

DECENTRALIZATION AND EDUCATION AUTONOMY

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Abstrak: Desentralisasi dan otonomi pendidikan perlu diimplementasikan di setiap daerah agar pemerintah daerah dapat mengelola dan meningkatkan kualitas pendidikan secara lebih efektif. Artikel ini bertujuan untuk mengklarifikasi konsep desentralisasi pendidikan, menjelaskan implementasi otonomi daerah di sektor pendidikan, dan menjelaskan dampak positif dan negatif dari penerapannya. Metode yang digunakan adalah studi literatur yang mengacu pada berbagai jurnal dan buku yang relevan. Temuan menunjukkan bahwa desentralisasi dan otonomi pendidikan berpotensi meningkatkan kualitas layanan pendidikan di daerah, selama implementasinya sesuai dengan peraturan dan kerangka hukum yang ada. Desentralisasi pendidikan juga memberikan peluang bagi sekolah dan pemerintah daerah untuk menyesuaikan kebijakan dengan beragam kebutuhan lokal. Dengan otonomi, sekolah memiliki fleksibilitas untuk mengelola kurikulum, mengalokasikan anggaran, dan mengembangkan tenaga pengajar. Kondisi ini mendorong terciptanya inovasi pembelajaran yang selaras dengan karakteristik khusus setiap daerah. Namun, implementasinya masih membutuhkan pengawasan dan koordinasi yang kuat untuk mencegah kesenjangan kualitas pendidikan antar daerah. Oleh karena itu, kapasitas pemerintah daerah, transparansi dalam pengelolaan, dan dukungan regulasi yang jelas merupakan faktor penting dalam mewujudkan desentralisasi pendidikan yang efektif dan berkelanjutan.

Kata Kunci: Desentralisasi, Otonomi, Pendidikan.

***Abstract:** Decentralization and educational autonomy need to be implemented in every region to enable local governments to manage and improve the quality of education more effectively. This article aims to clarify the concept of educational decentralization, describe the implementation of regional autonomy in the education sector, and explain the positive and negative impacts of its application. The method used is a literature study that draws on various relevant journals and books. The findings show that decentralization and educational autonomy have the potential to enhance the quality of educational services in the regions, as long as their implementation adheres to existing regulations and legal frameworks. Educational decentralization also provides opportunities for schools and local governments to adapt policies to diverse local needs. With autonomy, schools have the flexibility to manage curricula, allocate budgets, and develop teaching staff. This condition encourages the creation of learning innovations that align with the specific characteristics of each region. However, its implementation still requires strong supervision and coordination to prevent disparities in*

educational quality between regions. Therefore, the capacity of local governments, transparency in management, and clear regulatory support are essential factors in realizing effective and sustainable educational decentralization.

Keywords: *Decentralization, Autonomy, Education.*

INTRODUCTION

In accordance with the times, humans are increasingly aware of the importance of education for future generations. Educational institutions between one another have differences according to their own area of residence. Educational autonomy intends that every educational institution feels that it has a great responsibility, namely to promote education in a better direction. This means that an educational institution can manage extracurriculars, curriculum and other matters related to educational institutions by adjusting their respective places and areas of residence, so that the initial planning that has been determined is achieved very well.

The aim is for an educational institution to move freely to carry out educational activities by adjusting the characteristics of the place where they live. With educational autonomy, educational institutions are releasing many new innovations that support education, and creating a great sense of responsibility in improving the quality of education which is in its power. The main challenges in implementing educational autonomy include limited access which hinders increasing educational capacity, because not all institutions have adequate management. Then accountability and transparency with autonomy, namely in educational autonomy must be implemented in accordance with the reality that was planned at the beginning, and management must also be in accordance with the plan at the beginning. Then the gap between autonomous institutions can also increase the gap between educational institutions located in resource-rich areas and those located far from modern access. Strategies for overcoming challenges training and capacity-building of educational institutions is the need for full support in the mechanism for increasing educational capacity and the mechanism for supervision and constant assessment to ensure accountability and transparency in the management of autonomy.

RESEARCH METHODS

The method used in preparing this article is library study (Library Research), which relies on articles and books related to educational decentralization. This literature study aims to

deepen knowledge about educational decentralization. By using the research library research method, this article is expected to contribute to the world of education and its development. Research using this method was chosen so that the authors could provide and express understanding related to the research.

RESULTS AND DISCUSSION

Autonomy or autonomy comes from the Greek *autos* meaning itself, and *nomos* meaning law or rule. In this etymological context, some authors give an understanding of autonomy. Autonomy is defined as own legislation, regulates or governments themselves, according to historical developments in Indonesia, autonomy apart from meaning legislation, also contains the meaning of government (Harahap, 2012).

There are several leaders who explain various kinds of meaning of educational autonomy, including:

- Sugeng Istanto defines autonomy as the right and authority to regulate and manage regional households.
- Ateng Syafruddin gave the opinion that the meaning of autonomy means freedom and independence, but not independence (Harahap, 2012).
- Syarif Saleh defines autonomy as the right to regulate and govern one's own region, which rights are observed from the central government.
- Hasbullah Autonomy in the field of education does not stop at the district or city level but only reaches the school level and is the spearhead of educational implementation.
- Suparman explains autonomy as the right to manage and govern one's own region, where this right is observed from the central government (Harahap, 2012).

It is also not enough to implement educational autonomy in the form of granting autonomy only at the provincial, district and city levels, but initially it must reach the school or workforce level. School principals, teachers, administrative staff and personnel who take a big responsibility in implementing educational autonomy. Straight educational autonomy must be based on accountable, this means that the educational policies taken must always be accounted for, whether in relation to the public media, because the schools themselves were established with assistance from public institutions or institutions that participate directly to serve the community. Educational autonomy is the government's effort to improve institutions

in every school. Independent schools can also empower the potential of human resources and the potential for natural knowledge so that they become quality schools.

In 2003 the government formulated school or madrasa-based education management, an education management idea that prioritizes community involvement in foster education policies. One of the school-based management or better known as MBS is one of the government's efforts to improve the quality of education with the autonomy given to schools to determine school policies in order to improve the quality, efficiency and equitable distribution of education so that community needs and interests can be accommodated while empowering the community effectively.

1. Education Decentralization Policy

Policy (policy) according to other terms, this word is found from Greece, namely Polis which means city (city). In other words, policy is also related to the idea of organizational regulation and is a formal pattern that is equally accepted by the government and an institution so that in this way they try to achieve their goals (Rozak & Az-Ziyadah, 2021, pp. 200).

We can also interpret policy as rules that have been included in the form of a formal organizational decision, which is binding, and also regulates a person's behavior with the aim of creating new values in society. Policies will become general guidelines for organizational members or community members in their behavior (Rozak & Az-Ziyadah, 2021).

Meanwhile, decentralization is defined as the return of government authority by the government to the autonomous regions to regulate and manage government affairs in the unitary state system of the Republic of Indonesia. Explained in article 1 paragraph (7) of Law number 32 of 2004, decentralization contains several concepts put forward by experts, including:

In the encyclopedia of the social science, decentralization is the transfer of authority from a higher level of government to a lower government, whether in the legislative, judicial or administrative fields.

- Soejito, Decentralization as a system used in the field of government is the opposite of centralization, where some of the central government's authority is delegated to other parties to be implemented.
- Koswara, decentralization basically means that through the process of decentralization, government affairs which were originally included in the authority and responsibility of

the central government were partially handled over to the regional government so that they became household matters so that these matters shifted and became the authority and responsibility of the regional government.

From several concepts explained above, it can be concluded that decentralization is the transfer of authority over affairs which were originally the authority of the central government to the regional government to carry out these affair (Naim, 2014).

Decentralization (autonomy) of education in education policy analysis requires paying attention to two main things related to education in accordance with the 1945 Constitution, namely education. Education is a right for the entire nation, meaning that there are no more uneducated Indonesian people, no more Indonesian people who are not good at reading and writing, no more Indonesian people are trampled on by other countries because of weak education, the existence of this long-standing policy of educational autonomy, becoming the Indonesian nation on par with other countries in the world, in fact, Indonesia can be used as a place for people to study and gain knowledge. Education aims to make the nation's life smarter, meaning: intelligent in mind, intelligent in heart and intelligent in carrying out. It is important to pay attention to this in analyzing educational policies for the improvement of education itself. (Hendra & Fadriati, 2023, pp. 5.)

The implementation of decentralized education and community education will run well if national education policy issues such as quality, equality, relevance, teacher issues, facilities and facilities, gaps, curriculum and other issues are successfully reconstructed. (Suriadi et al., 2024). A scientific figure said that decentralization of education turns out to be a complex process because:

- There will be the creation of an education system with real policies.
- Manage resources and their utilization so that they can function properly.
- Train their workforce so that they become someone who is an expert, both as a teacher and manager who will go directly to make observations somewhere.
- Develop appropriate curriculum, and manage the education system which is usually a local tradition. (Rohil, 2016)

Next, we will explain in more detail the policy of decentralizing education which can also be taken into consideration in the development of Islamic education. The power of this policy

of decentralization has become a policy that favors the people and has received a lot of support, especially from the DPR-RI. This policy has also been long awaited because there have been changes in the social and political situation, and because now the budget is ready and more efficient. Apart from that, this step also shows the government's efforts to cut bureaucracy so that everything can run faster and simpler. Meanwhile, the weakness of the decentralization policy is that human resources are not ready because the area is remote so that the area's original income is uneven, especially mentally poor areas, and which has been considered a habit and ingrained, giving rise to small kings in the local area. But it is also made into a group (Naim, 2018).

Implications of Educational Decentralization

Regional governments or regional autonomy have the authority and responsibility to regulate and manage the education system in their region. With the decentralization of education, local governments, not central governments, make decisions about education policy, school management, and the allocation of educational resources (Sofiani et al., 2024, p. 120). A government administration system called decentralization divides responsibility and power to make decisions and implement policies into various levels of government that are more local or regional (Suriadi et al., 2024, p. 30).

Management of early childhood education, basic education and secondary education units are carried out based on minimum service standards with school/madrasah-based management principles. Article 51 of the National Education System Law says because of this policy, schools in Indonesia have implemented a centralized education system by implementing the concept of School Based Management (MBS). This concept allows schools and directly related stakeholders to have control over school management. Thus, operations management becomes more open and optimal. This avoids bureaucratization which could lead to loss of management functions. The fact that each school is unique, as everyone has, is the basis of school-based management. Each school has unique features not to be found in other schools (Amalianita et al., 2021, p. 11).

Basically decentralization means giving authority to the autonomous regional government to manage government affairs in the system of the Unitary State of the Republic of Indonesia (UU Number 32/2004, Article 1 number 7). This authority is given in the form of:

- 1) Deconcentration, which is carried out by the Central Government to the Governor as a

government representative or to vertical agencies in certain regions. Conceptually, there are two types of decentralization of education conceptually. The first is education policy and funding to regional governments (provinces, districts/cities). The second is decentralization of education with the aim of providing more authority at the school level (Subijanto, 2010, p. 533).

One of the main objectives of decentralization of education is to empower local authorities to take a more active role in designing, managing and monitoring the education system in their region. Decentralization also aims to bring government decisions closer to the people, to enable a faster response to local needs, and to increase community participation and involvement in decision-making processes. Additionally, decentralized education allows local governments to have greater control over economic and social resources, such as infrastructure, education, health, and fencing (Suriadi et al., 2024).

The aim of decentralization is to give governments the freedom and independence to build educational systems that suit local needs and characteristics. Regional governments have the ability to adapt education policies, curricula and school management according to the situations and problems that exist in their areas (Sofiani et al., 2024). Apart from that, although the aim of decentralizing education is to improve the quality of the teaching and learning process and the quality of the results, the focus of educational decentralization is more on reforming the teaching and learning process. In this case, parental participation in the teaching and learning process is considered an important factor (Subijanto, 2010). Thus, if the aim of education is to improve the quality of education, which includes parents' sense of responsibility and their involvement in education is also one of the most important factors (Navelia et al., 2025, p. 93).

Implications of Educational Decentralization, educational decentralization policies in Indonesia are divided into two categories: regional governments and educational institutions. Compared to decentralization, where the central government gives direct authority to local governments to determine education fund policies, decentralization provides more space for schools to organize and develop learning processes in accordance with local needs (Yusuf et al., 2025, p. 155).

The policy of decentralizing education has yielded many benefits. Local authorities can respond more quickly to special education needs, increase public participation in decision-

making, and create a more flexible learning environment. Apart from that, decentralization opens up opportunities for local experimentation and innovation, which can be the best model for other regions. decentralization can improve the quality and relevance of education, develop regional autonomy, improve the quality of education, improve the quality of education through teacher training, develop competence-based school curriculum, and increase national competitiveness (Yusuf et al., 2025).

A country's governmental, economic, social and political systems are influenced by decentralization. Decentralization has important consequences, including:

Regional autonomy is an important component in the development of a democratic and inclusive country. Increasing regional autonomy has become the main focus in bringing the government closer to the people in Indonesia. The steps taken to give local governments more autonomy have clear goals, allowing them to make better decisions and meet the needs of local communities. Local governments have more autonomy in making decisions about local matters such as education, health, infrastructure, and the economy.

Decentralization allows people to become more involved in decision-making processes that affect their lives and makes community participation in resource management and local development more likely.

Decentralization allows regions to control natural resources and the local economy, allowing for more efficient and sustainable management. Decentralization also improves the quality and accessibility of public services such as education, health and infrastructure, because policies and programs can be adapted to local needs. Due to the social, cultural, and economic differences that exist in each region, local government policies differ across countries. Local authorities closer to the community can deal with local problems and needs more quickly and efficiently, reducing the bureaucracy involved in central decision-making.

Decentralization can also make it more difficult to collaborate between local authorities themselves and national Governments, which requires effective coordination mechanisms.

More local decisions and responsibilities make local governments more accountable to local communities, which encourages them to provide better services and manage resources more wisely.

Effective decentralization can lead to conflicts over inter-regional or central government resource-sharing policies. Effective decentralization can also encourage local economic growth

by increasing investment in developing the local economic sector (Suriadi et al., 2024). The negative impacts of the implications of decentralization of education include the following: 9. Effective decentralization can lead to conflicts over inter-regional or central government resource-sharing policies. Geographical differences in terms of quality and access to education, regions with better administrative, financial and human capacity (teachers and facilities) will benefit more than less prepared regions.

Distribution of teachers that is not culturally appropriate due to local authority, teachers are more in demand in areas with better facilities and attractiveness, while remote or border areas have difficulty getting quality teachers. Inadequate educational infrastructure some areas do not have enough buildings, facilities and school facilities, so educational services are still poor. Low local management capacity Local authorities sometimes lack the ability to manage finances, management and supervision, so local policies do not work well.

Pending funding. Some regions experience funding problems because of funds that depend on regional capabilities or central allocations. This is what causes educational projects or operations to be late or neglected.

Ability to participate in local politics. Not only pedagogical or quality needs affect local interests, but also personnel decisions (such as the appointment of teachers and principals), resource allocation. Education services are still poor in border areas. Sometimes decentralization does not bring major changes to remote areas due to access issues such as (transportation and distance), lack of facilities, and teaching staff (Sukodoyo et al., 2025, p. 305).

2. Increasing Educational Autonomy Capacity

In language, quality or capacity means the degree (level) of excellence of a product, whether in the form of goods or services. In the world of education, quality refers to the educational process and educational outcomes. In the quality educational process involves a lot of input, such as; teaching materials (cognitive, affective, or psychomotor), methodology (the methods used vary according to learning conditions), facilities in educational institutions, administrative encouragement and infrastructure and other resources that create a conducive learning environment. (Cahyana, nd, p. 5.)

Educational capacity is effective and efficient quality management in order to produce students who excel in academic and extracurricular fields for students who have graduated in

certain fields of education. (Putri et al., nd, p. 1.) The elements included in the quality of education are:

- Student readiness and motivation
- Professional teacher and teamwork abilities in school organizations
- The curriculum must be in accordance with the content and implementation of the learning process
- Facilities and infrastructure that create a comfortable learning environment
- The contribution of the educational institution community in supporting the development and management of education (Lawati, 2021, p. 3.)

To improve matters relating to the quality of educational autonomy, attention is needed to the following things:

1. Approaches to increasing educational capacity

The approaches that must be implemented to improve the quality of education are: Continuous improvement (continuous improvement). This concept means that the management always carries out many improvements and improvements on an ongoing basis with the aim of ensuring that everything is related to education reaches the quality of education that has been planned. The improvements and improvements made are in line with community demands and needs so that it is easier to achieve the goal of improving the quality of education (Suti, 2011, p. 2.).

Determine capacity standards (quality assurance). It is used to establish quality standards of all components that enter the production or transformation process of educational institution graduates. The quality standards for the learning process must be clear, namely that management needs to decide on the quality standards for the learning process. Mastering educational quality standards is mastering basic ability standards. Expected learning is learning that establishes an active learner approach (student active learning), cooperative and collaborative learning, constructive learning, and complete learning (master learning) (Lawati, 2021).

Culture changes (change of culture). This concept aims to form an organizational culture that respects quality and makes quality the orientation of all organizational components. If this concept is implemented, an educational institution leader must try to

instill awareness of all members within the institution as well as various elements regarding the importance of maintaining and increasing learning capacity, both the quality of results and the learning process (Suti, 2011).

Organizational changes (upsidedown organization). If the vision and mission, as well as the goals of the organization have changed or experienced development, then organizational change is very possible. The change in question is a change in the organizational system or structure which describes the working relationship between organizational structure and supervision in the organization. This change concerns changes in authority, duties and responsibilities.

Maintain relationships with customers (keeping close to the customer). Customers in educational institutions are everyone who feels the benefits of the institution. Because educational institutions want customer satisfaction, maintaining good relationships with customers is very important. this is what is developed in the unit public relations. Various information between educational organizations and customers must always be ongoing so that education continues to develop and improve according to customer needs. Customers are also allowed to make visits with the aim of providing input that can build and improve the quality of education (Lawati, 2021).

2. Principle Application Good Governance

Principles of good and correct upbringing/guidance/extension (good governance) can be applied through several things:

- Accountability (the presence of a sense of responsibility)
- Transparency
- Involving cooperation by all parties (participation)
- Similarity/equality (equality)
- Rapid response to mandatory and urgent implementation
- Legal arrangement/implementation (rule of law)
- Efficiency and effectiveness in determining each job
- Vision strategic/looking ahead in the most strategic and decisive matters.

With the enactment of principles good governance in carrying out capacity building efforts and implementing regional autonomy and also educational autonomy, regional governments to improve the performance of educational autonomy management so that

they can achieve the expected goals and objectives.(Lawati, 2021) In the context of implementing educational autonomy, it must be the principle that everyone who falls into the realm of the educational institution carries out the principles that have been established as rules normative which is done consciously and selflessly (Suti, 2011).

3. Implementation of the Internal Efficiency Aspects of Education

In the course of educational capacity-building, autonomy managers are required to focus their attention on three points: (a) Factors input Education; b) Educational process factors; c) Factors output education. These factors include the following elements:

- Elements in the form of the number and quality of teachers, trainers, instructors and everyone who functions as an educational facilitator
- Elements of quality and participation stake holders education (students, students, parents and the community)
- Education funding/financing elements that enable all educational programs in educational institutions/schools to take place
- Infrastructure and facilities elements
- The technological elements applied and the programmes and owned by educational institutions such as: computer facilities, learning media, orientation of teachers towards the application of technology
- The following curriculum/educational program elements include all education and learning agendas and programs implemented in educational institutions
- Environmental elements of educational institutions (natural environment)
- Elements of the reputation and achievements of educational institutions that trigger and encourage the enthusiasm for learning of students and the surrounding community
- Elements of learning and learning time that are in accordance with curriculum design and learning agendas/programs (Lawati, 2021).

Element input this is very decisive for the continuity of the next factor, namely the educational process factor (learning and learning) which includes the following elements:

Elements of the model of learning approaches and methods applied by the teachers and institutions concerned.

- The elements of time utilization are available efficiently and effectively.

- Elements of learning and learning orientation and insight that are socialized in the classroom and in teaching and learning forums.
- Elements of curriculum utilization and extra-curriculum inside and outside the teaching and learning process.
- Elements of a new paradigm applied in learning approaches in the sense of learning that is more innovative, creative, adaptive and generic (Suti, 2011).

Factor input and the process will determine the factors output which also includes the following elements:

- On time or faster than the set learning and learning program time
- Educational results and graduates are ready to enter the world of work
- Parents and all stake holders in educational institutions, they feel the positive impact of learning outcomes
- The graduates achieved the expected graduation title
- The number of students who do not graduate is very minimal
- Result/output education is achieved very efficiently and in accordance with productivity (Lawati, 2021).

4. Implementation of External Efficiency Aspects of Education

This aspect also greatly determines the achievement of educational quality which includes the following factors: (a) Utilization factors output education; (b) Factors on the impact of educational outcomes. The benefit factor for educational outcomes consists of several elements, namely: (a) Benefits for stake holders education (students, parents, the community, the business world, users of educational graduates); (b) Benefits for the world of work and the job market in meeting ready-to-use, competent and quality human resources; (c) Benefits for educational institutions as proof that the school produces quality graduates; (d) Benefits for regions/regions with the availability of educated graduates (better well educated human resources) (Lawati, 2021).

The impact factors of graduate outcomes are all forms, impacts, influences, and consequences output graduates of educational institutions towards: 1) the community environment 2) Cultural field 3) Economic field 4) Local/national political life 5) Security/community peace sector. Based on the above description, it can be concluded that the aspects, factors, elements, components, approaches that determine educational

capacity are very broad, complex and complicated (Suti, 2011).

CONCLUSION AND SUGGESTIONS

Conclusion

Educational autonomy is freedom for an institution so that it can continue to create and work in the process of building educational institutions which are mandatory for that institution. The policy of decentralizing education is the handover of positions in the form of affairs that were originally the authority of the central government to become the authority of the regional government with the aim of carrying out these affairs. Decentralization (autonomy) of education in education policy analysis needs to pay attention to two main things related to education in accordance with the 1945 Constitution.

The examples of educational decentralization are (positive implications) of decentralization such as: improving the quality and relevance of education, building regional autonomy, improving the quality of education, usually this can be done through examining teaching staff, so that the development of a competency-based school curriculum, and increasing the nation's competitiveness is met.

One of the efforts that can be made so that the quality and capacity of education must pay attention to the following points: 1) Approach to efforts to increase educational capacity, 2) Application of principles Good Governance, 3) Applying aspects of internal efficiency of education, 4) Applying aspects of external efficiency of education.

Suggestion

Education, which is a need for all humans, should institutions that support the field of education continue to pay special attention to increasing educational autonomy. Educational institutions should also continue to innovate for the progress of these educational institutions. It is hoped that the new innovations launched by an institution will build progress in all areas of education within the institution.

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