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Analysis of the surplus value of driving schools in jember regency in 2024

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ABSTRACT

This study aims to analyze the application of the concept of surplus value in driving schools and explore its impact on the quality of education. this research was conducted based on the need to understand how government interventions can overcome the mismatch of measurable improvement in the quality of education. although previous research related to a structured framework but there are still few studies that discuss it. This study examines how driving schools implement the commitment of the Driving School Program (PSP) to achieve surplus value in the form of 5 interventions from the government. The research uses a qualitative descriptive approach, There are 5 driving schools that are used as case studies in providing in-depth insights. Data collection using in-depth interviews, participatory observations, focus group discussions (FGD) and analysis of modified documents. The respondents were 5 principals of the driving schools and the learning committee as the main respondents, the Coaching Supervisor and other teachers from the 5 driving schools, which was carried out from January to December 2024. this research uses descriptive qualitative research. The data was analyzed using identification, classification and interpretation of the data from the research results. The results were obtained that the achievement of surplus value 3 among 5 driving schools in the range of 51 – 75 or the Developing According to Expectations (BSH) criterion means that the understanding, implementation and commitment of the driving schools have been carried out according to the existing schedule/mentoring timeline, have been consistently implemented, but have not been scanned. In addition, this study also contributed to the improvement of teaching and student engagement of the 5 schools that had performance differences with a surplus value of 3.

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Introduction

Information from the 2022 Program for International Student Assessment (PISA) announced on December 5, 2023, shows that Indonesia is still ranked 68 out of 81 participants. The scores obtained are for math (379), science score (398), and literacy score (371). The Driving School Program (PSP) was initiated based on the Indonesian Ministry of Education and Culture Number 371/M/2021 with a focus on developing holistic student learning outcomes that include literacy, numeracy and character competencies. This school aims to be a model in the implementation of the Independent Curriculum, with a focus on creating an inclusive, innovative, and

student-oriented learning environment (Lakkala et al., 2021). Changes in literacy achievement in junior high schools that implement the Independent Curriculum for 3 years reached a score of 7.15. Then followed by the Independent Curriculum for 2 years at a score of 5.7 and for 1 year at 4.84. For schools that implement the 2013 Curriculum, they get a score of 2.68 (Yuan, Liu, & Kuang, 2021). Other challenges found are that some schools still face difficulties in leveraging resources and aligning interventions with desired outcomes. these issues highlight the importance of understanding how additional efforts in the education system can add value to achieve better outcomes.

Many education systems in the world are also facing a decline in academic achievement. As a result, policymakers and education practitioners alike are looking for ways to improve academic performance through educational programs in accordance with the characteristics of their country, such as High Performing Schools (HPS) in the Netherlands. The analysis shows that schools participating in the HPS program outperform comparative schools (Agirdag & Muijs, 2023). Previous research has not discussed how similar programs can be adapted to the Indonesian context, especially for driving schools, which are becoming a pilot project in educational transformation. In addition, this research also examines the PSP gap through the lens of surplus value. Education authorities need to invest in networking and collaboration as key engines in the education policy agenda, and work to drive the movement of global and local efforts towards change (Azorín & Fullan, 2022).

Driving schools as pilot projects in educational transformation in Indonesia are committed to the implementation of SMEs in accordance with the new paradigm of learning, the implementation of school digitalization and the implementation of data-based planning management and continue to develop Human Resources (HR) in education units (Kemendikbudristek RI, 2023). Driving schools receive government support in the form of BOSKIN funds with the aim of improving the quality of education as a surplus value of driving schools. The Driving School Program (PSP) focuses on developing holistic student learning outcomes that include literacy, numeracy and character competencies, starting with excellent human resources. The driving schools receive government support in the form of BOSKIN funds with the aim of improving the quality of education through the surplus value of driving schools in the form of 5 government interventions, namely consultative and asymmetrical assistance, strengthening school human resources, learning with a new paradigm, data-based planning and digitalization.

Karl Marx, in Das Kapital Vol 1 (1867: 145), stated that surplus value is obtained because there is an excess of production value by a worker compared to wages in a production process (Marx, 2020). Adapting the concept of surplus value above to the context of education, especially in driving schools, involves understanding how additional efforts from various components of the school can create added value that is greater than the sacrifices made to create a driving school value.

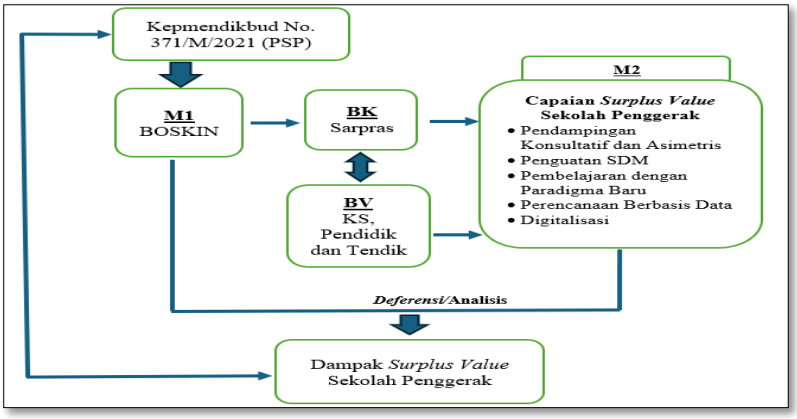

Figure 1 <Research Framework>

The theory of value reveals what Marx called the secret of the capitalist economy, which is closely related to the nature of the logic of the capitalist system (Uli, 2022). The formulation of capitalist transactions is:

$$M1 - K\ (=BK1 + BK2 + BV) - M2$$

The description of the above formula is that the initial capital (M1) is used to purchase goods of production factors (K). Production factors consist of 3 commodities: 1) Building/machinery/equipment needed which is called amortization cost, 2) raw materials needed in the production process and 3) Labor or working time that

goes into processing raw materials into products/commodities to be sold. Production factors 1 and 2 are called constant costs (BK1 and BK2), while the 3rd production factor is called variable costs (BV). Adapting the concept of surplus value above to the context of education, especially in driving schools, M1 is the support of BOSKIN funds from the government, BK is the factor of school facilities and infrastructure as a support for the Driving School Program (procurement of books, procurement of learning aids and cocurricular support tools), and BV is the human resources owned by schools, namely principals, teachers and education personnel. To generate surplus value (M2), involves understanding how additional efforts from various school components can create added value greater than the sacrifices incurred for the creation of a driving school value.

This study aims to analyze the application of the surplus value concept in the Mover School Program in Jember District, focusing on five interventions provided by the government and evaluating the impact of the application of surplus value on the quality of education, particularly in terms of student learning outcomes, learning quality and community involvement. The flow of the framework is as follows:

Method

The research approach used in this study is qualitative descriptive, referring to the opinion of (Abadi & Ivoniasari, 2024). This approach was chosen based on an exploration of the implementation of values in the driving schools to gain detailed insights into complex educational phenomena that might be missed by quantitative methods. The researcher tries to understand the various dimensions and layers of reality that exist in the driving schools, how they interact, what types of agreements or norms exist, and how these dimensions come together holistically in achieving a value. The steps taken include: 1) determining the location and time of the research; 2) determining research informants; 3) determining data collection techniques and 4) determining data analysis techniques. The determination of research informants was carried out using a purposive method to the five driving schools of batch 2 in Jember district, including main informants and supporting informants.

Data collection in this study was carried out through in-depth interviews with the main informants, namely the principal of the driving school and the learning committee, participatory observation of the activities of the principal with the learning committee, other teachers and school residents during the implementation of consultative and asymmetric assistance as well as Forum Group Discussion (FGD) for the informants of the Learning Committee (KP) during the implementation of PMO and learning community activities (Kombel) as well as documentation studies related to the Implementation of the Independent Curriculum and the principal's leadership policy (Harapan, Aprina, & Effendi, 2024; Putri, 2017). Data processing is carried out by steps of data reduction, data display or data coding and data analysis.

Tabel 1 <Criteria for Evaluating Interview Results based on the Tendency to Answer According to PSP Guidelines>

Achievement Score	Conclusion	Description
0 - 25	MB (Starting to Develop)	If the understanding, implementation, and commitment of the driving school are achieved but not in accordance with the existing schedule/mentoring limitations.
26 - 50	SB (Already Developing)	If the understanding, implementation, and commitment of the driving school are achieved according to the existing schedule/mentoring limitations but are not yet consistent.
51 - 75	BSH (Developing as Expected)	If the understanding, implementation, and commitment of the driving school have been achieved according to the existing schedule/mentoring limitations, consistently implemented, but have not yet carried out dissemination.
76 - 100	SGB (Highly Developed)	If the understanding, implementation, and commitment of the driving school have been achieved according to the existing schedule/mentoring limitations, consistently implemented, and have already carried out dissemination.

Data reduction was carried out by searching the data obtained from the results of in-depth interviews with informants and written in the form of more detailed reports or data based on categories and indicators of surplus value of driving schools, namely consultative and asymmetric assistance (SV1), strengthening school human resources (SV2), learning with a new paradigm (SV3), data-based planning (SV4) and digitalization (SV5). The second category is the impact of surplus value of driving schools, the indicators are student learning outcomes

(DS1), learning quality (DS2), stakeholder satisfaction level (DS3), availability and utilization of educational resources (DS4) and community involvement in the educational process (DS5).

Data analysis was conducted on the results of categorizing the data obtained from in-depth interviews, participatory observation results and the results of document studies owned by the driving schools. The criteria for assessing the results of interviews based on the tendency to answer according to the PSP guidelines, made in the form of a journal and measured through a Likert scale with a value range of 1-4, namely 1 = Less, 2 = Sufficient, 3 = Good and 4 = Very Good. The final achievement value of each variable is assessed through the formula: Achievement Value = (Total value obtained / Maximum value) x 100, with criteria:

Results and Discussion

Achievement of surplus value of driving schools

Based on the results of the study on 5 driving schools, data on the achievement of Highly Developing Surplus Value (SGB) was obtained for 2 driving schools with scores of 173 and 181 respectively or an achievement of 86.5% and 90.5%. The other driving schools were 3 schools with a surplus value achievement of Developing According to Expectations (BSH), with consecutive achievement scores of 142 for IM, 140 for IN and 139 for IH. The surplus value of consultative and asymmetric assistance (SV1) reached an average range of 67.19-87.5, with the highest score achieved by IJ. The average SV2 score ranged from 59.38-93.75, with the highest score achieved by IJ. SV3 scores averaged in the range of 69-94, with the highest scores achieved by IP. The SV4 and SV5 scores respectively achieved their scores in the range of 63-94 and 69-94. The distribution of surplus value achievement for each aspect/category can be seen through the following diagram:

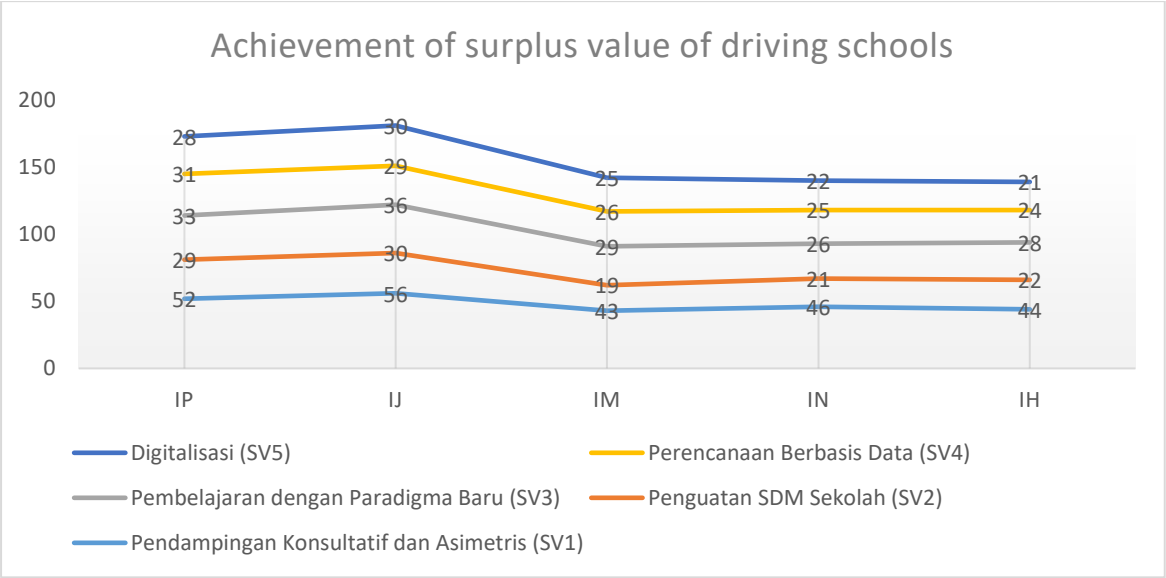

Figure 2 <Diagram of Achievement of Surplus Value in Driving Schools>

Table 1 <Achievement of Surplus Value of Driving Schools>

Aspects/Indicators	Driving School				
	IP	**IJ**	**IM**	**IN**	**IH**
Consultative and Asymmetric Assistance (SV1)	52	56	43	46	44
Strengthening School Human Resources (SV2)	29	30	19	21	22
Learning with a New Paradigm (SV3)	33	36	29	26	28
Data-Driven Planning (SV4)	31	29	26	25	24
Digitalization (SV5)	28	30	25	22	21
Achievement Values	173	181	142	140	139
Average Achievement	**86,5**	**90,5**	**71,0**	**70,0**	**69,5**
Conclusion	**SGB**	**SGB**	**BSH**	**BSH**	**BSH**

The results of data processing on the aspects of consultative and asymmetric assistance are the average of 4 indicators, namely PMO, Workshop, visitation and coaching. IJ School achieved the highest achievement with

a score of 56, the most contribution from the implementation indicators and workshop commitments and understanding of coaching. IP schools dominated the indicators of PMO understanding and commitment, workshops and visitations with an achievement of 52. The distribution of achievements is presented in the following diagram:

Figure 3 <Consultative and Asymmetric Mentoring>

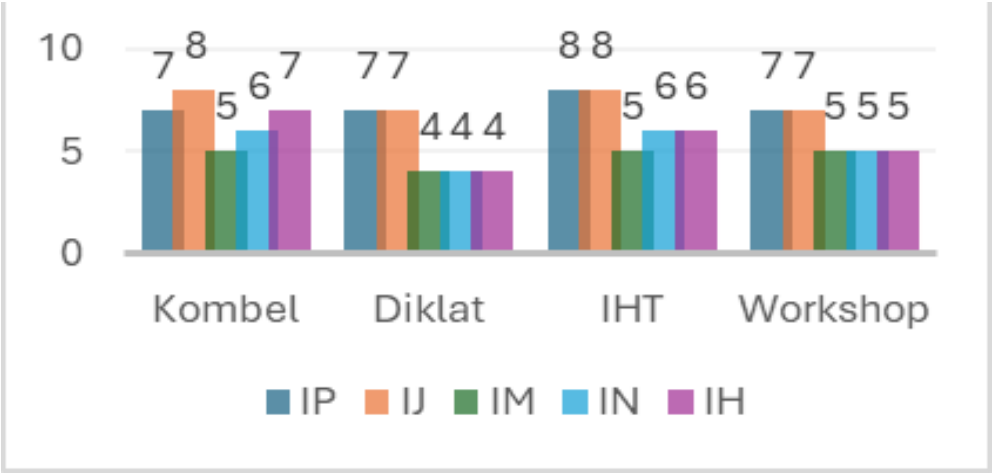

Figure 4 <Strengthening School Human Resources>

The second diagram above, shows the achievement of surplus value of driving schools in the aspect of strengthening school human resources. The highest achievement was obtained by IJ schools with a score of 30, with the largest contribution to the implementation and development indicators of Learning Communities (Kombel) and In House Training (IHT). The next largest achievement value is in IP schools at 29, with the most contribution from the implementation and development indicators of IHT and Kombel in its implementation alone. Meanwhile, the lowest achievement was IM with a score of 19, with a lower achievement score in the indicators of the implementation and development of Education and Training (Diklat) and workshops. The IN achievement value was 21 and the IH achievement value was 22, which illustrates the lack of achievement in the implementation and development indicators of Education and Training.

An overview of the research results for the aspects of learning with a new paradigm and data-based planning, the researcher presents in the figure 5 and 6. The achievement of learning aspects with the new paradigm is the highest in IJ schools with a score of 36 or an average score of 24% with a very good distribution in almost all indicators, namely meaningful learning and assessment indicators, co-curricular, positive discipline and a safe, diverse and inclusive school environment. The next highest result was achieved by IP schools with a score of 33 or an overall average of 22%, with excellent contributions to co-curricular indicators and positive discipline.

The highest achievement value for data-based planning aspects for driving schools by IP schools was 31 or an average of 23% with a very good distribution on almost all indicators, namely the achievement of education report cards, annual work plans, activity plans and school budgets as well as the curriculum of education units with good achievements. The next highest achievement is the IJ school with a score of 29 or 21%, the achievement is very good in the education report card indicator and good in other indicators. The achievements of the digitalization aspect, the researcher presents in the form of bar charts and pie charts as Figure 7 and 8.

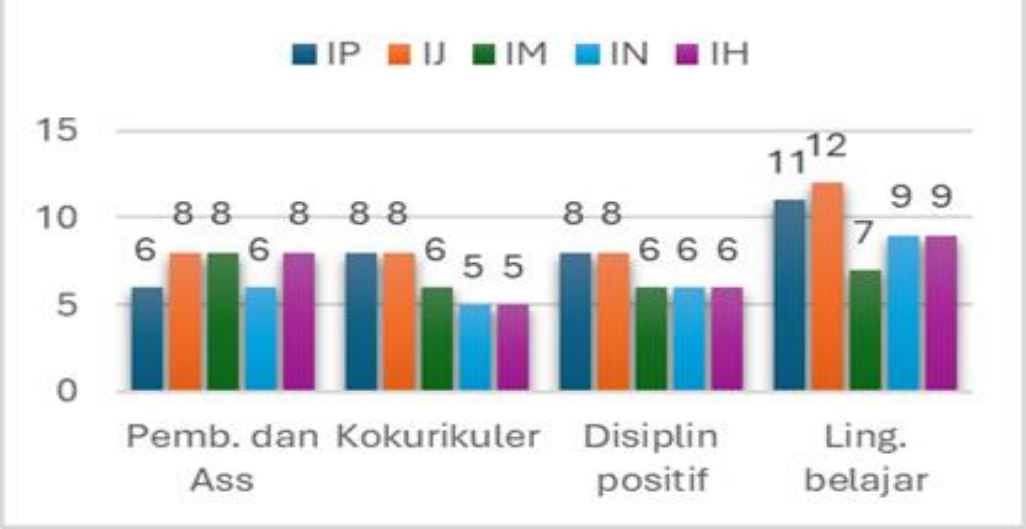

Figure 5 <Learning with a New Paradigm>

Figure 6 <Data-Based Planning>

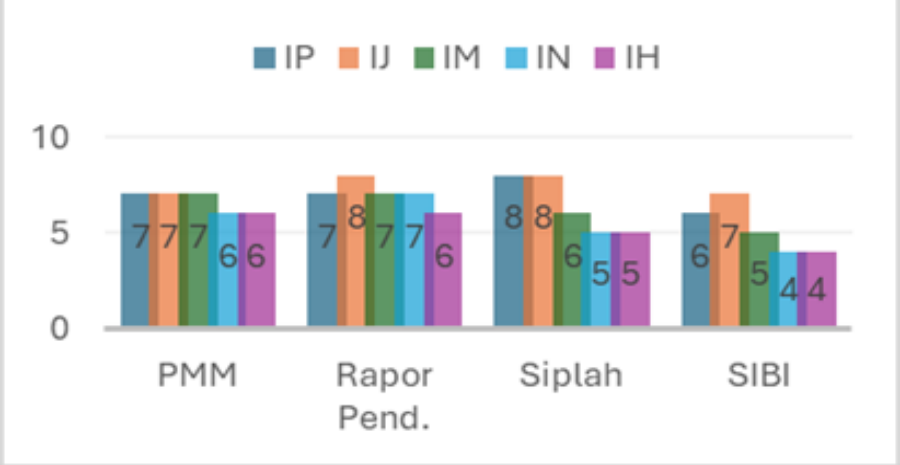

Figure 7 <Digitization Diagram>

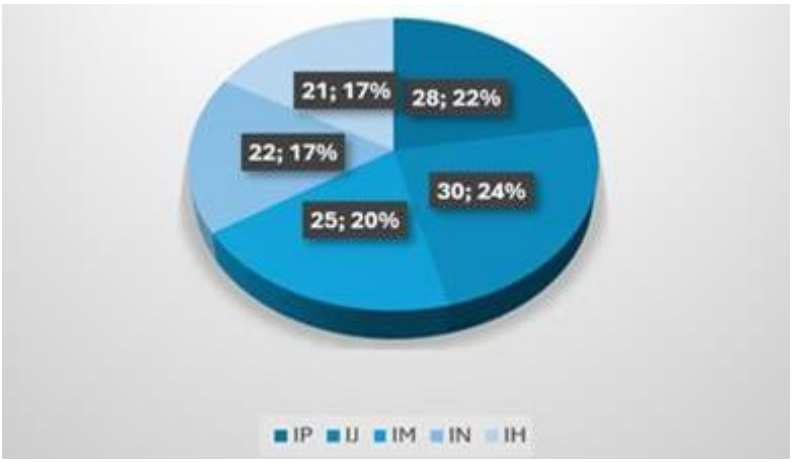

Figure 8 <Digitization>

The diagram above shows that the largest aspect of digitalization was achieved by IJ schools with a score of 30 or an achievement of 24% with the most contribution from the indicators of the implementation and development of education report cards, independent teaching platforms, Siplah and SIBI. The lowest score is in IH schools with a score of 21 or 17% with poor achievements in the implementation and development indicators of Siplah and SIBI, and for other indicators with good achievements.

Achievement of the Impact of Surplus Value on the Quality of Education

The data from the interviews related to the impact of the surplus value of the driving schools, including aspects of student learning outcomes (DS1), aspects of learning quality (DS2), aspects of stakeholder satisfaction (DS3), aspects of resource utilization (DS4) and aspects of community involvement in the learning process (DS5) can be presented in the following diagram:

Table 2 <Impact of the Driving School Surplus Value>

Aspects/Indicators	**Driving School**				
	IP	**IJ**	**IM**	**IN**	**IH**
Student Learning Outcomes (DS1)	8	7	7	7	5
Quality of Learning (DS2)	8	7	6	6	6
Stakeholder Satisfaction Level (DS3)	8	7	6	6	4
Availability and Utilization of School Resources (DS4)	10	12	8	7	8
Community Engagement (DS5)	8	8	7	5	6
Achievement Values	42	41	34	31	29
Average Achievement	**95,45**	**93,18**	**77,27**	**70,45**	**65,91**
Conclusion	**SGB**	**SGB**	**SGB**	**BSH**	**BSH**

Based on the diagram above, it is known that the schools that have the highest impact are owned by 3 schools with a score range of 76-100, namely IP, 95.45, IJ schools of 93.18 and IM with a score of 77.27. The other driving schools, namely IN and IH, have achievement scores of 70.45 and 65.91 or BSH criteria, meaning that the expected practices have changed, but have not optimized existing resources to run learning programs that have an impact on students and community involvement in the educational process.

Interpretation of surplus value driving schools

The government's investment in the form of BOSKIN fund support in the same amount to 5 driving schools, turned out to produce various achievement values. This is greatly influenced by the commodity management factors (K) owned by the driving school. A very decisive factor is the workforce (BV), in this case school principals, educators/teachers, and education personnel in producing a new commodity value (M2). They use energy, time and expertise to manage the school, facilitate students in the learning process through school facilities and technology and continue to strive to improve their competence to achieve the main goal of

improving student learning outcomes holistically (having literacy, numeracy and noble character skills) to realize the Pancasila Student Profile (Karo, Mudjisusatyo, & Pangaribuan, 2024).

Based on the data presented in the form of a table in the previous description, it was concluded that 3 schools, namely IM, IN and IH in a row, had an achievement score of 71%, 70% and 69.5% or the status of Developing According to Expectations (BSH), meaning that the 3 schools have a good understanding of the commitment of the driving schools according to the PSP guidelines. BSH's achievements also show that the driving schools have implemented the intervention well and consistently according to the 3-year mentoring timeline, but have not conducted scanning or shared good practices with other non-driving schools.

A total of 2 schools have achieved Very Developed (SGB), namely IJ with an achievement of 86.5% and IP with an achievement of 90.5%. SGB's achievement means that they have a good understanding of PSP and carry out all SP commitments very well and consistently according to the guidelines and mentoring timeline and start mentoring and sharing good practices with other non-driving schools.

Based on the data from in-depth interviews with school principals and discussed with the learning committee, the results of the research for each aspect are described as follows:

Consultative and Asymmetric Assistance

The achievement of surplus value of driving schools as a whole is in the BSH range, which shows that schools have not maximally carried out intervention from the government, especially private schools, namely IM, IN and IH with Good achievement criteria. This condition is different from the Dutch state which also implements programs such as PSP, namely the High Performing Schools (HPS) program. The results of HPS research show very good achievements, especially in the context of the implementation of Professional Learning Community (PLC) (Agirdag & Muijs, 2023). The results of the observations made by the researcher on the mentoring and the results of document analysis, especially the driving school education report card, they still make some PSP activities such as PMO, coaching and kombel a big challenge. The challenge is more about how to foster internal motivation and understanding of the importance of PMO, Kombel and empowering coaching practices.

Strengthening School Human Resources

The achievement of the aspect of strengthening research human resources is included in the Good criterion, this achievement is influenced by the achievement of indicators for the implementation of training and workshops that are still low in 3 driving schools of IM, IN and IH (Liang, Kidwai, Zhang, & Zhang, 2016; Maziriri, Nyagadza, & Chuchu, 2024). Based on the results of interviews and observations conducted by researchers, one of the reasons for the low implementation of these activities is the lack of intrinsic motivation in self-development outside of the intervention provided by the government. Teachers still need to understand the importance of follow-up feedback on their self-development, especially in improving the quality of learning in the classroom. This condition is consistent with the results of the study that there was a significant increase in the self-reported self- regulation learning (SRL) subscale of motivation after the intervention; The implementation of reported and observed learning strategies did not improve (Sauchelli, Heath, Richardson, Lewis, & Lim, 2024). This research recommends in the future it can form a multi- pronged strategy to improve understanding of the role of technology-mediated feedback in SRL development for learning and self-development.

Learning with a New Paradigm

Learning with a new paradigm is designed based on the principle of differentiated learning so that each student learns according to their needs and stages of development (Patilima, 2022). This paradigm aims to shape the profile of Pancasila students, through intracurricular, co-curricular (P5) and extracurricular activities. Most of the achievements in this aspect are included in the very good or very developed criteria (SGB) both in the implementation of intracurricular, co-curricular (P5) and extracurricular. Only 1 school is still lacking in implementing extracurriculars, namely IN schools. One of the factors causing the lack of achievement of this indicator is the limitation of qualified human resources to facilitate students' talents and interests.

Data-Driven Planning

The data-driven planning aspects in this study include the very good or very developed criteria (SGB) for all driving schools (Nudurupati, Tebboune, Garengo, Daley, & Hardman, 2024; Thompson et al., 2023). This achievement also occurred in France in a study that concluded in various arguments, showing that evidence-informed practice (EIP) in education can have a positive impact on student outcomes (Gaussel, MacGregor, Brown, & Piedfer-Quêney, 2021). Indicators for this aspect are more in the form of the availability of planning

documents such as KSP, RKT, RKAS and education report cards owned and implemented by the school as a commitment with the ultimate goal of realizing the school's vision.

Digitization

The achievement of digitalization aspects in the range of 51 – 75 or developing according to expectations (BSH), it is recorded that 3 driving schools are still lacking in school digitalization commitments. Research data shows that on average, driving schools have not committed to the use of the Indonesian Book Information System (SIBI) in school activities due to a lack of expertise in this field. Most of them do not have librarians with relevant competencies and qualifications. A study on the International Computer and Information Literacy Study in Luxembourg explains that the ICT infrastructure model has a small explanatory role (R-squared = 0.03), compared to the ICT resources available to teachers proved to be a significant positive predictor (P = 0.15, SE = 0.06) (Lomos, Luyten, & Tieck, 2023). Understanding, time and opportunity to develop ICT skills proved to be more important to teachers' use of ICT in practice than the availability of computer infrastructure and a good Internet connection. This condition indicates that driving schools need programs and policies to improve competence and the availability of resources that support the digitalization aspect of schools, especially the implementation of SIBI to improve the quality of education in schools.

Digitization not only helps in administrative efficiency but also has a role in learning. examples of digitization are SIBI and other self-teaching platforms that can simplify data management and allow educators to focus more on the pedagogy of learners. digitized platforms also impact parents' monitoring of learners' progress. digitization helps educators and parents in managing data, monitoring, pedagogy of learners and security of report cards.

Interpretation of the Impact of Driving School Surplus Value on Education Quality

Data on the impact of the SP surplus value on the quality of educators' education obtained from the results of interviews and analysis of education report cards, obtained data that most of the SP achieved above 75% or the achievement of the Very Impact conclusion (SGB) with consecutive scores achieved by IP and IM schools with a score of 95, IJ schools with a score of 90 and IN schools with a score of 80. The SGB's achievement indicates that the expected practice has optimized existing resources to carry out learning programs that have an impact on students according to their schedules and community involvement, while IH obtained a score of 70 with a description of the achievement of Impact According to Expectations (BSH) which means that the expected practice has changed, but has not optimized existing resources to run learning programs that have an impact on students and community involvement.

Based on data from the results of in-depth interviews with school principals and discussed with the learning committee, the results of the observations made by the researcher on mentoring and the results of document analysis, especially the driving school education report card, can be described as the results of the research for each aspect as follows:

Student Learning Outcomes

Surplus value broadly has a great impact on aspects of student learning outcomes, especially IP schools, this is in line with the results of the education report card which indicates that for indicators of student learning outcomes, there has been an increase in the literacy dimension which was originally 75.56 to 82.22 or delta plus of 6.66 (Kohn Rådberg, Lundqvist, Malmqvist, & Hagvall Svensson, 2020; Meyer, 1997). The numeracy dimension based on the delta analysis of the report card shows a significant increase of 44.45 from the original value of 31.11 to 75.56 in 2024. The third dimension of this aspect is the character that shows a positive delta result of 13.83 from the original value of 51.22 to 65.05 in 2024.

Quality of learning

The quality of learning will have an impact on the quality of education, especially on student learning outcomes (Biggs, Tang, & Kennedy, 2022; Madani, 2019). The surplus value in the aspect of learning quality in general has a great impact on IP and IJ schools, this is in line with the results of the education report card which indicates that for learning quality indicators, there has been an increase in the dimension of learning methods and classroom management with a delta value of 10.35 and a delta value of 6.93 for the dimension of learning reflection. Based on the results of observations, it was found that these two schools have been consistent in reflecting on the learning carried out by KS and teachers, especially in PMO and Kombel activities, both school and inter-school kombel.

Stakeholder satisfaction level

Surplus value broadly has a great impact on the aspect of stakeholder satisfaction, especially IP schools, this is in line with the results of the education report card which indicates that for this aspect there has been an increase

in the indicators of a safe, diverse and inclusive school environment (Pedro, Leitão, & Alves, 2020). The delta achievement value of the report card for this indicator is 5.8 for the security climate, 18.77 for the diversity climate and 12.06 for the school inclusive climate. Based on the results of observations and interviews, IP schools include adiwiyata schools that have received many visits from other schools in conducting imitation studies to this school.

Utilization of educational resources

Surplus value broadly has a great impact on the availability of educational resource utilization, especially IJ schools, with the highest score of 12 among other driving schools (Barrett, Treves, Shmis, & Ambasz, 2019). Based on the results of the achievement of the education report card, it also indicates that the availability of educational resource utilization has experienced an upward trend, especially in the indicator of school expenditure to improve the quality of teachers and education personnel and the use of ICT for student budget management with delta values of 3.43 and 53.8, respectively.

Community involvement in the education process

Surplus value broadly has a significant impact on the aspect of community involvement in the education process, especially IP and IJ schools, which is in line with the results of the education report card which indicates that this aspect has increased (Rasmitadila et al., 2020). The rate of increase in the aspect of community involvement in the education process, especially occurred in the Community Involvement indicator (Parents, Students and partners) with the achievement of the delta report card of 16.86 and 14.27, respectively. Based on the results of the interview, the researcher obtained information that the two schools are very good at building relationships and collaborations, especially with parents and other cross- sectoral partners, such as the involvement of the health center and the police in school activities.

Based on the data presented in the form of a table in the previous description, it was concluded that 2 schools, namely IN and IH respectively, had achievement scores of 70.45% and 65.91%, or the status of Developing According

to Expectations (BSH), meaning that the 2 schools have well understood the commitment of the driving schools according to the PSP guidelines. BSH's achievements also show that the driving school has implemented practices that are expected to have changed, but have not optimized existing resources to run learning programs that have an impact on students and community involvement.

A total of 3 schools have achieved Very Developed (SGB), namely IP with an achievement of 95.45%, IJ schools with an achievement score of 93.18% and 77.27% for the achievement value of IM schools. SGB's achievement means that they have carried out the expected practice by optimizing existing resources to carry out learning programs that have an impact on students according to their schedules and community involvement.

for further analysis, there are a number of factors that impact the SGB and BSH school categories. the differences include the quality of leadership and planning that mobilizes resources, creates partnerships and innovations. for SGB schools, it is more integrated and effectively digitized. community and stakeholder involvement contributes to the difference. these schools with very high levels of parents and community tend to achieve better results because of collaborative problem solving and shared responsibility for student success.

the findings of this study provide an explanation of the concept of surplus value in the context of education, especially driving schools. surplus value is defined as the added value generated in best practices and innovations. the added value is the novelty of this study measured, analyzed and adjusted to the national education goals. previous research focused more on the value of graduation results, in this study discussing the surplus value of community involvement, public and parental collaboration. thus how driving schools can serve as a catalyst for sustainable change, enrich the discourse on added value in education, and open opportunities for the adoption of similar practices in other schools.

Conclusion

The results of the research on the application of the concept of surplus value of driving schools, concluded that government support in the form of BOSKIN (M1) funding assistance through the ability or human resources as one of the factors of production (BV) can create a new value in the form of surplus value of driving schools (M2). The achievement of Surplus value 3 among 5 driving schools in the range of 51 – 75 or the Developing According to Expectations (BSH) criterion means that the understanding, implementation and commitment of the driving schools have been carried out according to the existing schedule/mentoring timeline, have been consistently

implemented, but the potential for optimization through digitalization and data-based planning remains underutilized.

The achievement of surplus value of driving schools has a huge impact, especially on 3 driving schools in the range of 76 – 100 or the Very Impact (SGB) criteria, which shows that the expected practice has optimized existing resources to carry out learning programs that have an impact on students according to their schedules and community involvement. This highlights the role of surplus value in improving teaching quality and strengthening school management.

This study concludes that the implementation of surplus value can increase the effectiveness of school management and community involvement in the educational process. The findings also demonstrate the novelty of applying the surplus value concept in education and suggest practical implications for enhancing the performance of driving schools

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