



Implications of New Student Admission through the Zoning System on the Quadrant of Education Participants at SMA Negeri 3 Malang

Fadilah Utami Prasetyaningtyas, Kridawati Sadhana, Agus Sholahuddin

University of Merdeka Malang

Indonesia

ABSTRACT

The New Student Admission (Penerimaan Peserta Didik Baru / PPDB) with zoning system in Indonesia has been implemented to ensure equitable access to education. This policy has significant impacts on various educational, economic, and socio-cultural aspects, particularly at SMA Negeri 3 Malang. This research aims to analyze the implications of Zoning Student Admission on four quadrants of education participants: school management, teachers, students, and parents. The implementation of Zoning-Based Student Admissions (PPDB Zonasi) at SMA Negeri 3 Malang significantly impacts four educational participant quadrants: school management, teachers, students, and parents. This policy challenges and opportunities across educational, economic, and sociocultural aspects. School management must adapt policies, emphasizing character building and academic mentoring programs. Teachers face diverse academic competencies, requiring personalized and reward-based approaches. Students experience increased academic competition and sociocultural diversity, necessitating adaptation and support. Parents benefit from reduced transport costs but face financial and social concerns. Overall, a holistic, adaptive approach is essential to ensure equitable, quality education for all students.

Keywords: Education Quadrants, Implications, Zoning Student Admission.

1. INTRODUCTION

Education is a crucial component in the development and advancement of a nation, especially for developing countries. The educational process encompasses various elements such as input, process, and output, where the primary focus is on output, while input and process are equally important in determining the final educational outcomes. The effective utilization of inputs in schools is vital in achieving optimal educational results (Wahyudi, 2012).

Collaboration among school management, teachers, students, and parents in creating an effective learning environment is essential to achieve educational goals. School management is responsible for facilities and productive interactions among education participants. Teachers play roles as leaders and facilitators, creating an inclusive and interactive learning environment. Students are expected to actively participate in their learning, while parents support their children at home and communicate with teachers about their children's learning progress. This cooperation among all parties results in a supportive and inclusive educational environment (Alabugin et al., 2016; Maryani, 2022; Haryanti, 2017; A. Putra, 2024).

New Student Admission is the initial step in the learning process at formal educational institutions. The zoning policy in new student admission aims to ensure equitable and fair educational services. Regulation of the Minister of Education and Culture Number 17 of 2017 governs the implementation of the zoning system, where schools must admit prospective students residing in the nearest zone at a minimum of 90% of the total number of accepted students. This policy aims to eliminate the perception of top-tier schools and ensure uniform quality standards across all government-managed schools (Saputro et al., 2013; Saadah et al., 2023).

However, some general assumptions suggest that the implementation of the zoning system results in a decline in the academic selection of prospective students, due to the emphasis on residential zones. Students living near the school can be admitted without going through academic selection, leading to differences in abilities and learning motivation between students admitted through zoning and those through achievement pathways (Werdiningsih, 2020; Adi, 2019).

Ministerial Regulation No. 14 of 2018 regulates new student admission through the zoning system, stipulating that schools must admit prospective students residing within the nearest zone radius at a minimum of 90% of the total number of accepted students. This policy aims to expand equal access to education and uphold principles of fairness and transparency. However, its implementation faces challenges such as differences in learning abilities between students admitted through zoning and those through achievement pathways (Solichin & Imama Kutsi, 2019).

Various previous studies indicate that students' socio-economic and demographic backgrounds influence their behavior and academic achievement. Therefore, school policies and programs must be designed to address the diversity of students' backgrounds (Chen, G., & Weikart, L. A., 2008; Boateng et al., 2020).

Researchers are interested in examining the implementation of the zoning system at SMAN 3 Malang, one of the top schools in Malang City. SMAN 3 Malang ranks high in the number of new student admission applicants, achievements in flagship programs, and exam results such as school exam or national exam with Computer-Based Written mode. The school also has a significant number of students accepted into State Universities (Perguruan Tinggi Negeri / PTN).

Despite its good reputation, there are several issues related to the implementation of the zoning system at SMAN 3 Malang. Some teachers worry about a decline in the quality of students during learning, while parents observe a decrease in their children's learning enthusiasm after the zoning implementation. Students also experience changes in their social circles, affecting learning dynamics at school.

Given the limited previous research on the implications of zoning in top schools like SMAN 3 Malang, this study will use a qualitative descriptive approach to understand the issues arising from the implementation of the zoning system. With the research titled "Implications of New Student Admission through the Zoning System on the Quadrant of Education Participants at SMAN 3 Malang" the researcher hopes to contribute new insights to the educational literature related to zoning policies and their implications on top schools.

This study will delve into how the zoning policy affects the learning process at SMAN 3 Malang and seek solutions to address the challenges faced by stakeholders at the school. The aim of this research is to assess the impact of implementing the zoning system in new student admission on the education participant groups at SMAN 3 Malang. Additionally, the research aims to classify the implications of the zoning system implementation on the education participant quadrants at the school.

Based on the research problems and objectives, this study is expected to provide theoretical and practical benefits. Theoretically, it can expand academic understanding of the impact of certain policy implementations and become an important reference for further studies in public policy analysis. Practically, this study can provide information on the results of the zoning system implementation in student admission process and present data on the classification of the implications of the zoning system implementation on education participants in schools. This research is limited to contextual situations arising from the implementation of the zoning system, without considering issues arising from curriculum changes or other problematic variables. The research focuses on collecting data and describing the conditions experienced by four groups of education participants at the school, namely school management, teachers, students, and parents/guardians.

2. LITERATURE REVIEW

2.1. Policy Evaluation

Public policy evaluation is the final stage in the policy cycle and plays a very important role. According to Lester and Stewart (2000), policy assessment essentially analyzes the results of public policies and has become an integral part of the policy process from the outset. Anderson (1979) explains that policy assessment focuses on evaluating, estimating, and analyzing the implementation and implications of the policy. This process is carried out throughout the policy cycle, not just at the end. Sadhana (2011) supports this view by stating that policy assessment involves three main aspects: initial evaluation, monitoring, and final evaluation (Aldim, Sholahuddin, & Sadhana, 2018)..

Initial evaluation, or pre-evaluation, is conducted from the formulation stage to before the policy is implemented. Its purpose is to prepare everything before the policy is applied. Monitoring is carried out during policy implementation to ensure that the policy aligns with the established plan. This process allows for quick corrections of any errors or mismatches that may arise. Final evaluation is conducted after the policy has been implemented. Its

purpose is to identify weaknesses in both the strategy and execution of the policy so that they can be improved and enhanced.

William Dunn (2000) differentiates monitoring, which focuses on the implementation process, from final evaluation, which analyzes the implications and changes that occur. Charles Lindblom (1986) highlights the complexity of the public policy-making process and divides it into several stages for effective analysis. Dunn (1998) presents the stages in the public policy process as follows: 1) Agenda Setting Stage: Designated actors formulate issues that should be prioritized in the public agenda. Not all issues make it into the public policy agenda due to competition. Some issues are chosen for the policy agenda, while others may be left unaddressed or postponed indefinitely. 2) Policy Formulation Stage: Issues that have entered the policy agenda are then discussed by policy-makers. These issues are defined and the best solutions are sought from various policy alternatives or options. As in the agenda-setting stage, in the policy formulation stage, each alternative competes to be selected as the action taken to solve the problem. 3) Policy Adoption Stage: Various policy alternatives proposed by policy formulators are eventually adopted for further action in public policy with majority legislative support, consensus among institutional leaders, or court decisions. 4) Policy Implementation Stage: Policy programs must be implemented to become more than just plans. Adopted policies must be executed by government agencies at the local level, often requiring financial and human resources. This stage often involves various interests competing for influence. 5) Policy Evaluation Stage: At this stage, the implemented policy is assessed or evaluated to determine the extent to which it has successfully addressed the problem at hand. This evaluation is conducted based on established criteria to assess the desired implications of the policy. Evaluation can also help identify new policy alternatives or revise existing policies based on previous evaluation results.

Policy evaluation has several important functions. According to Samodra Wibawa (1994), the explanatory function allows evaluation to explain program implementation and generalize the relationships between various aspects of observed reality. The compliance function helps determine whether actions taken by actors conform to the standards and procedures set by the policy. The audit function allows evaluation to determine whether policy outputs truly reach the target groups or if there is leakage or deviation. The accounting function reveals the socio-economic implications of the policy.

Hogwood (1983) views evaluation in the context of societal changes expected as a result or implication of a policy. Policy implications do not always match the plan due to environmental uncertainties and administrative capabilities in policy implementation. Evaluation of policy implications focuses more on outputs and their implications rather than the process. These implications refer to changes in physical or social conditions resulting from policy outputs, which can be new behavioral changes in the target groups (implications) or may not result in new behavioral changes (effects).

Sadhana (2011) states that evaluators must not only assess program effectiveness but also consider various unintended implications, partially desired implications, and implications contrary to desired outcomes. Thomas Dye in Sadhana (2011) categorizes implications into five components: impacts on target groups/environments, impacts on other groups, impacts on the future, impacts on direct costs, and impacts on indirect costs. Islamy (2001) also classifies public policy implications into several categories: anticipated and unanticipated implications, beneficial and detrimental implications, current and future implications, and policy implications on costs, both direct and indirect.

2.2. Zoning-Based Student Admission and Educational Implementation in Schools

The implementation of New Student Admission through the zoning system at SMAN 3 Malang includes several important concepts that influence student learning. New Student Admission is a routine process in student management that is one of the determining factors of the quality of educational institutions. Asri et al. (2016) explain that new student admission is one of the initial activities carried out by educational institutions through a predetermined selection process. New student admission systems can be conducted through two methods: the promotion system, which admits students without prior selection, and the selection system, which admits students through a specific selection process. The operational policy in new student admission includes student capacity based on the actual conditions at the school, including class capacity, criteria for acceptable students, facilities and infrastructure, budget, teaching staff, and the number of retained students.

The initial implementation of the Zoning system in PPDB is regulated in Article 15 of Permendikbud No. 17 of 2017. This system stipulates that schools run by local governments must admit at least 90 percent of prospective

students who live in the nearest zone to the school. The zoning is adjusted by local governments according to local conditions. The remaining 10 percent of the total students is divided into two criteria: five percent for achievement pathways and five percent for students who move residences. New Student Admission considers several criteria in order of priority, including the distance from the residence to the school according to the zoning, age, school exam results, and achievements in academic and non-academic fields.

2.3. Learning Process at High School Level

The learning process at the high school level plays a key role in determining students' learning success. Interaction and communication between teachers and students are crucial to achieving learning objectives. Rustaman (2001) explains that the learning process involves interaction between teachers and students in an educational context. Bafadal (2005) describes learning as an effort to create an effective and efficient learning environment. Jogiyanto (2007) adds that learning is a response to learning situations that result in changes in learning activities. Winkel (1991) explains that learning involves cooperation between teachers and students to exchange information and form useful and sustainable knowledge for students.

Effective learning results in positive behavioral changes in individuals and develops intellectual abilities, critical thinking, and creativity. Student achievement is the result of individual efforts to complete tasks or work. Motivation, both internal and external, plays a significant role in achieving performance. Schools are viewed as systems focused on the teaching and learning process, where teachers act as instructors guiding students to understand themselves and receive direction in the learning process (Abdillah, Sholahuddin, & Sadhana, 2022).

Student achievement evaluation is conducted by assessing how well they understand the lesson material and skills that support the learning process in schools. Skills education plays an important role as a foundation for training work skills that can be expressed through creativity and productivity. Factors influencing school performance include the relative assessment of students' abilities compared to other students and the use of quantitative approaches in assessing learning achievement. Thus, the implementation of New Student Admission through the zoning system is expected to provide equitable access to education and improve the quality of learning at SMAN 3 Malang.

3. METHOD

In this research, a qualitative method was chosen with the researcher as the primary instrument to deeply understand the subject. The study aims to uncover phenomena such as behaviors, perceptions, motivations, and actions of the subjects through the collection and analysis of empirical data. Moleong (2016) states that qualitative research focuses on a comprehensive understanding of the phenomena experienced by subjects, presented in natural words. Using a descriptive qualitative approach, this study aims to provide an in-depth description of the implementation of the Zoning-Based Student Admissions at SMAN 3 Malang.

This research focuses on the implications of the Zoning-Based Student Admissions for the school, teachers, students, and parents. These implications are classified based on life domains such as education, economy, and socio-culture, as well as their nature, whether positive or negative. Additionally, this research identifies parameters related to the implementation of the zoning New Student Admission system, including regulations, socialization, criteria for acceptance, as well as technical guidelines and other policies. This research observes social parameters. The social research method is a scientific approach used to obtain objective, valid, and reliable data, with the aim of discovering, testing, and developing knowledge. This method can be used to understand, explain, and solve problems in the social field (Sholahuddin & Hidayaturrehman, 2021).

The research location is SMAN 3 Malang, selected based on its popularity in the community and academic achievements. Data were collected from students and teaching staff during the 2019/2020 academic year. SMAN 3 Malang was chosen due to the high number of New Student Admission applicants each year, students' interest in excellent programs, annual school exam or national exam with Computer-Based Written mode results, and the number of alumni accepted into public universities. Additionally, surveys from institutions classifying SMAN 3 Malang as a favorite school in Malang City support this selection.

Data collection techniques in this study include observation, interviews, and documentation. Observation involves observing the research subjects to understand their attitudes or conditions. Interviews were conducted with various relevant parties, such as school officials, teachers, students, and parents. Documentation was used to

strengthen data obtained from observations and interviews, utilizing various supporting documents such as official New Student Admission regulations, zoning policy technical guidelines, school data, New Student Admission data, journals, and other relevant literature.

Data analysis was conducted by referring to Prastowo's (2011) views and Moleong's data analysis techniques. The data analysis process includes data collection, data reduction, data classification, data categorization, coding, verification and conclusion, findings, and propositions. The first stage is data collection, which is then reduced by summarizing and focusing on aspects relevant to the research objectives. The reduced data is then classified and organized into specific categories. The coding process assigns codes to categorized data to facilitate analysis, verification, and drawing conclusions. Verification and conclusions are made based on the coded data, supported by strong evidence.

To ensure the validity of the data, this research employs evaluation techniques that include extended participation, enhanced observation, data triangulation, and member checking. Extended participation involves the researcher returning to the field to continue interviews with informants to strengthen bonds and increase data openness. Enhanced observation is carried out to achieve data certainty and a clear sequence of events. Data triangulation involves using additional data sources to check or compare primary data. Member checking is an important step in assessing the credibility of research, where research members check analytical categories, interpretations, and conclusions produced by the researcher, hoping that informants can provide feedback on the compiled data.

This research is expected to provide a deeper understanding of the implications of the Zoning-Based Student Admissions implementation at SMAN 3 Malang, as well as provide a comprehensive overview of various factors influencing the success of the policy implementation.

4. DISCUSSION

4.1. Results of Zoning New Student Admission at SMAN 3 Malang

1) Student Intake 2017-2019

During the period from 2017 to 2019, data on the new student admissions at SMA Negeri 3 Malang reflects the dynamics of zoning and the diverse origins of students. The majority of students accepted were from the city of Malang, with a significant number reaching 813 students, making SMA Negeri 3 Malang the primary choice for many students in the city. This highlights the school's reputation as a leading institution with recognized quality education. Additionally, 69 students came from the Malang Regency, showing the school's appeal extends to surrounding areas, although the number is smaller compared to students from within the city. There are also 13 students from outside Malang City/Regency, indicating that SMA Negeri 3 Malang has a broad appeal beyond the local area, making it a choice for students from various regions in Indonesia.

The zoning policy seems to have successfully reached various districts in the city of Malang. From Klojen District, which contributed the largest number of students, followed by Kedungkandang and Blimbing Districts, to Lowokwaru and Sukun Districts, which also made significant contributions. Meanwhile, Karangbesuki District contributed the fewest students. This reflects how zoning has ensured equitable access to quality education for students throughout the city of Malang.

In the scope of Malang Regency, Singosari District was the largest contributor with 17 students, followed by Pakis District with 16 students, and Dau District with 15 students. This shows that SMA Negeri 3 Malang attracts interest from districts that are quite far from the city center. Pakisaji, Kepanjen, and Lawang Districts also made contributions, although in smaller numbers. Several districts such as Batu, Bululawang, Donomulyo, Jabung, Junrejo, Karangploso, and Sengkaling contributed only one student each, which might reflect access challenges or local preferences for nearby schools.

SMA Negeri 3 Malang also attracted students from outside Malang City/Regency. From Bandung City, there was one student from Cicendo District. Bekasi City contributed one student from East Cikarang District, and Lamongan Regency had one student from Deket-Lamongan District. Jayapura contributed two students, while Timika, Pasuruan, Samarinda, Probolinggo, Bandar Lampung, Bogor, Dogiyai Central Papua, and Blitar each contributed one student. This geographical diversity requires the school to develop programs that can accommodate the needs of students from various backgrounds, ensuring that all students feel welcome and can adapt well.

The student admission pathways to SMA Negeri 3 Malang also varied based on the PPDB Zoning policy. In 2017, out of a total of 292 students accepted, 53.08% or 155 students entered through the zoning pathway, which prioritizes students from the surrounding areas of the school. The achievement score pathway contributed 23.97%, the competition achievement pathway 6.85%, the affirmation pathway 11.64%, and the parental duty pathway 4.45%. In 2018, the number of students accepted increased to 307, with the zoning pathway contributing 48.4%, the achievement score pathway 24.4%, the competition achievement pathway 9.7%, the affirmation pathway 13.0%, and the parental duty pathway remaining stable at 4.2%. In 2019, out of a total of 308 students accepted, 49.03% entered through the zoning pathway, the achievement score pathway 24.03%, the competition achievement pathway 9.74%, the affirmation pathway 13.64%, and the parental duty pathway 3.57%.

Overall, the zoning student admission policy at SMA Negeri 3 Malang shows good efforts in accommodating the various needs of students and their families. With the various admission pathways available, the school can accept students from diverse backgrounds and abilities, creating a diverse and inclusive learning environment. Despite challenges in implementing this policy, such as ensuring the character and quality standards of accepted students, efforts to provide more equitable and fair access to education continue to be supported and improved.

2) Qualification of Achievements and Graduates of Students from Zoning Admissions (2020-2023)

Achievements of Students from Zoning Admissions (2020-2023). Data on student achievements from the zoning admission batch were collected from 2021 to 2023, covering the performance of students who underwent zoning admissions since 2017/2018 and were active up to the 12th grade in 2021-2023. The vertical diagram presented shows that during the 2021-2022 period, there were 119 students at SMAN 4 Kota Malang who achieved academic excellence, while in the 2022-2023 period, this number increased to 148 students. Non-academic achievements also showed an increase, with 22 students achieving non-academic awards in the 2021-2022 period, and this number rose to 38 students in the 2022-2023 period.

SMA Negeri 3 Malang also demonstrated outstanding achievements during the 2021-2022 and 2022-2023 academic years. In 2021-2022, Marcellino Maatita stood out in the academic field by winning various awards, including 1st place in the Biotechnology Application Games UBAYA 2022 and the UNDIP Biology Competition 2021. He also received various other awards at the city and national levels. In the non-academic field, Alifany Mahadewi Agustin and Nugtya Maitsaa Nahdah achieved in the Short Video and Poster Competition at the STIKI Student Competition IX and Aku Masuk ITB 2022. Internationally, Wahyu Ramadhani Tita Habsari won a Silver Medal in the International Science Qualification Olympiad. Other notable achievements were made by Dzurrotun Nasihati Almikba and Ian Prayata Argyan Whiramukti at the national level.

In the 2022-2023 academic year, academic achievements continued to shine with Syifa Ayu Anindyah winning a gold medal in the National Geography Olympiad and Elsa Fitria Rahmadani winning multiple medals in Islamic Education, English, and Biology. Chiquita Apsari Diyanti also excelled by winning gold and silver medals in Biology. Non-academic achievements were made by Muhammad Luqman Hakim in fencing and Faula Najwa Habibah in the Kata Individual PI category for East Java high schools. Amanda Raudhotul Agus Anugrah Putri won various medals in English and science, and Dinda Jelita Rahmadinanti achieved multiple medals in Chemistry, Biology, Astronomy, Geography, and English.

These successes are not separate from the support and guidance from the school, teachers, and parents, creating a conducive learning environment. These achievements demonstrate the quality of education provided by SMA Negeri 3 Malang and foster a healthy competitive culture within the school. Challenges faced by students include managing time between studying, practicing, and resting, as well as maintaining strong mental resilience to face competition pressure.

Graduate Data from Zoning Admissions (2020-2023). The data on graduates from the zoning admission batch also show a positive trend in continuing studies to higher education. In 2020, out of 303 students, 187 students (61.7%) continued their education, increasing to 88.8% in 2021 with 309 out of 348 students continuing their studies, and 75.8% in 2022 with 213 out of 281 students continuing their education. Public / government universities and Polytechnics remained the top choices, with consistently high numbers each year. In 2020, 183 out of 187 students chose PTN or Polytechnics, increasing to 296 out of 309 students in 2021, and slightly decreasing to 206 out of 213 students in 2022.

Although not as significant as government university, non-government universities (Perguruan Tinggi Swasta / PTS) remained a choice for some students, with 4 students in 2020, 10 students in 2021, and 6 students in 2022. The pathway to study abroad, although small, still existed, with 1 student in 2021 choosing to continue their studies at Zhejiang University of Technology, China. Government schools (officialdom schools) also became a choice, albeit not significant, with 1 student in 2021 taking government school at PKN STAN (Politeknik Keuangan Negara - Sekolah Tinggi Akuntansi Negara / State Financial Polytechnic - State College of Accountancy).

Overall, the achievements of SMA Negeri 3 Malang students and their commitment to continuing education demonstrate the quality of education provided by the school. The moral and material support from the school, teachers, and parents form a strong foundation for students to optimally develop their potential. These achievements also contribute positively to the development of education in Indonesia and inspire other students to continue to excel.

4.2. Findings on the Implications of Zoning-Based Student Admissions on Education Participants

1) Implications of Zoning-Based Student Admissions on School Management

The Zoning-Based Student Admissions policy has brought significant changes to school management in Indonesia. This policy, which prioritizes student admissions based on the distance from their residence, aims to ensure equitable access to education. However, its implementation presents challenges and opportunities that require adjustments in various aspects, including education, economy, and socio-culture.

Educational Implication. In the educational aspect, the Zoning-Based Student Admissions policy forces schools to accept students based on their proximity rather than solely on academic competence (Rudi, 2019). This has led many schools to face issues related to students' academic and behavioral competencies. To address this, schools have made various adjustments to their rules and character development programs. One such measure is the "Character Officer" program, which aims to mentor students in terms of discipline and behavior. This program is crucial, especially for new students who exhibit character issues.

Additionally, schools have noticed a decline in the academic competencies of new students. To address this positively, policies for character building and special academic mentoring have been implemented. Schools have developed educational policies focusing on strengthening character during the first 3 to 6 months of a student's entry. This initiative aims to establish a strong character foundation that is expected to support academic competency improvement. At the end of each semester and before graduation, schools enhance academic competencies to ensure graduates maintain high quality and are competitive for university entrance. This program includes intensive mentoring for students who are still considered academically lacking.

Economic Implication. From an economic perspective, the Zoning-Based Student Admissions policy also brings challenges related to the economic backgrounds of the admitted students. Many students from the affirmation track come from low-income families. To address this issue, schools implement a cross-subsidy policy, where students from affluent families contribute more, and these funds are used to support the needs of less fortunate students. Adjustments to the new regulations in the Zoning-Based Student Admissions policy require additional resource allocation. School management must adjust the admission process budget and other operational budgets. Schools experience a decrease in income from parental contributions due to the need to align with the economic conditions of the surrounding community in the zoning area. For academically capable but financially disadvantaged students, schools strive to obtain additional support. The cross-subsidy policy not only helps meet their basic needs but also supports their achievement enhancement. Schools provide various forms of assistance to high-achieving students to help them continue to develop despite their less favorable economic backgrounds (Musfah, 2018).

Socio-Cultural Implication. In the socio-cultural aspect, the implementation of the Zoning-Based Student Admissions policy has led to cultural shock in schools. Many students come from diverse social backgrounds, including problematic areas. This creates challenges in maintaining a conducive learning culture and strengthening student character. To address this, schools develop programs to adjust learning cultures and character for students who need reinforcement. One important policy is the establishment of special classes, such as olympiad classes, for students with high academic abilities and potential. These classes help maintain academic stability and motivate other students. Additionally, students with varied competencies are balanced out to create an inclusive and supportive learning environment.

Schools also need to be vigilant about the dynamics of friendships and social interactions among students. Students from socially problematic areas are monitored more closely to prevent negative influences on other students

(Zubaedi, 2015). Schools strive to segregate students with negative characteristics and provide special attention to prevent them from affecting the learning environment. School management in facing the implications of the Zoning-Based Student Admissions policy involves policy adjustments in various aspects. Challenges that arise in the educational, economic, and socio-cultural fields are addressed with strategies focusing on character development, academic mentoring, cross-subsidy policies, and learning culture adjustments. With this comprehensive approach, schools hope to maintain educational quality while providing more equitable access to all community levels.

2) Implications of Zoning-Based Student Admissions on Teachers

Zoning-Based Student Admissions represent a policy that has brought significant changes to school management in Indonesia. This system, which prioritizes students based on their proximity to the school, aims to create more equitable educational access. However, its implementation poses challenges and opportunities that require adaptation in school management, particularly in educational, economic, and socio-cultural aspects.

Educational Implication. In the educational aspect, Zoning-Based Student Admissions requires schools to admit students based on geographical proximity, without strictly considering academic competencies as typically done by favored schools (Danugroho, 2022). This has led to increased diversity in academic competencies within classrooms, demanding teachers to adapt to these new conditions. Teachers face difficulties in adjusting to the characteristics of students who are not as academically advanced as those traditionally admitted to favored schools. However, gradually, they are adjusting their approach and teaching methods, especially in implementing specific character and academic development.

Schools have established policies focused on character building during the first 3 to 6 months of the school term. Teachers are actively involved in implementing character-focused learning. A major challenge faced is the difficulty in managing the changing dynamics within classrooms composed of students from different backgrounds and areas. Teachers struggle with fostering student character, especially in terms of discipline and positive attitudes, due to the emphasis on proximity from home to school in student admissions. To address these challenges, schools develop programs aimed at strengthening student character. One approach used is to provide praise and rewards to students as motivation, while zero punishment is applied to maintain high student learning spirits. Teachers play a role in managing student discipline with a greater focus on building positive character (Bear, 2010; Zurqoni et al., 2018; Yeager & Dweck, 2012).

Economic Implication. From an economic perspective, although teachers are not directly affected by financial changes, schools must adjust budgets and available resources to manage the diverse needs of students. Many students admitted through zoning come from lower to middle-income backgrounds. To address this, schools implement a cross-subsidy policy where students from affluent families contribute more, which is then used to support the needs of less fortunate students.

Socio-Cultural Implication. In the socio-cultural aspect, the implementation of PPDB Zonasi has caused cultural upheaval within school environments. Teachers face challenges in adapting to the varied behaviors of students. Many students admitted come from diverse backgrounds, including socially problematic families. This affects classroom dynamics and demands teachers to manage student character and discipline more carefully. Teachers adjust their management of student character and discipline with a more personal mentoring approach and without punishment. Focusing on building positive character and motivating students through praise and rewards is a key strategy in addressing these challenges. The zero punishment approach is applied to reduce the negative effects of punishment on student motivation.

Additionally, schools develop programs to adjust learning cultures and character for students who need reinforcement. This approach helps create a more inclusive learning environment and supports the development of positive student character. Teachers play a crucial role in providing mentoring and support to students, helping them adapt to the new and diverse learning environment.

School management in addressing the implications of Zoning-Based Student Admissions requires policy adjustments and comprehensive strategies in various aspects. Challenges in educational, economic, and socio-cultural fields are addressed through policies focused on character building, academic mentoring, cross-subsidy, and learning culture adjustments. Teachers play a key role in implementing these policies, adapting to classroom dynamics, and providing necessary support to ensure student success. With this holistic and adaptive approach, schools aim to provide more equitable and quality educational access to all students, regardless of their backgrounds.

3) Implications of Zoning-Based Student Admissions on Students

Zoning-Based Student Admissions, a policy prioritizing students' proximity to schools, has brought significant changes to the education system in Indonesia. While aiming to enhance more equitable educational access, this policy poses various challenges and significant changes, especially in educational, economic, and socio-cultural aspects impacting students (Taridala & Anwar, 2023).

Educational Implication. In the realm of education, Zoning-Based Student Admissions benefits students with minimal competencies who reside near preferred or favored schools. They benefit from their proximity status, allowing them entry into schools that were previously difficult to access. However, for students residing outside the zone, access becomes more limited. Competition for spots in favored schools intensifies as the zoning system prioritizes students living closer.

On the other hand, this policy also presents challenges for high-achieving students who live far from favored schools. They must compete with nearby students despite having higher grades. This creates an imbalance in student admissions, where highly performing students may not secure spots in favored schools solely due to distance factors. For admitted students, the biggest challenge lies in adjusting to a new environment. Many students from diverse backgrounds, including areas with social issues, are accepted into favored schools. This diversity in student characteristics within one classroom demands that students adapt to cultural and behavioral differences.

Students also face greater academic challenges. Varied student competencies within one class make the learning process more complex. Students with lower competencies may feel left behind, while high-achieving students may feel underchallenged. To address this, schools develop intensive character-building and academic mentoring programs. This approach aims to help students with varying abilities to continue developing and reach their maximum potential.

Economic Implication. From an economic perspective, Zoning-Based Student Admissions provides greater access for students from less affluent families to attend favored schools. Many admitted students come from lower to middle-income backgrounds, giving them a better chance at receiving quality education. However, this also poses challenges in terms of student welfare. Many students from less affluent families require additional support in the form of financial aid for school and daily needs. Schools implement a cross-subsidy policy where students from affluent families contribute more, which is then used to support the needs of less affluent students. This step is expected to help reduce economic disparities among students (Jacobs & Van Der Ploeg, 2006; Massy, 1996).

Socio-Cultural Implication. In terms of socio-cultural aspects, the implementation of Zoning-Based Student Admissions leads to changes in social dynamics within schools. Many admitted students come from diverse social backgrounds, including socially problematic areas. This requires students to adapt to a more diverse and complex environment. Students must learn to appreciate differences and build positive relationships with peers from various backgrounds.

To assist students in adapting, schools develop programs for adjusting learning cultures and character. These programs aim to help students understand and appreciate differences, as well as build positive attitudes toward the new learning environment (Nurasiah et al., 2022). This approach is expected to create an inclusive and supportive learning environment where all students feel valued and supported in their development.

Overall, the implementation of Zoning-Based Student Admissions brings significant changes to the education system in Indonesia. Despite presenting various challenges, this policy also offers opportunities to create more equitable educational access. With appropriate adjustments in school management, this policy is expected to provide greater benefits for all students, regardless of their backgrounds.

4) Implications of Zoning-Based Student Admissions on Parents

The policy of Zoning-Based Student Admissions in Indonesia has significant implications for parents, especially regarding school selection and their involvement in their children's education. Parents limited by zoning may feel disappointed if their children cannot enter the desired school. Additionally, they face challenges in providing financial and moral support for their children. To address this, schools need to enhance communication and cooperation with parents, provide clear information about policies and school programs, and actively involve parents in various school activities to build strong support for their children's development.

Educational implications. Theoretically, these educational implications can be understood through several educational and sociological theories. Pierre Bourdieu's theory of social capital, for instance, posits that access to quality education can enhance an individual's social capital (Grenfell, 2014). Parents whose children are accepted into top schools because of the zoning policy feel that they have successfully utilized social capital in the form of their residential location to provide educational advantages for their children. However, this zoning policy is not without limitations, causing disappointment and frustration for some parents, especially those who live outside the zones of favored schools. Even if their children have good academic abilities, zoning factors prevent them from being accepted into the desired schools. This limitation results in deep dissatisfaction, as parents feel their children's right to quality education is hindered by geographical constraints.

This situation can be explained through John Rawls' theory of justice, which emphasizes the importance of the fair distribution of resources in society (Pogge, 2007; Chapman, 1975). In the context of Zoning-Based Student Admissions, the policy aims to distribute educational access more evenly. However, implementing a policy that only considers distance without considering students' academic abilities can create new injustices for those who feel disadvantaged by the policy. Furthermore, the Zoning-Based Student Admissions policy also impacts parents' involvement in their children's education. Many parents, especially those from lower economic backgrounds, face significant challenges in terms of time and opportunity to be actively involved in their children's education. Work demands often make it difficult for them to accompany and monitor their children's academic progress directly.

In this context, school management has a significant responsibility to create a conducive and inclusive learning environment. Schools need to collaborate with parents to ensure that despite zoning limitations, every child still receives quality education. This includes providing additional support for parents with limited time and resources, enabling them to be more involved in their children's educational process. A holistic and collaborative approach between schools and parents is crucial to overcoming various challenges arising from the Zoning-Based Student Admissions policy.

Economic implication. The Zoning-Based Student Admissions policy also brings significant economic implications for parents. With the zoning system in place, many children can attend schools near their homes, directly reducing the transportation costs that parents must bear. This saving is very helpful, especially for families from lower economic backgrounds, as the savings on transportation costs can be allocated to other more urgent needs.

However, the zoning policy also poses unexpected financial challenges for some parents. Some schools, especially high-quality ones, have higher financial demands. This includes higher school contributions and additional costs for extracurricular activities or student capacity building. Parents whose children enter these schools must adjust their budgets to meet these demands, which can be an additional financial burden. This condition creates a dilemma for parents who, on the one hand, want to provide the best education for their children but, on the other hand, must face the financial realities that are burdensome.

This situation can be analyzed using rational choice theory in economics, where parents must make difficult decisions by considering the benefits and costs of each option (Green, 2002). They may have to sacrifice other expenditures to meet the higher school demands or choose more affordable schools that may not be as good as their favorite schools. This decision often involves long-term considerations about investment in their children's education and its implications for the family's future well-being.

The Zoning-Based Student Admissions policy also brings complex socio-cultural implications for parents. High expectations are placed on this policy, especially in terms of creating a good and high-achieving social environment for their children. Parents believe that if their children are accepted into nearby schools considered of good quality, the children will be in a positive environment that supports their character and academic development. This expectation is based on the belief that a good social environment will positively influence, encouraging children to achieve more and develop well in moral and intellectual aspects.

However, this zoning policy also raises concerns among parents regarding the character development of their children. With a strong emphasis on distance in student acceptance, schools cannot determine the quality character standards of the accepted students. As a result, there are concerns that children will be influenced by a social environment that is not conducive, especially if there are students with problematic characters or social backgrounds. Parents worry that interactions with peers who have negative influences could damage their children's character development and hinder their academic achievement (Nabila & Desmon, 2022).

In facing this situation, school management plays a crucial role in ensuring that the social environment in schools remains conducive to the character and academic development of students (Kutsyuruba, Klinger, & Hussain, 2015). Schools must be proactive in creating comprehensive and inclusive character development programs that not only focus on academic achievements but also on developing moral and ethical values. Involving parents in this process is also very important so they can contribute to creating a positive and supportive environment for their children.

With a collaborative and holistic approach, schools and parents can work together to address the challenges arising from the Zoning-Based Student Admissions policy. Schools need to ensure that despite limitations in selecting students based on zones, they can still provide a safe and supportive environment for all students. This includes paying special attention to students who may have character or social background issues and providing the necessary guidance and support to help them integrate well into the school environment.

5. CONCLUSION

5.1. Implications of Zoning-Based Student Admissions on Education Quadrants at SMA Negeri 3 Malang

The implementation of Zoning-Based Student Admissions at SMA Negeri 3 Malang has significant implications for four education participant quadrants: school management, teachers, students, and parents. This system creates challenges and opportunities for all participants in adapting to the goal of creating more equitable access to education.

Implications for School Management: School management must adjust policies and governance because the zoning system requires them to accept students based on the distance of residence rather than solely on academic competence. This demands the school manage students with diverse academic backgrounds. To address this challenge, the school develops character-building and academic mentoring programs during the first three to six months to establish a strong character foundation and support the improvement of students' academic competencies. Economically, the school management must adjust the operational budget due to a decrease in income from parental contributions, so a cross-subsidy policy is applied to support students from less privileged families. Socially and culturally, the school faces challenges in maintaining a conducive learning culture given the diverse social backgrounds of students. Cultural adjustment programs and the formation of special classes like olympiad classes are developed to maintain academic stability and motivate other students.

Implications for Teachers: Teachers at SMA Negeri 3 Malang face challenges in adjusting their teaching methods to the diverse academic competencies of students. They must work harder to adapt to students who are no longer as academically superior as before. A more personal and non-punitive character-building approach is applied to maintain students' learning enthusiasm. Teachers are also actively involved in programs that strengthen students' character, such as giving praise and rewards as motivation. Although economically teachers are not directly impacted, they must work within a school budget adjusted to meet the diverse needs of students. Socially and culturally, teachers face difficulties in adjusting to diverse student behaviors and managing student character and discipline with a more careful approach.

Implications for Students: For students, Zoning-Based Student Admissions bring their own advantages and challenges. Students with minimal competencies living close to favored schools have a greater chance of being accepted, while students living outside the zone face more limited access. Economically, students from less fortunate backgrounds receive support through cross-subsidy policies, creating a more inclusive environment. However, socially and culturally, the diverse social backgrounds of students pose challenges in maintaining school discipline and order, with increased cases of juvenile delinquency.

Implications for Parents: Parents feel the implications of Zoning-Based Student Admissions, both benefits and challenges. They benefit when their children can enter top schools due to the proximity factor, although the limitation in choosing favored schools causes disappointment for those living outside the zone. Economically, the savings on transportation costs alleviate parents' financial burdens, but financial demands from top schools can become an additional burden. In terms of social and cultural aspects, parents worry about the social environment's influence on their children, but character-building programs and parental involvement in school activities can help alleviate these concerns.

Overall, the implementation of Zoning-Based Student Admissions at SMA Negeri 3 Malang requires comprehensive policy and strategy adjustments in various aspects. Educational, economic, and socio-cultural challenges are responded to with a holistic and adaptive approach, with the hope of providing more equitable and quality educational access for all students.

5.2. Classification of the Implications of Zoning-Based Student Admissions on Education Quadrants at SMA Negeri 3 Malang

The implications of the implementation of Zoning-Based Student Admissions can be classified into three main aspects: educational, economic, and socio-cultural, affecting school management, teachers, students, and parents.

Educational Implication: Zoning-Based Student Admissions force schools to accept students based on the distance of residence rather than academic competence, leading to increased diversity in academic competencies within the classroom. School management develops character-building and academic mentoring programs for new students. Teachers face challenges in adjusting their teaching methods to the diverse characteristics of students and applying a more personal character-building approach. Students must adapt to classmates with diverse competencies, while parents benefit from their children being accepted into favored schools due to proximity.

Economic Implication: Zoning-Based Student Admissions bring economic challenges and opportunities for school management, teachers, students, and parents. School management must adjust the operational budget due to a decrease in income from parental contributions and apply a cross-subsidy policy to support students from less privileged families. Teachers are not directly impacted economically but work within an adjusted school budget. Students from less fortunate economic backgrounds receive financial support from the cross-subsidy policy, while parents benefit economically from the savings on transportation costs.

Socio-Cultural Implication: Zoning-Based Student Admissions pose challenges in maintaining a conducive learning culture at SMA Negeri 3 Malang. School management must manage the diverse social backgrounds of students to create an inclusive and supportive learning environment. Teachers face difficulties in adjusting to diverse student behaviors and managing student character and discipline with a more careful approach. Students face challenges in maintaining school discipline and order, while parents worry about the social environment's influence on their children.

Overall, the classification of the implications of Zoning-Based Student Admissions at SMA Negeri 3 Malang shows the complexity and multifaceted nature of the implications felt by various parties involved in education. Educational, economic, and socio-cultural implications are interconnected and require a holistic approach to respond to the challenges and opportunities faced. With a deep understanding of these implications, efforts can be made to minimize negative implications and strengthen positive ones, creating a more inclusive, equitable, and quality educational environment for all students.

REFERENCES

- Abdillah, K., Sholahuddin, A., & Sadhana, K. (2022). Study of Teacher performance implementation of staffing policies in Training and Basic Education in Probolinggo Regency of Indonesia. *International Journal of Research in Social Science and Humanities (IJRSS)* ISSN: 2582-6220, DOI: 10.47505/IJRSS, 3(8), 28-35.
- Adi, S. (2019). Implementasi Permendikbud Nomor 14 Tahun 2018 Tentang Kebijakan Sistem Zonasi Di Smp Se-Kecamatan Pengadegan Kabupaten Purbalingga (Doctoral dissertation, IAIN Purwokerto).
- Alabugin, A., Aliukov, S., & Alabugina, R. (2016). Managing Cooperation Between Business And University: Quality Assurance Using Sustainable Development Indicators From A Knowledge Management System. *ICERI2016 Proceedings*, 1. <https://doi.org/10.21125/iceri.2016.0059>
- Aldim, A., Sholahuddin, A., & Sadhana, K. (2018). Policy implementation of nazhir endowments. *Journal International Research Journal of Engineering, IT and Scientific Research*, 4(2), 63-72.
- Anderson, P. D. (1979). *The environmental policy arena and public interest politics*. Purdue University.
- Bear, G. G. (2010). *School discipline and self-discipline: A practical guide to promoting prosocial student behavior*. Guilford Press.
- Boateng, S., Asare, D., Manu, P. T., Sefah, E. A., & Adomako, J. (2021). Relationship between students' home background and their academic performance: A case of some selected senior high school students in rural districts in Ashanti Region, Ghana. *Journal of education*, 201(3), 153-161.
- Chapman, J. W. (1975). Rawls's theory of justice. *American Political Science Review*, 69(2), 588-593.
- Chen, G., & Weikart, L. A. (2008). Student background, school climate, school disorder, and student achievement: An empirical study of New York City's middle schools. *Journal of School Violence*, 7(4), 3-20.

- Danugroho, A. (2022). Pendidikan dalam kacamata ketahanan nasional (Vol. 1). Jejak Pustaka.
- Dunn, William, 2003. Analisis Kebijakan Publik, Yogyakarta : Gadjah Mada University.
- Green, S. L. (2002, May). Rational choice theory: An overview. In Baylor University Faculty development seminar on rational choice theory (pp. 1-72).
- Grenfell, M. (Ed.). (2014). Pierre Bourdieu: key concepts. Routledge.
- Haryanti, D. (2017). Keterlibatan Keluarga Sebagai Mitra Pendidikan Anak. Noura, 1(1).
- Hogwood, B. W. (1994). A reform beyond compare? The Next Steps restructuring of British central government. *Journal of European Public Policy*, 1(1), 71-94.
- Hogwood, B. W. (1995). Public policy. *Public Administration*, 73(1), 59-73.
- Jacobs, B., & Van Der Ploeg, F. (2006). Guide to reform of higher education: a European perspective. *Economic Policy*, 21(47), 536-592.
- Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: a review of the literature. *Review of Education*, 3(2), 103-135.
- Lester, J. P., & Stewart, J. (2000). *Public Policy: An Evolutionary Approach* Wadsworth. Stamford. USA.
- Lindblom, Charles E. 1986. *Proses Penetapan Kebijaksanaan*. Cetakan Ke-2. Erlangga. Jakarta.
- Maryani, E. (2022). Pendidikan profesi guru (PPG) sebagai cara untuk menjadikan guru menjadi profesional. *GUAU: Jurnal Pendidikan Profesi Guru Agama Islam*.
- Massy, W. F. (Ed.). (1996). *Resource allocation in higher education*. University of Michigan Press.
- Musfah, J. (2018). *Analisis Kebijakan Pendidikan Mengurai Krisis Karakter Bangsa*. Prenada Media.
- Nabilla, S., & Desmon, D. (2022). Pengaruh Lingkungan Terhadap Perkembangan Anak. *Jurnal Ilmiah Zona Psikologi*, 4(3).
- Nurasiah, I., Sumantri, M. S., Nurhasanah, N., & Casmana, A. R. (2022, May). Cultural values' integration in character development in elementary schools: the sukuraga as learning media. In *Frontiers in Education* (Vol. 7, p. 849218). Frontiers Media SA.
- Pogge, T. (2007). *John Rawls: His life and theory of justice*. Oxford University Press, USA.
- Prstowo, A. (2011). *Memahami Metode-Metode Penelitian: Suatu Tinjauan Teoritis dan Praktis*. Yogyakarta: Ar-Ruzz Media.
- Putra, A. (2024). Dampak peran orang tua terhadap perkembangan sosial dan emosional anak. Circle Archive.
- Rudi, M. (2019). Efektivitas Penerimaan Peserta Didik Menggunakan Sistem Zonasi Dalam Meningkatkan Mutu Sekolah. *Pedagogi: Jurnal Ilmu Pendidikan*, 20(10), 1-8.
- Saadah, N., Wastri, L., & Trisoni, R. (2023). Analisis Kebijakan Sistem Penerimaan Peserta Didik Baru Serta Implikasinya Terhadap Kualitas Pendidikan. *Al-Qalam: Jurnal Kajian Islam Dan Pendidikan*, 15(2), 227-238.
- Sadhana, Kridawati. (2011). *Realitas Kebijakan Publik*. UM PRESS, Malang, i-380. ISBN 979-495-954-5
- Saputro, A. N., Surbakti, N., Hum, S. H. M., & ... (2013). Peran Reserse Sebagai Penyidik Dalam Tindak Pidana Pencurian Dengan Pemberatan (Studi Kasus Di Polresta Surakarta, Polres Sragen Dan Polres Sukoharjo). eprints.ums.ac.id.
- Sholahuddin, A., & Hidayatullahman, M. (2021). *Metodologi Penelitian Sosial Perspektif Kualitatif Kuantitatif*. Malang: PT. Literindo Berkah Karya.
- Solichin, M., & Kutsi, I. (2019). Implementasi Permendikbud Nomor 14 Tahun 2018 tentang Penerimaan Peserta Didik Baru Berbasis Sistem Zonasi pada Tingkat Madrasah Ibtidaiyah/Sekolah Dasar di Kecamatan Jombang. *Dirasat: Jurnal Manajemen dan Pendidikan Islam*, 5(1), 20-39.
- Taridala, S., & Anwar, R. (2023). TRANSFORMASI EDUKASI: Mengoptimalkan Kinerja Guru dan Kualitas Layanan Melalui Program Merdeka Belajar. *Feniks Muda Sejahtera*.
- Ulfah, Asri. dkk. 2016. "Efektivitas Penerimaan Peserta Didik Baru (PPDB) Melalui Sistem Penerimaan Peserta Didik Online". Diakses pada [http:// pasca.um.ac.id/confer-ences/ index.php](http://pasca.um.ac.id/conferences/index.php)
- Werdiningsih, R. (2020). Kebijakan Sistem Zonasi Dalam Perspektif Masyarakat Pendidikan. *Public Service and Governance Journal*, 1(02), 181-199.
- Wibawa, Samudra. (1994) *Evaluasi Kebijakan Publik*. Jakarta: PT. Raja Grafindo Persada.
- Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational psychologist*, 47(4), 302-314.
- Zubaedi, M. A. (2015). *Desain Pendidikan Karakter*. Prenada Media.

Zurqoni, R., Apino, E., & Anazifa, R. D. (2018). Impact of character education implementation: A goal-free evaluation. *Problems of Education in the 21st Century*, 76(6), 881.