

## Zoning policy for admission of new students: How is the implementation in Lamandau?

Ely Suntiana<sup>1, a \*</sup>, Syamsuri Syamsuri<sup>2, b</sup>, Djoko Rahardjo<sup>1, c</sup>

<sup>1</sup> Universitas Terbuka. Jl. G. Obos, KM. 3, 5, No. 177, Menteng, Palangka Raya, 74874, Indonesia

<sup>2</sup> Universitas Palangka Raya. Jl. Yos Sudarso Palangka Raya, 73111, Indonesia

<sup>a</sup> [suntianae@gmail.com](mailto:suntianae@gmail.com); <sup>b</sup> [syam\\_najwa@gmail.com](mailto:syam_najwa@gmail.com); <sup>c</sup> [rahardjo@ecampus.ut.ac.id](mailto:rahardjo@ecampus.ut.ac.id)

\* Corresponding Author.

Received: 29 September 2022; Revised: 8 December 2022; Accepted: 22 December 2022

**Abstract:** The study aimed to find out and describe the implementation of Permendikbud No 1 of 2021, which regulates the zoning system in the admission of new students in 3 schools in Bulik district, Lamandau regency. At the Junior High School level, a zoning system is applied to 3 Lamandau Regency, Central Kalimantan Province schools. The method used qualitative data with interviews, documentation, observation, and data triangulation for data collection techniques. The study used the Theory of Implementation of George Edward III and Van Meter and Van Horn with variables of Resources, Communication, Bureaucratic Structure, Disposition, characteristics of implementing agents, Standards and policy objectives, and Conditions of the social, political and economic environment. It concluded that the implementation of Permendikbud No 1 of 2021 was well-implemented with the support of the local government, related agencies, and schools. Dissemination Information has been conveyed by both the government and schools through many ways, such as official-social media, letters, banners, pamphlets, and school websites to groups with parents (Whats Apps). The problem is that communication has not been carried out thoroughly and effectively, so there are parents and prospective students who do not understand and are confused about the zonation system.

**Keywords:** Implementation; Permendikbud Number 1 of 2021; Zoning System; PPDB; Lamandau.

**How to Cite:** Suntiana, E., Syamsuri, S., & Raharjo, D. (2022). Zoning policy for admission of new students: How is the implementation in Lamandau?. *Psychology, Evaluation, and Technology in Educational Research*, 5(1), 24-31. <https://doi.org/10.33292/petier.v5i1.139>



## INTRODUCTION

Education is a human right of every Indonesian citizen as stated in the preamble to the 1945 Constitution of the Republic of Indonesia, which is implemented in [Law Number 20 of 2003 on the National Education System](#). Through education, every citizen will have life skills ([Perdana, 2019](#)). The success of improving the quality of education will certainly have a positive impact on Human Resources and economic growth.

In the admission of new students, the Ministry of Education and Culture implemented a zoning system policy ([Hendrawansyah & Zamroni, 2020](#)). This policy is in Permendikbud No. 1 of 2021, promulgated on January 7, 2021). This policy is considered an effort to provide equal distribution of education quality ([Aminah, 2018](#); [Sujatmiko, 2019](#)). In addition, zoning policy hoped to eliminate gaps in the world of education or labels for schools and simultaneously bring the domicile addresses of students closer to schools ([Kurniawati & Suharno, 2019](#)). In Lamandau regency, Central Kalimantan Province, three junior high schools are registered in the zoning system. They are SMPN 1 Bulik, SMPN 4 Bulik, and SMPN Satu Atap 8 Bulik. These three

schools are located in one district, namely Bulik district. This policy encountered obstacles in its implementation and the pros and cons of parents of prospective students. For example, different facilities between schools in the zoning areas (Hani, 2021) until the students cannot enroll in the favorable school because they are out of the zoning system even though they have high scores (Maknuni & Wangid, 2020; Rachmadhany & Matin, 2021).

The observations at SMPN Satu ATAP 8 Bulik and SMPN 4 Bulik in Bulik district during the PPDB process in 2020 and 2021 showed that the parents did not understand this zoning policy due to the lack of information on the zoning system areas between the two schools. Meanwhile, the transmission or delivery of information from stakeholders - the government or the Education Office - on zoning rules to the community is an important factor and part of the four aspects of successful policy implementation (Aini, 2016). In line with George Edward III's theory, avoiding miscommunication or misunderstanding is a must (Fuadi, 2017).

In the zoning system, schools are required to have the same quality (Sujatmiko, 2019). The quality of each school is still uneven and poor (Pangaribuan & Hariyati, 2019). This is the reason for policy implementation obstacles (Hani, 2021). Also, This policy is assumed to affect the quality of schools as indicated by the results of the UTS scores being mostly below the KKM (the minimum completeness criteria) (Hani, 2021; Maknuni & Wangid, 2020; Rachmadhany & Matin, 2021).

The results of research on policy implementation at the high school levels in Tegal city and Tegal Regency found that zoning policies increased the quality of education but not significantly (Hani, 2021). Meanwhile, the negative impact is that favorite schools must be able to align with other schools in terms of assessment, students are more heterogeneous, and students who excel cannot be accommodated because they are limited by zoning and cannot select students.

Meanwhile, in Bekasi City, this policy has positive and negative impacts (Rachmadhany & Matin, 2021). These positive impacts can be in the form of increased cooperation and coordination between the school and the surrounding community, faster and easier problem-solving, reduced risks that students have to face when traveling to school, students being more disciplined, and the process of admitting new students being more open. The negative impact is the potential for greater negative environmental influences on students and the difficulty for students outside the school zoning to register, there is a tendency to decrease school academic achievement due to uneven student abilities, and student discipline tends to decrease.

Based on the background, the purpose of the article is to find out and describe, as well as obstacles in the implementation of Permendikbud number 1 of 2021 of the zonation system in new student admissions in 3 schools in Bulik district, Lamandau Regency.

## METHODS

The study used a qualitative approach, which is research that understands the phenomena experienced by research subjects by way of descriptions in the form of words or pictures (Moleong, 2013; Sugiyono, 2010). The method is used to discover and find out the information on the implementation and obstacles during the implementation of the zoning policy in the PPDB (Admission of the new students) in 3 schools in Bulik District, Lamandau Regency, Central Kalimantan Province. The 3 schools are SMPN 1 Bulik, SMPN 4 Bulik, and SMPN Satu Atap 8 Bulik. The research was carried out during the 2021 PPDB process, namely May – July 2021.

Data sources were divided into Primary and Secondary Data. The primary data consisted of the Head of the Education and Culture Office Lamandau Regency, the Principal, and the Parents.

While secondary data consists of school dapodik data, data on activities and schedules for implementing PPDB, photos of research documentation, and others.

Data collection methods used include Interviews, Observation, Documentation, and Triangulation. The interview questions were open-ended to explore and discover the opinions and views of the subject. Questions on the theme of the interview are arranged based on the variables of the implementation theory of George Edward III and Van Meter and Van Horn with the variables of Communication, Resources, Disposition, Bureaucratic structure, and characteristics of implementing agents, Standards, and objectives of policies and Conditions of the social, political and economic environment.

## RESULTS AND DISCUSSION

### Implementation of Permendikbud Number 1 of 2021 of the Zonation System for New Students Admission in Lamandau Regency

*Communication Aspect.* The submission of information on Permendikbud No. 1 of 2021 has been carried out well, starting from the Central Government or Kemendikbud to schools. First, a zoom meeting was conducted by the Ministry of Education and Culture with the relevant agencies. Furthermore, information was provided by the Education and Culture Office Lamandau to schools by inviting the Principal and the PPDB committee to the office.

In its implementation, the Office has built communication with schools in the zoning area. The distribution of information in stages from the center to the community level is the implementation of a policy which means that various activities are directed at program realization (Pasolong, 2014). The goal is that information can be conveyed to policy targets properly. But must pay attention to internal and external communication (Christopher Hood, quoted by Parsons and Santoso (2006).

The dissemination of information in stages, starting from the center to the community level, is the implementation of the policy which means that various activities are directed at the realization of the program (Pasolong, 2014). The goal is that information can be conveyed to policy targets properly. However, it must consider internal and external communication (Christopher Hood, quoted by Parsons and Santoso (2006)).

In the implementation of internal communication, the Education and Culture Office in Lamandau Regency, through the head of the field, monitors the implementation of PPDB since the beginning of student registration, both schools that are included in the zoning and out of the zoning system area. And it ends with evaluation after the PPDB implementation process. Meanwhile, communication with external parties is built online using social media. In line with the theory of "the down approach" by Hogwood et al. (1984); Wahab (2021), the final stage of policy implementation is supervision. The aim is to ensure that the program runs well.

The school disseminates information to the community through various media or directly, such as the school's official social media, pamphlets, banners, social media groups (Whats App), brochures, and the school's website. Nevertheless, not a few parents of prospective students in the interview session answered that they did not know about the zoning system. Other respondents answered that they had received the information, but they asked the school to clarify more about zoning and its conditions.

*Resource Aspect.* In implementing PPDB, the Education and Culture office, through the heads of departments at every level of education, both elementary and junior high schools, and school supervisors monitor the implementation of PPDB in each school. The implementation of direct monitoring is coordinated by the head of each field, who is responsible to the Head

of the Office. Implementors from the office receive training from the central government through zoom meetings related to the implementation of PPDB.

At the school level, the PPDB committee was formed, consisting of the Principal and the head of the PPDB committee. The source of funds comes from BOS funds, and the committee gets incentives for their performance. PPDB implementation in 2018 formed a special team, namely the PPDB committee, which carried out each task according to their expertise (Lestari & Rosdiana, 2018). Besides Human Resources, a policy is supported by facilities and Budgetary Resources. Budget or financial resources in implementing policies are related to whether or not investment or capital is sufficient to ensure the implementation of policies.

Human resources in the education and culture office of Lamandau are quite reliable in implementing this Permendikbud. It is seen in professionalism, dedication, competence, and skills in the field. Policy implementation will not run well without human resources so human resources affect the success of implementation (Mubarok et al., 2020; Sari & Prabawati, 2016).

*Disposition and Character of Implementing Agent.* Education and Culture Office Lamandau has a Standard Operating Procedure (SOP) in implementing PPDB and zoning policies. It starts with the submission of information to the Principal and the PPDB committee, monitoring, and an evaluation at the end of PPDB. The Lamandau government supports a zoning system in the PPDB. At the school level, schools have SOPs for implementing PPDB. Referring to Permendikbud No. 1 of 2021 starts from the beginning of PPDB implementation to the process of completing student files.

Attitudes and implementing activities are the keys to the success of a policy (Parsons & Santoso, 2006) because implementers are supported by supporting facilities and infrastructure that aim to achieve the goals (Ariani & Subawa, 2017). As a result, public policies can be implemented by public organizations, such as local governments, agencies, schools, and the community (Winarno, 2012).

The evaluation of the zoning system in PPDB in two schools, namely SMPN 03 and SMPN 17 in South Tangerang, showed that the availability of facilitators, guidelines, and mechanisms (SOP) for the zoning system needs to be fulfilled and provided (Halimah, 2020). So, the policy goal of equal distribution of education is immediately realized through an authoritarian and firm organization, and enforcement of norms are condition for perfect implementation (Parsons & Santoso, 2006). In this case, the strict implementation provides benefits for both schools and the community.

*Bureaucratic Structure.* In implementing PPDB, the Office acts as an intermediary in charge of providing zoning maps and their implementation in schools. The organizational structure and authority in the implementation of the policy are through the department in the office, curriculum, and to schools. While at the school level, the organizational structure starts with the person in charge, namely the Principal. Then, it continues with the teacher as chairman, secretary, treasurer, and member. Also, it has a secretariat office. Meanwhile, the community is not directly involved in the committee of PPDB at school.

The bureaucracy in implementing PPDB in Lamandau Regency tends to be short, not complicated, and long. A structure that is too long will lead to complex and complicated procedures that add the complex job of supervision toward the regulation implementation process. Therefore, efficient and effective employees are needed, and a lean organizational structure is a strength in policy implementation (Wardana, 2020).

*Aspects of Standard and Policy Objectives.* The head of the Education and Culture Office, Lamandau Regency, stated that all students were the target of the zoning system policy in Permendikbud No. 1 of 2021. The purpose of Permendikbud No. 1 of 2021 is to eliminate the

image of favorite schools. Then, all students who are close to the school can be accommodated. The next goal is equity in learning and education methods. While the measure and standard of success are that students can be accommodated.

The reasons for implementing the zoning system area are the equal distribution of education, eliminating student discrimination, equalizing school quality, eliminating the image of favorite schools, and maximizing the distance of students to school (Aminah, 2018). Supported by the research on the Impact of the Zoning System for New Student Admissions on Equitable Education Quality (Case study in City and Tegal High Schools) explained that the zoning system had an impact on the quality of education (Hani, 2021). The positive impacts are fairness and no discrimination, reduced tardiness and easier communication with parents, elimination of favorite schools, and the schools are helped in accepting new students. While the negative impact is heterogeneous students, favorite schools must be able to harmonize with other schools, cannot be selected the students, and students who excel cannot be accommodated because they are limited by zoning system area.

*Aspects of Social, Political and Economic Environmental Conditions.* The Education and Culture Office Lamandau believes that the social, political, and economic environment in Lamandau Regency is in a conducive situation so that there are no obstacles in the regulation implementation of the Minister of Education and Culture No. 1 of 2021. Meanwhile, the school and parents assume that social, political, and economic environmental conditions affect the implementation of Permendikbud number 1 in 2021, as in the COVID-19 pandemic situation, which must implement health protocols. Another factor is the economic condition of the family.

Another factor is the implementation of the zoning system can encourage increased access to services and equitable distribution of education, regardless of low cognitive or economic abilities (Paramartha et al., 2020). However, the PPDB process must run following the principles in Permendikbud No. 1 of 2021, such as being objective, accountable, transparent, and without discrimination.

### **Obstacles to the Implementation of Permendikbud Number 1 of 2021 of the Zoning system in New Student Admissions in Lamandau Regency**

First, the obstacle occurs in conveying information to prospective parents because of the lack of understanding of the parent or guardians of students. The reason is the differences in their educational background. In addition, there is a lack of dissemination of information, direction, and guidance on the implementation of zoning system policies to guardians of students. In line with research conducted by Maknuni and Wangid (2020), the impact of the zoning system in PPDB for parents is the difficult PPDB process and lack of dissemination information from the Education Office and schools.

Efforts must be made to overcome this obstacle by disseminating information on the zoning system early and clearly (Pangaribuan & Hariyati, 2019). Moreover, to overcome the obstacles in the implementation, not only follow the technical procedures in the SOP (Fowler, 2012), such as establishing communication with previous education levels and involve elements of the surrounding community through the school committee in disseminating information about the zoning system. Because cooperation and coordination between the school and the surrounding community will speed up and make it easier to solve problems (Rachmadhany & Matin, 2021).

Another problem is the pros and cons of the zoning system in PPDB, for example, the evaluation of the Implementation of the New Student Admission Policy (PPDB) Zoning System at SMA Negeri in Bekasi City (Rachmadhany & Matin, 2021). The finding, students who have a low NEM feel that they have benefits as their domicile is close to the school. In contrast,



students with a high NEM but domicile far from schools feel disadvantaged as they cannot register to the schools, and it is difficult for students outside the school's zoning area to register. And excel students cannot be accommodated because they are limited by the zoning system (Hani, 2021).

Third, Educational facilities and infrastructure as a supporting factor become an obstacle in the distribution of education. Schools in Indonesia seem to be divided into ordinary and favorite schools (Kurniawati & Suharno, 2019). The zoning system in PPDB aims to eliminate gaps in the world of education or eliminate the label of favorite schools (Aminah, 2018). To achieve this goal, the local government cooperates with the local education office to improve school facilities and infrastructure. And the government needs to improve the quality of learning in schools by improving school facilities and infrastructure (Hani, 2021; Haryanti & Dindin, 2020; Lisran, 2016).

## CONCLUSION

The implementation of the zoning policy in PPDB refers to Permendikbud Number 1 of 2021 in Lamandau Regency, running smoothly with the support of the local government, related offices, and schools. Information has been conveyed by both the agency and the school to parents of prospective students or the general public through various media. However, there are pros and cons at the community level or with parents of prospective students. In the implementation, constraints occur in the communication aspect with indications that socialization has not been carried out thoroughly and effectively due to differences in the backgrounds of the parents of prospective students. In addition, facilities and infrastructure are obstacles to the distribution of education in Indonesia.

This study recommends that schools establish communication with previous levels of education and map areas and population developments regarding dapodik data entries, as well as involve community elements in zoning through school committees in socializing zoning policies Permendikbud no 1 of 2021.

## REFERENCES

- Aini, N. (2016). Pengembangan dosen di lingkungan sekolah tinggi ilmu sosial dan ilmu politik amal ilmiah Yapis Wamena Kabupaten Jayawijaya. *Jurnal Ilmu Administrasi Publik*, 3(2). <https://ejurnal.unisri.ac.id/index.php/MAP/article/view/1370>
- Aminah, S. (2018). *Implementasi Permendikbud No 17 Tahun 2017 tentang penerimaan peserta didik baru di SMA Negeri 1 Prambon Nganjuk tahun 2017/2018* [IAIN Kediri]. <http://etheses.iainkediri.ac.id/766/>
- Ariani, P., & Subawa, N. S. (2017). Implementation of revitalization policy of Nyanggelen Market in Denpasar City Government. *Jurnal Ilmiah Administrator: Menelaah Masalah Kebijakan Publik Dan Pembangunan*, 9(1), 13–27. <https://journal.undiknas.ac.id/index.php/map/article/view/2180>
- Fowler, F. C. (2012). *Policy studies for educational leaders: An introduction*. Pearson Higher Ed.
- Fuadi, C. (2017). Implementasi Peraturan Gubernur Kalimantan Tengah No 22 Tahun 2011 tentang Bahasa dan sastra daerah sebagai muatan lokal wajib pada tingkat sekolah dasar di SDN 1 Arga Mulya Kabupaten Kotawaringin Barat. *Makalah Disajikan Dalam Seminar Tahunan Linguistik 2017 Setali*.
- Halimah, N. (2020). *Evaluasi kebijakan sistem zonasi penerimaan peserta didik baru di SMP Negeri Tangerang Selatan (Study kasus SMPN 03 dan SMPN 17 Tangerang Selatan)* [UIN

Syarif Hidayatullah Jakarta].

<https://repository.uinjkt.ac.id/dspace/handle/123456789/51237>

- Hani, I. U. (2021). *Dampak sistem zonasi penerimaan peserta didik baru terhadap pemerataan kualitas pendidikan (Studi kasus di SMA Kota dan Kabupaten Tegal)* [Universitas Pancasakti Tegal]. <http://repository.upstegal.ac.id/3361/>
- Haryanti, A., & Dindin. (2020). Implementasi Permendikbud No.44 Tahun 2019 tentang system zonasi pada penerimaan peserta didik baru tahun 2020. *Jurnal Ilmiah Mimbar Demokrasi*, 20(1), 65–75. <https://doi.org/10.21009/jimd.v20i01.16512>
- Hendrawansyah, H., & Zamroni, Z. (2020). Evaluasi kebijakan sistem zonasi dalam penerimaan siswa baru sekolah menengah atas. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 4(1), 70–82. <https://doi.org/10.21831/jk.v4i1.27007>
- Hogwood, B. W., Gunn, L. A., & Archibald, S. (1984). *Policy analysis for the real world* (Vol. 69). Oxford University Press.
- Kurniawati, F. I., & Suharno, S. (2019). Implementasi kebijakan penerimaan peserta didik baru dengan sistem zonasi jenjang sekolah menengah pertama. *E-CIVICS*, 8(4), 364–371. <https://journal.student.uny.ac.id/index.php/civics/article/view/15050>
- Lestari, H. A., & Rosdiana, W. (2018). Implementasi kebijakan penerimaan peserta didik baru (PPDB) di SMA Negeri 4 Kota Madiun tahun 2017. *Publika*, 6(5). <https://jurnalmahasiswa.unesa.ac.id/index.php/27/article/view/23237>
- Lisran, L. (2016). *Akuntabilitas pengelolaan dana BOSDA jenjang SMP Negeri di Kabupaten Nunukan* [Universitas Terbuka]. <http://repository.ut.ac.id/6660/>
- Maknuni, J., & Wangid, M. N. (2020). *Implementasi kebijakan sistem Zonasi PPDB 2018 di SMP Negeri 10 Yogyakarta dan SMP Negeri 1 Yogyakarta Title* [Universitas Negeri Yogyakarta]. <https://eprints.uny.ac.id/70428/>
- Moleong, L. J. (2013). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.
- Mubarok, S., Zauhar, S., Setyowati, E., & Suryadi, S. (2020). Policy implementation analysis: Exploration of George Edward III, Marilee S Grindle, and Mazmanian and Sabatier theories in the policy analysis triangle framework. *Journal of Public Administration Studies*, 005(01), 33–38. <https://doi.org/10.21776/ub.jpas.2020.005.01.7>
- Pangaribuan, E. N., & Hariyati, N. (2019). Implementasi kebijakan sistem zonasi penerimaan peserta didik baru jenjang SMP di Kabupaten Gresik. *Inspirasi Manajemen Pendidikan*, 7(1). <https://jurnalmahasiswa.unesa.ac.id/index.php/37/article/view/28310>
- Paramartha, W., Suwardani, N. P., & Suryaningsih, N. L. (2020). Pengaruh sistem zonasi penerimaan peserta didik baru terhadap prestasi belajar pendidikan agama Hindu Siswa SMP Negeri 1 Kota Denpasar tahun pelajaran 2018/2019. *Mudra Jurnal Seni Budaya*, 35(3), 283–295. <https://doi.org/10.31091/mudra.v35i3.1102>
- Parsons, W., & Santoso, T. W. B. (2006). *Public policy: Pengantar teori dan praktik analisis kebijakan*. Kencana.
- Pasolong, H. (2014). *Teori administrasi publik*. Alfabeta.
- Perdana, N. S. (2019). Implementasi PPDB zonasi dalam upaya pemerataan akses dan mutu pendidikan. *Jurnal Pendidikan Glasser*, 3(1), 78. <https://doi.org/10.32529/glasser.v3i1.186>
- Undang-Undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional, Pub. L. No. 20, Undang-Undang Republik Indonesia 26 (2003).

- Rachmadhany, F., & Matin, M. (2021). Implementasi kebijakan penerimaan peserta didik baru (PPDB) sistem zonasi di SMA Negeri 14 Bekasi. *Wahana*, 73(1), 84–98.  
<https://doi.org/10.36456/wahana.v73i1.2893>
- Sari, A. D., & Prabawati, I. (2016). Implementasi Peraturan Gubernur Jawa Timur Nomor 19 Tahun 2014 tentang mata pelajaran bahasa daerah sebagai muatan lokal wajib di sekolah/madrasah pada Sekolah Menengah Kejuruan Negeri 1 Kertosono Kabupaten Nganjuk. *Publika*, 4(6). <https://doi.org/10.26740/publika.v4n6.p%25p>
- Sugiyono. (2010). *Metode penelitian kuantitatif kualitatif dan R & D*. Alfabeta.
- Sujatmiko, A. (2019). *Implementasi Permendikbud nomor 14 tahun 2018 tentang kebijakan sistem zonasi di SMP se-Kecamatan Pengadegan Kabupaten Purbalingga*. IAIN Purwokerto. <http://repository.iainpurwokerto.ac.id/6498/>
- Wahab, S. A. (2021). *Analisis kebijakan: dari formulasi ke penyusunan model-model implementasi kebijakan publik*. Bumi Aksara.
- Wardana, M. W. (2020). *Implementasi Permendikbud No 44 Tahun 2019 tentang penerimaan peserta didik baru (Studi komparatif di SMAN 1 Sigli dan SMKN 1 Sigli* [UIN Ar-Raniry Banda Aceh]. <https://repository.ar-raniry.ac.id/id/eprint/13674/>
- Winarno, B. (2012). *Kebijakan publik: Teori, proses, dan studi kasus*. Center for Academic Publishing Service.