

Abstrak

Tesis ini bertujuan untuk mengkaji mengapa dan bagaimana aktor di daerah mempertahankan penerimaan murid berbasis kemampuan akademik. Dengan menggunakan konsep kerja kelembagaan untuk memahami tindakan aktor dalam mempertahankan kelembagaan. Tesis ini dilakukan di provinsi Daerah Istimewa Yogyakarta (DIY), sebagai salah satu daerah yang tetap mempertahankan penerimaan murid berbasis kemampuan akademik. Tesis ini menggunakan jenis penelitian kualitatif dengan pendekatan studi kasus eksplanatori. Pengambilan data dilakukan dengan metode wawancara dengan 9 informan dari organisasi perangkat daerah (OPD) di provinsi DIY. Temuan penelitian ini menunjukkan bahwa bertahannya praktik penerimaan murid berbasis kemampuan akademik, berkaitan dengan bagaimana aktor memaknai keadilan dalam proses seleksi. Penelitian ini juga menunjukkan praktik ini dipertahankan melalui kerja *valourizing* dan *demonizing work*, *enabling work*, *embedding* dan *routinizing* serta *negotiation work*. Tindakan aktor dalam mempertahankan praktik seleksi ini melestarikan ketimpangan akses terhadap pendidikan. Hal ini menunjukkan bahwa kerja kelembagaan tidak pernah netral, tetapi sarat akan kepentingan aktor.

Kata Kunci: Kerja Kelembagaan, Mempertahankan Kelembagaan, Kompleksitas Kelembagaan, Penerimaan Murid

Abstract

This thesis aims to examine why and how local actors maintain academic achievement-based student admission. It employs the concept of institutional work to understand the actions of these actors in maintaining institutions. This study was conducted in the Special Region of Yogyakarta (DIY), one of the regions that continues to maintain academic achievement-based student admission. This thesis employs a qualitative research design with an explanatory case study approach. Data collection was conducted through interviews with 9 informants from local government agencies (OPDs) in the DIY province. The findings reveal that the persistence of academic ability-based student admission practices is linked to how actors interpret fairness within the selection process. This study also suggests that this practice is maintained through valourizing and demonizing work, enabling work, embedding and routinizing, as well as negotiation work. The actions of these actors in upholding this selection practice perpetuate inequalities in access to education. This demonstrates that institutional work is never neutral but is heavily influenced by the interests of the actors involved.

Keywords: Institutional Work, Maintaining Institutions, Institutional Complexity, Student Admissions