by [Wahyuni \(2020\)](#), for example, highlights the implementation of change management in private schools but does not specifically address Sekolah Penggerak. Meanwhile, research by Mulyadi (2021) focuses more on change strategies in schools with limited resources. This shows a gap in research that can be filled by this study, specifically regarding the implementation of change

management by the principal in schools involved in the Sekolah Penggerak program.

Therefore, this study aims to analyze how the principal at Senior High School 1 Segedong implements change management and the strategies applied to face the various challenges. This research is expected to make a significant contribution to understanding the role of the principal as a change agent within the Sekolah Penggerak context and to provide practical guidance for other schools involved in the program.

Methods

Research Type

This study uses a qualitative approach with a case study method. The aim is to deeply understand the implementation of change management by the principal at Sekolah Penggerak in Senior High School 1 Segedong. A qualitative approach allows exploration of phenomena based on participants' experiences, understanding, and perspectives in a natural context. According to [Sugiyono \(2017\)](#), qualitative research focuses on studying natural conditions of objects, with the researcher acting as the key instrument. It seeks to understand phenomena holistically, including behavior, perceptions, motivations, and actions. The method emphasizes the process and meaning, rather than the results or products.

Data collection in this study is done through interviews, observations, and documentation. The sampling technique is non-probability, using purposive sampling, where participants are selected based on specific criteria aligned with the research goals. Primary and secondary data are collected through observation and interviews, while secondary data is obtained via documentation. The research is conducted at Senior High School 1 Segedong.

Research Focus

The focus of qualitative research is on the findings from observations. In this study, humans are the main instrument of research ([Sugiyono, 2015:60](#)). Unlike non-human instruments like questionnaires, the presence and involvement of the researcher in the field is a crucial tool to interpret and confirm the meaning of the subjects' experiences. Researchers must be flexible enough to adjust to field conditions. Successful data collection relies on building a positive relationship with the research subjects, which fosters understanding, trust, and facilitates data gathering. Researchers should be cautious not to leave a negative impression on participants.

Research Location

This study was conducted at Senior High School 1 Segedong, Mempawah Regency, which is one of the schools implementing the Sekolah Penggerak program. The location was chosen based on the school's ongoing transformation process and the involvement of the principal in managing the change. The school, located at Jl. SY Abubakar, Peniti Dalam I, Segedong, Mempawah, West Kalimantan, has an A accreditation with 42 teachers, 10 administrative staff, and 782 students.

Data Sources

The data sources for this study are:

1. **Primary Data:** Collected through interviews with the school principal, vice principal, teachers, administrative staff, students, and parents.
2. **Secondary Data:** Includes school documents, reports on the Sekolah Penggerak program, school policies, and other relevant data.

Due to the large number of potential participants, snowball sampling was used to select individuals who could provide the required information.

The participants in this study include:

1. **Principal:** 1 male, with a Master's degree, aged 52.
2. **Vice Principals:** 2 male, with Master's and Bachelor's degrees, aged 40-48.
3. **Teachers:** 2 male, with Bachelor's degrees, aged 32-45.
4. **Student:** 1 male, aged 16.
5. **Parent/Committee:** 1 female, with an Associate's degree, aged 48.
6. **Administrative Staff:** 1 female, with an Associate's degree, aged 42.

The total number of participants is 8. This data was sourced from the school's educational and administrative staff documents for the year 2024.

Data Collection Techniques

In this study, the researcher selected and used data collection methods that align with the problem being addressed. The techniques used in this research are as follows:

1. Observation

Observation is a technique that involves careful monitoring and systematic recording. It can be categorized into direct and indirect observation. Direct observation involves the researcher being present at the site of the event being studied, while indirect observation refers to analyzing events through documents such as films, slides, or photos. In this research, the researcher conducted direct observation to gather data on the implementation of change management by the principal at Senior High School 1 Segedong, including reviewing school documents related to the management of change.

2. Interviews

Interviews are conducted by asking questions directly to the subjects or through intermediaries who are familiar with the issues. Semi-structured interviews were used, starting with structured questions and then following up with open-ended questions to gain further insights. Interviews were conducted with various stakeholders at Senior High School 1 Segedong, including the principal, vice principals, teachers, educational staff, and students, to collect data on change management in decision-making, curriculum, student affairs, facilities, staffing, finance, and public relations.

3. Documentation

Documentation is used to gather organizational layouts, management practices, and educational structures, captured through photographs. These photos serve as a naturalistic record, providing insights into the changes being studied. In this study, documentation focused on the forms of change management implemented by the principal, as well as the interview activities with the school's organizational structure, and were documented through photographs.

Data Analysis

In this study, data analysis was conducted three times: once before fieldwork, once during fieldwork, and once after leaving the field. Qualitative research focuses primarily on data analysis that occurs in the field alongside the data collection process.

1. **Data Reduction:** Since the data collected in the field is vast and complex, it must be documented carefully and thoroughly. Data reduction involves summarizing, selecting key points, focusing on relevant information based on themes, and eliminating irrelevant data.
2. **Data Presentation:** Data presentation occurs after data reduction. In qualitative research, data can be presented in various forms, including flowcharts, infographics, and brief summaries of relationships between categories. Narrative text is the most commonly used presentation format.
3. **Drawing Conclusions:** The final step is summarizing and verifying conclusions. Initial findings are tentative and may be revised if substantial evidence contradicts them. The credibility of conclusions is enhanced when supported by field evidence.

Results

Implementation of Change Management by the Principal in the Sekolah Penggerak Program at Senior High School 1 Segedong

The principal at Senior High School 1 Segedong applied change management in the Sekolah Penggerak program using a comprehensive strategy involving the whole school community. Key steps included:

1. **Participatory Approach:** The principal initiated the program with a participatory approach, ensuring all school members, including teachers and staff, were involved in the decision-making process.
2. **Socialization of the Program:** The principal used various communication channels to ensure all stakeholders understood the program's goals and benefits.
3. **Building Awareness and Desire for Change:** The principal showcased successful examples from other schools and provided regular training to help staff embrace change.
4. **Motivation and Recognition:** Teachers and staff who contributed to the changes were rewarded, promoting collective responsibility and long-term commitment.
5. **Enhancing Teachers' Skills:** Regular, practical training focused on technology use, classroom management, and an inclusive curriculum.
6. **Reinforcement and Evaluation:** Regular evaluations, including feedback from external parties, ensured the program's success and sustainability.
7. **Student Involvement:** The principal encouraged student participation in extracurricular activities related to the curriculum changes.
8. **External Support:** External institutions, such as the Education Department, provided vital resources and training.

Through effective communication, recognition, skill enhancement, evaluations, and external support, the principal successfully led the program, demonstrating the power of collaborative change management.

Supporting and Hindering Factors in the Implementation of Change Management at Senior High School 1 Segedong

The implementation of change management in the Sekolah Penggerak program at Senior High School 1 Segedong involves various supporting and hindering factors:

Supporting Factors:

1. **Strong Leadership:** The principal's leadership is crucial to the success of change management. The principal plays an important role in directing and motivating the entire school community to support the change.
2. **Effective Communication:** Regular meetings and discussions with teachers, staff, parents, and students ensure that everyone understands and supports the program, preventing misunderstandings or resistance.
3. **Collaborative and Participatory Approach:** The principal encourages active involvement from teachers, staff, and students in planning and implementing the changes, fostering a sense of ownership and motivation.
4. **Teacher and Staff Competency Improvement:** Ongoing training and workshops help ensure that teachers and staff have the necessary skills to implement changes effectively.
5. **External Support:** Support from external institutions, such as IKIP PGRI and Universitas Muhammadiyah Pontianak, provides additional resources and external perspectives, accelerating the implementation of the program.

Hindering Factors:

1. **Lack of Commitment from Some Parties:** Some teachers and staff show a lack of commitment to the program due to old habits, fear of change, or lack of understanding of the program's importance.
2. **Resistance to Change:** Resistance to change, especially from students who are accustomed to the old learning methods, poses a significant challenge.
3. **Resource Limitations:** Limited resources, such as inadequate learning tools and facilities, hinder the successful implementation of the program.
4. **Time Management Challenges:** Managing time effectively to conduct training and workshops without disrupting daily learning activities is a significant obstacle.
5. **Consistency Issues:** Maintaining consistency in implementing changes across all parties involved is difficult, especially when there are policy or attitude shifts among some members.

In conclusion, the implementation of change management at Senior High School 1 Segedong benefits from strong leadership, effective communication, a collaborative approach, teacher capacity building, and external support. However, challenges like commitment issues, resistance to change, limited resources, time constraints, and consistency maintenance must be addressed to ensure the long-term success of the Sekolah Penggerak program.

Impact of Change Management Implementation at Senior High School 1 Segedong

The implementation of change management through the Sekolah Penggerak (PSP)

program at Senior High School 1 Segedong significantly impacted school culture, teacher performance, and student learning outcomes.

1. Impact on School Culture

The PSP program fostered a more inclusive and collaborative school culture. The participatory approach in decision-making improved communication and teamwork among teachers, staff, and students, leading to a greater sense of ownership and involvement in the change process.

2. Impact on Teacher Performance

Teacher performance improved through regular training and support. The integration of technology and encouragement of innovative teaching methods, along with recognition from the principal, motivated teachers to enhance their teaching practices.

3. Impact on Student Learning Outcomes

Student learning outcomes improved with more interactive and technology-based teaching methods. The use of project-based learning and better evaluation practices contributed to higher engagement and academic performance.

In summary, the PSP program successfully enhanced school culture, teacher performance, and student learning outcomes through a more collaborative, innovative, and technology-driven approach.

Discussion

Implementation of Change Management by the Principal in the Sekolah Penggerak Program at Senior High School 1 Segedong

At Senior High School 1 Segedong, the principal has applied a systematic change management strategy for the Sekolah Penggerak (PSP) program. This approach follows the ADKAR model (Hiatt, 2006), which includes Awareness, Desire, Knowledge, Ability, and Reinforcement. The process began with raising awareness about the need for curriculum change, followed by a collaborative communication strategy involving meetings with teachers, staff, and parents to ensure shared understanding.

Key Strategies:

1. **Awareness:** The principal initiated the program with socialization meetings to inform all school members about the transition from the 2013 Curriculum to the Merdeka Curriculum through PSP. Various communication channels, including official meetings, digital platforms, and discussions with parents, were used.
2. **Desire:** Motivating school staff and students was crucial. The principal promoted a positive working environment by appreciating teachers' contributions, involving them in decision-making, and encouraging innovation. Recognition and encouragement were essential in fostering collective motivation.
3. **Knowledge:** To ensure understanding, the principal organized training sessions, workshops, and study visits. Continuous learning was emphasized, providing teachers with necessary resources, including teaching materials and digital tools.
4. **Ability:** Practical applications such as Project-Based Learning (PBL) and technology integration were central. Teachers received continuous supervision and feedback, and communities of learning were established to ensure skills development.

5. Reinforcement: Ongoing evaluation of student learning outcomes, regular feedback, and support from external stakeholders were key to reinforcing changes. The principal ensured that necessary resources and consistent monitoring were in place to sustain the program's impact.

The principal's leadership played a critical role in successfully implementing the PSP program at Senior High School 1 Segedong. Through systematic strategies involving communication, motivation, capacity-building, and continuous reinforcement, the principal ensured that the change process was inclusive, collaborative, and effective, ultimately leading to the successful adoption and sustainability of the Sekolah Penggerak program.

Supporting and Hindering Factors in the Implementation of Change Management for the School Driving Program (PSP) at SMA Negeri 1 Segedong

The successful implementation of the School Driving Program (PSP) at SMA Negeri 1 Segedong is the result of the synergy between various internal and external factors. This program aims to create a more innovative and dynamic learning environment, with teachers and students as the main drivers of educational change.

Supporting Factors for PSP Success

The key supporting factors for the successful implementation of PSP at SMA Negeri 1 Segedong include:

1. Leadership of the Principal: A visionary and active leadership role played by the principal, fostering clear communication and decision-making.
2. Internal and External Support: Strong support from both internal stakeholders (teachers, staff, students, and school committees) and external stakeholders (the Ministry of Education and Culture, local education offices, and the community).
3. Adequate Resources: Availability of skilled human resources, facilities, and technological support for the learning process.
4. Organizational Culture Open to Change: A culture that supports innovation and collaboration among teachers, staff, and students.

Hindering Factors in the Implementation of PSP

Despite the supporting factors, several challenges emerged during the implementation of PSP:

1. Lack of Awareness and Commitment: Some teachers and staff were initially unaware of the importance of the change, with some showing resistance to leaving their comfort zones.
2. Limited Understanding of Curriculum Changes: Limited knowledge of the Merdeka Curriculum and its implementation posed a challenge for teachers and staff.
3. Insufficient Technology and Infrastructure: Some schools faced difficulties in adapting to technology and lacked the necessary facilities, such as Wi-Fi and projectors for project-based learning (PBL).
4. External Support and Parental Engagement: Insufficient support from parents and the community hindered full engagement with the program.

Strategies to Overcome Obstacles

The principal adopted several strategies to address these challenges:

1. Coaching and Training: Regular coaching sessions and training for teachers and staff to improve their skills.
2. Persuasive Communication: Persuasive communication and open discussions to raise awareness and motivate all stakeholders.
3. SWOT Analysis and Planning: Strategic planning and assessment tools like SWOT and POAC were used to navigate challenges effectively.
4. Provision of Learning Resources: Investment in technological facilities to support both teaching and administrative tasks.

Internal and External Roles in Supporting PSP

The internal stakeholders, including teachers, students, and educational staff, played a key role in the daily application of changes. Meanwhile, external stakeholders such as the Ministry of Education, the local government, and the community provided crucial resources and support, including training, regulatory support, and moral encouragement.

The implementation of change management in the PSP at SMA Negeri 1 Segedong benefited from a well-coordinated effort between internal and external stakeholders. Both leadership and collaboration among various parties ensured the successful execution of the program, with the principal playing a central role in managing change.

Impact of Change Management Implementation on School Culture, Teacher Performance, and Student Learning Outcomes

Impact on School Culture

The implementation of change management at SMA Negeri 1 Segedong, through the School Driving Program (PSP), has led to a significant transformation in school culture. This shift is visible in the adoption of more open, collaborative, and innovative values, habits, and mindsets, replacing the traditional and conventional culture. The principal has played a central role in promoting these changes by applying a structured, participative management strategy. The impact of these changes has been felt not only by teachers and students but also by parents and the surrounding community.

Key impacts on school culture include:

1. School Performance Improvement: The school's education report has shown improvement over the past three years.
2. Positive Culture Reinforcement: Initiatives like Berlian, Jumat BERIAS, and Bersedekah have contributed to a cleaner, more disciplined environment.
3. Curriculum and Character Development: The Merdeka Curriculum and P5 programs have strengthened character education through activities like Gebyar and Market Day.
4. Collaboration and Innovation: The school has fostered a more collaborative culture, with teachers sharing innovative teaching methods like Project-Based Learning (PBL) and Problem-Based Learning (PjBL).
5. Growth Mindset: Both students and teachers have become more open to change, developing a greater sense of responsibility and ownership.
6. Student Engagement: Students have become more active, with increased

participation in school activities and discussions.

7. Digital Administration: Administrative processes have transitioned from manual to digital systems, improving efficiency and organization.

Impact on Teacher Performance

The implementation of change management has also significantly impacted teacher performance at SMAN 1 Segedong, particularly in terms of teaching methods, technology usage, and pedagogical competence. The changes have transformed the learning environment, motivating teachers to innovate and adapt to modern educational demands.

1. Teaching Methods and Technology: Teachers are now more likely to use project-based methods like PBL and PjBL, as well as integrate AI-driven technology into their lessons.
2. Improved Competence: Teachers have become more adaptable to technology, more creative in their teaching methods, and more motivated due to the freedom to innovate.
3. Classroom Management: Teachers have embraced a positive discipline approach, which has led to better class management.
4. Collaboration: Teachers are more engaged in sharing ideas and strategies, contributing to a positive collaborative culture.
5. Administrative Efficiency: Communication among teachers and administrative staff has improved, facilitating better academic and financial management.

Impact on Student Learning Outcomes

The changes have positively influenced student learning outcomes, not just academically but also in terms of personal and social development. The implementation of the Merdeka Curriculum and a more dynamic teaching approach has significantly enhanced student participation and skills in critical thinking, collaboration, and creativity.

1. Improved Understanding of the Curriculum: Teachers now have a deeper understanding of the Merdeka Curriculum, which has been supported by ongoing government mentoring.
2. Enhanced Student Learning: There has been a noticeable improvement in both academic and non-academic outcomes, reflected in student portfolios and character profiles.
3. Active Participation: Students are more engaged and enthusiastic in class, with higher levels of critical thinking and collaboration.
4. 21st Century Skills: Students are developing skills like critical thinking, communication, collaboration, and creativity, making them more independent and confident learners.
5. Challenges: The increased workload and need for creative tasks have required students to adapt to new learning methods.

Changes in Learning Practices Before and After PSP

Before the implementation of the PSP, teaching at SMAN 1 Segedong was more traditional, centered around lectures and exams. However, after the PSP, significant changes occurred, including the adoption of project-based and problem-solving learning methods, the increased role of technology, and a shift in the teacher's role from lecturer

to facilitator.

1. Before PSP: The learning approach was conventional, with lectures as the primary teaching method. Evaluation was mainly based on tests and exams.
2. After PSP: Learning became more project-based, involving exploration and problem-solving. Teachers shifted from being knowledge transmitters to facilitators, guiding students to think critically. Technology use expanded significantly, including AI applications in lessons. Evaluation methods diversified to include portfolios and formative assessments.

Overall, the PSP has led to a more innovative, interactive, and student-centered approach to education, transforming the teaching and learning dynamics at SMAN 1 Segedong.

Conclusion

The implementation of change management in the School Driving Program (PSP) at SMAN 1 Segedong has been systematically carried out by the principal through strategies of communication, motivation, skill development, and continuous evaluation. The success of this program is supported by strong leadership, active involvement of teachers and students, as well as external support, despite challenges such as resistance to change and a lack of commitment from educational staff. The impact is evident in the transformation of school culture, improved teacher performance, and better student learning outcomes, creating a more dynamic and adaptive educational environment. With the sustainability strategies already designed, these changes have the potential to continue to develop optimally.

Suggestions

1. The principal should continue to strengthen communication and motivation strategies to address resistance to change.
2. Training and mentoring for teachers and educational staff should be enhanced to ensure they are better prepared for change.
3. Periodic evaluations of the School Driving Program implementation should be conducted to ensure the effectiveness of the strategies applied.
4. Increased involvement of students and parents in supporting the changes is needed to create a more collaborative educational ecosystem.
5. The school can routinely utilize SWOT analysis to identify new challenges and adjust change management strategies accordingly.
6. The government and external parties should continue to provide support in the form of policies, funding, and capacity-building programs for schools.
7. The school should foster a culture of innovation and continuous adaptation to ensure ongoing development in line with the demands of the times.

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