

THE URGENCY OF IMPLEMENTING SPECIAL JOGJAAN EDUCATION IN YOGYAKARTA

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ABSTRACT

Yogyakarta as an educational city and student city has complex challenges along with the problematic character of the young generation in the digital era, which shows symptoms of increasingly moving away from the noble values and noble culture. The description of the widespread cases of violence, bullying, media abuse and other juvenile delinquency suggests the need for special policy strategies in overcoming the problems of character education for the younger generation in Yogyakarta. This research aims to explore the urgency of implementing Jogjakarta Special Education in Yogyakarta. Yogyakarta Special Education was initiated by the Education Council and the Yogyakarta Education Office in order to build a special rebranding of Yogyakarta as a City of Education, City of Students and City of Culture. This strategic step requires support from various elements.

This research uses a qualitative approach in exploring and collecting data regarding the urgency of implementing Yogyakarta Special Education in Yogyakarta. The research was carried out in Yogyakarta. The research subjects were: policy makers from the Yogyakarta City Education, Youth and Sports Department, the Yogyakarta City Education Council, school leaders, and school residents. Data collection in this research used focus group discussion (FGD) techniques, reinforced by in-depth interviews, observation, and literature/documentation studies. Data collection instruments include observation guidelines and interview/FGD guidelines. Data validity uses technical triangulation and source triangulation. Qualitative empirical data analysis using the interactive model from Miles and Huberman which includes the stages of data condensation, data presentation, and drawing conclusions. The validity of research data uses technical triangulation and source triangulation.

The results of this research are the exploration and collection of data regarding 1) the urgency of implementing Jogjaan Typical Education in Yogyakarta: a) the philosophical basis of Jogjaan Typical Education, b) the paradigm underlying Jogjaan Typical Education, c) the values that are the reference in Jogjaan Typical Education, d) the ethos Typical Jogjaan Education, e) objectives of Typical Jogjaan Education, f) legal sources of Typical Jogjaan Education?; 2) readiness to implement Jogjaan Typical Education: a) preparation for implementing Jogjaan Typical Education, b) resources in implementing Jogjaan Typical Education, c) parties involved in implementing Jogjaan Typical Education, and 3) challenges in implementing Jogjaan Typical Education: a) factors supporting the implementation of Typical Jogjaan Education, b) factors inhibiting the implementation of Typical Jogjaan Education. By extracting this data, it is hoped that comprehensive information can be produced that can be accessed and understood more deeply by the public/society and stakeholders/education policy makers. Furthermore, culture-based educational policy recommendations can be formulated which can become an inspiring model for policy makers at various levels of education. This research is basic research that has a level of readiness/TKT at level 2 with research output targets in the form of articles presented at international seminars, articles published in journals, educational policy recommendations, and media news.

Kata Kunci: *implementation, typical Jogjaan education*