

ABSTRAK

MULYO PRABOWO: *Human Development* dalam Pendidikan Persekolahan Pasca Orde Baru (Studi tentang praksis pendidikan pada lembaga persekolahan swasta di Daerah Istimewa Yogyakarta), **Disertasi, Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta, 2016.**

Penelitian ini bertujuan untuk menganalisis secara mendalam tentang perspektif *human development* pada lembaga pendidikan persekolahan, sekaligus juga menganalisis tentang praksis pendidikan sekolah di bawah naungan lembaga persekolahan swasta di Daerah Istimewa Yogyakarta.

Metode penelitian yang digunakan adalah metode induktif-kualitatif dengan pendekatan *historis-filosofis* dan *reflektif*. Tempat penelitian ini empat tempat, yaitu Majelis Luhur Persatuan Tamansiswa, SD Taman Muda Ibu Pawiyatan TAMANSISWA, Yayasan Pendidikan Kristen BOPKRI, dan SD BOPKRI Gondolayu Yogyakarta. Subyek penelitian ini adalah pengurus lembaga/ yayasan pendidikan swasta, kepala sekolah, guru kelas, dan orang tua/ wali siswa. Obyek penelitian ini adalah perspektif *human development* pada lembaga/ yayasan persekolahan swasta dan praksis pendidikan sekolah di bawah naungan lembaga/ pendidikan swasta tersebut. Teknik pengumpulan data yang digunakan yaitu wawancara mendalam, observasi partisipatif, dan dokumentasi. Analisis induktif data dari lapangan, antara lain data hasil catatan lapangan, dokumentasi, dan wawancara dikelompokkan secara kategorial, kemudian dilakukan analisis data secara *kualitatif-refleksif*.

Hasil penelitian ini adalah: 1) Terkait dengan Praksis pendidikan dalam perspektif *human development* dapat dilihat dari tiga hal meliputi aspek normatif, kurikulum, dan proses pembelajaran. Karakteristik lembaga persekolahan swasta di Daerah Istimewa Yogyakarta sangat unik, lembaga persekolahan yang sejak awal berdirinya mempunyai filosofi dan ideologi dalam perspektif *human development* sulit mengimplementasikan ke sekolah-sekolah di bawah naungannya, karena pengaruh kebijakan negara yang besar. Sementara lembaga persekolahan swasta yang pada awalnya masih menganut filsafat positivistik dan primordialistik dalam penyelenggaraan persekolahannya, mulai berinovasi mengubah AD/ ART-nya secara lebih inklusif ; 2) Praksis pendidikan sekolah-sekolah dari lembaga pendidikan swasta mulai bertransformasi dari pembelajaran yang *behavioristik- positivistik* ke pembelajaran yang *konstruktivistik; teacher center* ke arah *student center*. Hal ini nampak dari meningkatnya sarana dan prasarana sekolah, fasilitas kelas, pola hubungan antara guru, setting kelas, media pembelajaran dan evaluasi pembelajarannya. Model pembelajaran lebih konstruktivistik dan kolaboratif; 3) Ada perbedaan praksis pendidikan yang berperspektif *human development* antara lembaga persekolahan swasta yang berbasis nasional kebangsaan dengan yang berbasis agama.

Kata kunci: *human development*, praksis pendidikan, dan sekolah

ABSTRACT

MULYO PRABOWO. Human Development in the Post New Order-Schooling Education (The Study of Educational Praxis on Private Schooling Institutions in Jogjakarta Province), Disertation, Jogjakarta: Postgraduate Program of Jogjakarta State University, 2016.

This reseach is aimed at deeply analyzing the human development perspective on private schooling educational institutions, and also anlyzing the praxis of school education under the private schooling boards in Jogjakarta Province.

The method used in this research is inductive-qualitative by using historical-philosophical and reflective approaches. There are four research locations namely Majelis Luhur Persatuan Tamansiswa, SD Taman Muda Ibu Pawiyatan TAMANSISWA, Yayasan Pendidikan Kristen BOPKRI, and SD BOPKRI Gondolayu of Jogjakarta. The research subjects of this research are the board comittees/the private educational boards, principles, classroom teachers, and parents. The object of the research is human development perspective on private schooling boards and school educational praxis under the concerning boards. The data colection method used in this research are deep interview, participant observation, and documentation. The research data which are taken from field notes, documentation and interview which have been grouped and categorized are analized by using inductive-qualitative and reflective approaches.

The findings of the research show that 1) The educational praxis of human development perspective can be befurcated into three categories namely normative aspect, curriculum, and learning processes. The characteristic of private schooling institutions in Jogyakarta Province is absolutely unique, since those private schooling institutions were formerly built philosophically and ideologically in the human development perspective, but in practice they could not implement this in their school institutions because of the huge government policies. In addition, the private schooling institutions which formerly apply positivistic and primordialistic philosophies, initiate inovating their institutions by changing inclusively the board foundational and operational regulations (Anggaran Dasar/Anggaran Rumah Tangga); 2) The educational praxis of the private schools start tranforming their learning systems from behavioristic-positivistic to constructivistic - teacher-centered, to student-centered. This is indicated by the improvevement of school infrastructures, classroom facilities, the mode of teacher relations, classroom settings, learning media, and learning assessment. The learning model is more and more constructivistic and colaborative; 3)There is a different human development perspective in the educational praxis between the national-based private schooling and religious-based private schooling institutions.

Keywords: human development, educational praxis, and school