

# **Educational Ideology at SMA Negeri 3 Yogyakarta**

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## **ABSTRACT**

Critical pedagogy and egalitarian school culture are two concepts that cannot be separated. The concept of critical pedagogy is still difficult to accept by Indonesian education thinkers, let alone implemented in schools. The purpose of this research is to explore empirically the background of the egalitarian culture of SMAN 3 Yogyakarta, reflecting it and conceptualizing the democratization of education. A qualitative approach was used in this study, a type of phenomenological research. Data collection techniques using interviews, observations, and documentation that runs. Data analysis techniques use Miles and Huberman with the steps of data condensation, data presentation, verification, and conclusion drawing. Data validity uses source and technique triangulation. Research shows that the background of egalitarian culture is students, teachers, learning, alumni, and the environment. The ideology of education is trichosentric, which is a combination of three conservative, liberal and critical ideologies. Educational ideology is in pre-critical education, while conceptualization of educational democracy is an educational process that has an egalitarian culture embryo built with a critical paradigm that fulfills democratic requirements (openness, kinship, partnership). The conclusion that can be drawn from this research is critical pedagogy and egalitarian culture is a process that must occur in schools to realize the democratization of education. The praxis of critical pedagogy in SMAN 3 Yogyakarta can be used as a model to realize democratic citizens and educational praxis that humanize humans.

*Kata Kunci: Education, Educational Ideology, School Culture*