

INTISARI

Penelitian ini mengeksplorasi kompleksitas kelembagaan dan dinamika koalisi advokasi dalam sistem penerimaan siswa SMA Negeri di DIY. Dengan menggunakan perspektif *organizational institutionalism* dan pendekatan *advocacy coalition framework*, penelitian ini menganalisis dua logika institusi yang saling bertentangan : *comprehensive school system* dan *educational tracking system*. Melalui pendekatan kualitatif dengan metode studi kasus, penelitian ini mengidentifikasi bahwa meskipun kebijakan zonasi diterapkan secara nasional, logika institusi *educational tracking* masih dominan di DIY, menciptakan kompleksitas kelembagaan yang unik.

Sebagai respons, pemda diy telah menerapkan tiga strategi secara bertahap yaitu, *compliance* pada tahun 2017-2019, *symbolic compliance* melalui penerapan ASPD pada tahun 2020, dan *avoidance* pada akhir tahun 2023. Penelitian ini juga menemukan bahwa koalisi advokasi yang didukung oleh pemangku kepentingan lokal (Dikpora DIY), memainkan peran penting dalam mempertahankan *educational tracking system*. Temuan ini menyoroti peran dinamika koalisi advokasi dalam proses kebijakan pendidikan di DIY dan memberikan rekomendasi untuk mempertimbangkan penyesuaian kebijakan yang mendukung kesetaraan dan kualitas akses pendidikan di DIY.

Keywords : kompleksitas kelembagaan, educational tracking system, comprehensive school system, koalisi advokasi, kebijakan zonasi

ABSTRACT

This research explores the institutional complexity and dynamics of advocacy coalitions in the public high school admission system in Yogyakarta. Using the perspective of organizational institutionalism and the advocacy coalition framework approach, this research analyzes two conflicting institutional logics: comprehensive school system and educational tracking system. Through a qualitative approach with a case study method, this research identifies that although the zoning policy is implemented nationally, the educational tracking institutional logic is still dominant in DIY, creating a unique institutional complexity.

In response, the DIY local government has implemented three strategies in stages: compliance in 2017-2019, symbolic compliance through the implementation of ASPD in 2020, and avoidance by the end of 2023. This research also found that the advocacy coalition supported by local stakeholders (Dikpora DIY), played an important role in maintaining the educational tracking system. The findings highlight the role of advocacy coalition dynamics in the education policy process in DIY and provide recommendations to consider aligning policies that support equitable and quality access to education in DIY.

Keywords: institutional complexity, educational tracking system, comprehensive school system, advocacy coalition, zoning policy