

# PROGRESS AND CONSTRAINTS OF SCHOOL AUTONOMY THROUGH PROGRAM OF SEKOLAH PENGGERAK

by Amrih Setyo Raharjo, L. Hendrowibowo, Evi Rovikoh Indah Saputri, Fajar Sidik

## ABSTRACT

School autonomy is an opportunity provided by decentralization. Decentralization seeks to share the authority of the central government with autonomous regions to manage their own affairs. School as an education unit becomes the autonomy agenda. In reality, the practice of school autonomy encounters various problems, such as educator professionalism, misinterpretation, school community participation, and creativity in learning management (Nadhirin et al, 2018; Ginanjar and Herman, 2019). The government tried to respond to the actualization needs of school autonomy by releasing a policy package. The driving school program (PSP) is one of the programs that can be a booster for the existence of school autonomy. PSP will be implemented in 2021 for various levels, namely PAUD, SD, SMP, SMA, and SLB, both public and private. This research seeks to elaborate the practice of autonomy in line with the driving school program in Gunung Kidul at the junior high school level. Gunung Kidul district was chosen as the research location because of its geographical variation and the periphery of the Special Region of Yogyakarta. This condition will provide a representative picture to capture the practice of school autonomy. Junior high school was chosen because it is the level of education under the district's authority. Therefore, it is able to capture the turmoil of implementation in the local government.

This research uses a qualitative research design with a case study approach. This research will explore the practice of school autonomy in junior high schools in Gunung Kidul that are registered as participants in the school drive program. Data were collected through focus group discussions (FGDs), interviews, observation, and documentation. Qualitative data analysis techniques use according to Miles, Huberman, & Saldana (2014), with condensation analysis techniques, data display, and conclusions drawing to be able to filter various incoming information according to research needs. Data quality is carried out through triangulation, namely by converging information from various sources that have been successfully obtained during the research. The results of this study will describe the reality and dynamics of junior high school autonomy practices in Gunung Kidul.

The results of this study indicate that: 1) PSP is based on the participation of the school principal as the driving principal. The process can run well but is still not aligned regarding the transition of the person in charge of the PSP if the principal is transferred or constrained for other reasons. 2) Assistance by the Project Management Office (PMO) was very contributive in resolving school problems to implement the PSP but this assistance was only carried out in the first year, so schools experienced confusion and were slow in overcoming problems. 3) PSP has not been able to bridge the decline in learning outcomes due to the changing learning model. Children are happy with the project-based learning model, but learning competencies and cognitive outcomes have not been well achieved because there are no clear parameters for applying it. This causes a mismatch between learning and regional assessment. 4) Some issues that become challenges in optimizing school autonomy through PSP are Limited resources, Monitoring and evaluation, Education Equality, Principals' ability and teachers' capacity, PSP Activity Planning, Delay in disbursement of PSP funds, and Targeted goals in school innovation.

Kata Kunci: *School autonomy, Program Sekolah Penggerak, Education policy, Merdeka Belajar, Merdeka Curriculum*