ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi siapa saja *stakeholder* dan Bagimana ketimpangan kekuasaan di antara mereka, seperti apa kategori *stakeholder* dan bagaimana posisi kelas masing-masing *stakeholder,* dan bagaimana hubungan antara *stakeholder,* serta kesempatan mereka dalam mengakses pembuatan kebijakan dalam konteks kebijakan pendidikan kesetaraan di Kabupaten Polewali Mandar. Penelitan adalah penelitian kualitatif dengan paradigma *critical social science*. Penelitian ini menggunakan *Critical Stakeholder Analysis* yang dielaborasi dengan teori hegemoni Antonio Gramsci dan konsep relasi kuasa Paulo Freire. Hasil penelitian ini menunjukkan, 1) Pola kepengaturan pemerintah yang cenderung elitis menciptakan hegemoni struktural yang ditandai dengan objektifikasi, subordinasi, dan komodifikasi warga belajar. Hegemoni struktural juga mempengaruhi cara pandang komisi 4 DPRD Kabupaten Polewali Mandar dan Organisasi non-pemerintah yang bergerak di bidang pendidikan (Kelas Inspirasi dan Gerakan 1000 Guru) dalam memandang keberadaan peserta didik dan keberlangsungan pendidikan kesetaraan. 2) Relasi yang hegemonik tersebut membagi *stakeholder* dalam tiga kategori, yaitu: *Dominant stakeholder* (Dinas Pendidikan dan PKBM), *Dominated Stakeholder* (Warga Belajar), dan *Absenteeisme Stakeholder* (Komisi 4 dan Organisasi non-pemerintah). 3) kategori-kategori tersebut menunjukkan adanya relasi di mana *dominant stakeholder* memiliki hubungan hegemonik-monopolistik secara langsung dengan *dominated stakeholder* yang berada pada posisi yang manipulatif, dan *absenteeism stakeholder* berada pada posisi *non-participation* yang secara tidak langsung terlibat dalam melanggengkan relasi kuasa antara *dominant stakeholder* dan *dominated stakeholder*.

Kata Kunci: Pendidikan Kesetaraan, *Critical Stakeholder Analysis*, Hegemoni Struktural

ABSTRACT

This study aims to identify who are the stakeholders and how the power inequality between them, such as the category of stakeholders and how the class position of each stakeholder, and how the relationship between stakeholders, and their opportunity to access policy making in the context of equality education policy in Polewali District Mandar. Research is qualitative research with the critical social science paradigm. This research uses Critical Stakeholder Analysis which is elaborated by Antonio Gramsci's theory of hegemony and the concept of the power relations of Paulo Freire. The results of this study indicate, 1) Government regulatory patterns that tend to be elitist create structural hegemony characterized by objectification, subordination, and commodification of learning citizens. Structural hegemony also influences the viewpoint of the commission 4 of the Polewali Mandar District DPRD and non-governmental organizations engaged in education (1000 Teachers' Inspiration and Movement Class) in looking at the whereabouts of students and the continuity of equality education. 2) The hegemonic relationship divides stakeholders into three categories, namely: Dominant stakeholders (Office of Education and PKBM), Dominated Stakeholders (Citizens Learning), and Stakeholder Absenteeism (Commission 4 and Non-governmental Organizations). 3) these categories show that there is a relationship where dominant stakeholders have a direct hegemonic-monopolistic relationship with dominated stakeholders who are in a manipulative position, and stakeholder absenteeism is in a non-participation position that is indirectly involved in perpetuating dominant power relations stakeholders and dominated stakeholders.

Keyword: Equivalency Education, Critical Stakeholder Analysis, Structural Hegemony