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SCHOOL EFFORTS IN INCREASING THE QUALITY OF EDUCATION WHICH DECREASED DUE TO THE PPDB ZONATION SYSTEM

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Abstract

The purpose of enacting the Regulation of the Minister of Education and Culture No. 17 of 2017 concerning Acceptance of New Students (PPDB) with the zoning system, is for equal distribution of quality and access to Indonesian education. However, it turns out that equality of quality education has not been achieved so far, and is even suspected of reducing the quality and output of these schools. Students' learning motivation becomes low, confusion of teachers who teach students who are more intellectually heterogeneous. The school's efforts to improve the quality of education which has declined as a result of the zoning system policy are by seeking anticipation from the side of the school principal, teachers, students, infrastructure and the involvement of parents and the community. Schools are at the forefront in dealing with the problem of the declining quality of education. Schools must be able to innovate and anticipate and update as quickly as possible.

Keywords: School Efforts, Quality Of Education, PPDB Zoning System

Abstrak

Tujuan dari diberlakukannya Peraturan Menteri Pendidikan dan Kebudayaan No 17 Tahun 2017 tentang Penerimaan Peserta Didik Baru (PPDB) dengan sistem zonasi, adalah agar terjadinya pemerataan kualitas dan akses pendidikan Indonesia. Namun ternyata pemerataan pendidikan yang berkualitas belum tercapai hingga saat ini, bahkan ditengarai dapat menurunkan mutu dan output sekolah tersebut. Motivasi belajar siswa menjadi rendah, kebingungan guru yang mengajar peserta didik yang lebih heterogen secara intelektual. Upaya sekolah dalam meningkatkan kualitas pendidikan yang menurun akibat dari kebijakan sistem zonasi adalah dengan mengupayakan antisipasi dari sisi kepala sekolah, guru, siswa, sarana pra sarana serta keterlibatan orang tua dan masyarakat. Sekolah menjadi garda terdepan dalam menangani permasalahan turunnya kualitas pendidikan ini. Sekolah harus mampu berinovasi dan melakukan antisipasi serta pembaruan secepat mungkin.

Kata Kunci: Upaya Sekolah, Kualitas Pendidikan, PPDB Sistem Zonasi

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INTRODUCTION

Quality human resources (HR) is a characteristic of a developed country. And good education is decisive in producing quality human resources (Pratiwi, 2020). For the Indonesian people, the mandate of the purpose of education to educate the life of the nation has long been outlined

by our predecessors in the Preamble of the 1945 Constitution paragraph 4, this is none other than so that the Indonesian people can progress and be on an equal footing with other nations.

Quality education is what can produce quality graduates as well, which are in accordance with the needs of the state and society (Sujana, 2019). In organizing an education, a school institution has a very important role, because through the process of teaching and learning activities, schools have realized an increase in the quality of human resources (Bakkenes in Al-Amien & Santosa, 2021).

Because you want the output to be of good quality, the easiest way is to only accept students who are already accomplished and have good grades. Then the phenomenon of favorite schools emerged and many people scrambled to get their children there. Even though that is not what is meant by quality schools, because favorite schools as described above are not the same as superior or quality schools (Joko et al., 2020).

So since the issuance of Minister of Education and Culture Regulation No. 17 of 2017 concerning Acceptance of New Students (PPDB), the zoning system for school PPDB has come into effect. This aims to equalize the quality and access to education (Safarah & Wibowo, 2018) in Indonesia. However, it turns out that equality of quality education has not been achieved so far, there are still many gaps in the quality of education (Mahpudin, 2020). Not only has the quality of schools not been achieved evenly, it is even suspected that this has reduced the quality and output of these schools. Starting from low student learning motivation to teacher confusion teaching students who are more intellectually heterogeneous.

What the author wants to highlight is what efforts have been made to overcome the impact of the zoning system imposed by this government. What are the school's efforts to improve the quality of education which are felt to have decreased as a result of the PPDB zoning system policy.

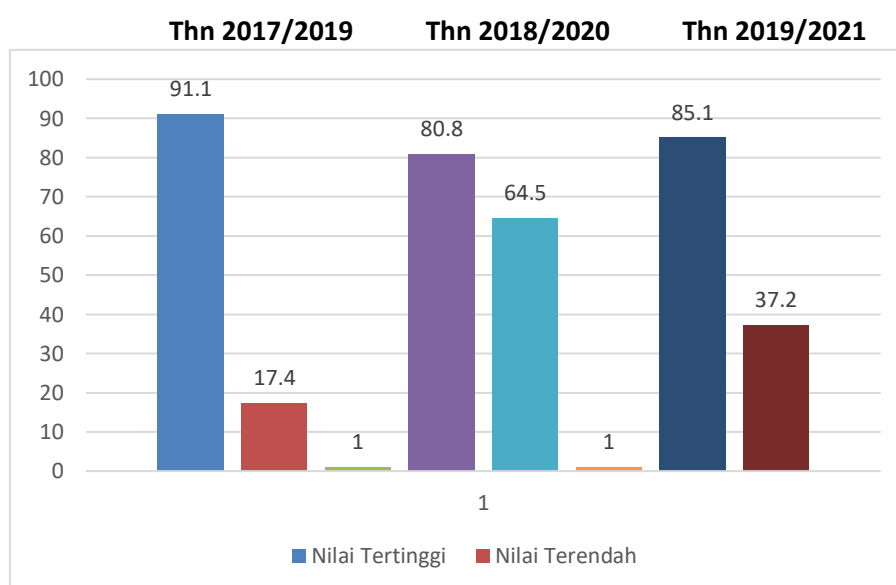


Figure 1. Composition of the Percentage of Students in Each Public Middle School in the City of Yogyakarta Based on Mathematics Scores in the Regional Semester Final Examinations

Source: (Smeru Research Institute, 2022)

The application of zoning to the acceptance of new students in the field has in fact caused turmoil. Of course there are positive impacts that are expected by the government, but there are also negative implications that are felt by the community (Widyastuti, 2020; Hubaib & Biantary, 2022)

1. Zoning Impact for Students

- a. The choice of the closest school to the domicile means that prospective students do not have many choices. If you want to enter a favorite school that is considered qualified, you have to compete strictly through report card scores with a very limited quota.
- b. Motivation to learn and compete among students also decreased. Because the implementation of the zoning system will inevitably reduce their options to compete to enter schools that are considered quality. So that the high value now is not something that should be pursued too much by students.
- c. Because there is heterogeneity (figure 1) in the class, where students who easily follow one class lesson with students who are very slow in learning, make these fast learners easily bored and lose motivation, because the teacher will repeat the lesson so that all students understand. This makes fast learner students experience demotivation and lose the opportunity to learn more deeply.
- d. It is felt unfair for students who already have many achievements but still cannot enter the school they desire. This happens because the achievement track quota is limited (figure 2), some may even not be able to enter public schools at all even with the zoning route because the distance from their house is insufficient.
- e. Cases of student delinquency tend to increase (Ula & Lestari, 2020), ranging from being impolite and respecting teachers, being disorderly in class, violating school rules, to fighting between students.

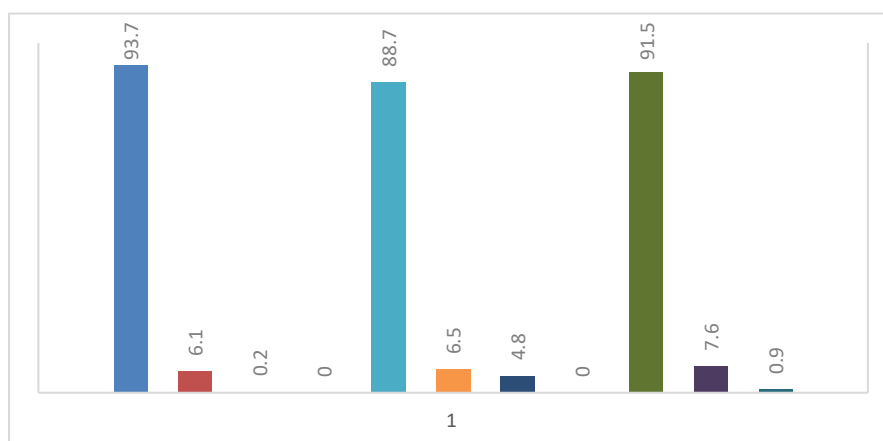


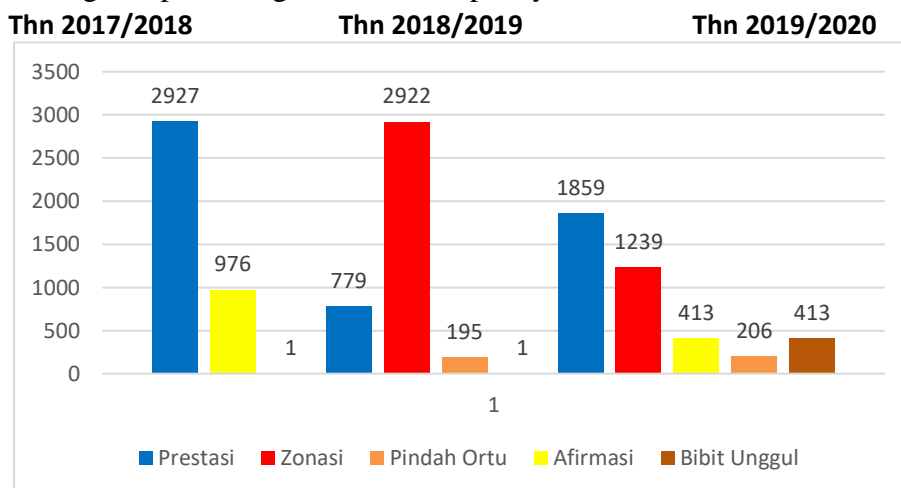
Figure 2. Percentage of 2019/2020 SMP level PPDB pathways in several big cities
Source: Center for Policy Research Ministry of Education and Culture Agency for Research and Development and Bookkeeping (Kemdikbud, 2020b)

2. Zoning Impact for Teachers

- a. Teachers have difficulty finding appropriate learning methods because they face heterogeneous students earlier (Ministry of Education and Culture, 2020a). The varying academic abilities and capacities of students in one class make it difficult for teachers to

provide teaching that can be understood by all students, especially with the demands of a standardized curriculum.

- b. With the heterogeneous condition of students (figure 3), it will be difficult for teachers to do justice. On the one hand, students who are slow learners have the right to receive teaching that they can understand, but on the other hand, fast learner students also have the same right to deepen learning. If the teacher is unable to practice and learn more about new learning methods and handling the character of students who are very diverse, then this condition will make the students disadvantaged.
- c. Especially for senior teachers, it is difficult to deal with and condition students in class. Even learning and practicing to increase capacity is difficult.



**Number of students from 46 junior high schools in Yogyakarta City*

Figure 3. The Number of Students The Impact of Changes in the PPDB Track in the City of Yogyakarta

Source: (Smeru Research Institute, 2022)

3. Zoning Impact on Schools

- a. Student grades tend to decrease, especially in subjects that require a lot of cognitive understanding, so that the school's image also decreases
- b. For schools that are not strategically located, there will be a shortage of students. Because schools were not built in a zoning system from the start (Thoah & Ghazali, 2020).
- c. The zoning system which has the aim of equalizing the quality of education makes the demands on the school even more severe. The school's task in equating quality will not be easy, because it involves many factors.

4. Zoning Impacts on the Community

- a. Reducing traffic jams during student pick-up and drop-off hours, but this is still not significant
- b. Parents of students can save on transportation costs because the school's location is close to their domicile,
- c. Parents of students who live close to the school will find it very easy to get access to education, without any further conditions
- d. However, for students who are a little further from school, it will be difficult to enter the school through the zoning route. There are other paths such as achievements and affirmations, but the requirements are quite tough. On the other hand, there are bureaucratic irregularities where many members of the public issue transfer documents or change family

cards to domicile locations close to schools. And after 5 years since the implementation of the zoning system this is still happening.

In this study the authors want to focus on problems related to schools and what schools can try to improve. Because as a temporary consequence of implementing the zoning pathway PPDB is a decrease in the quality of education, it is necessary to make efforts for schools to improve the quality of education which has decreased due to the PPDB zoning system. So that schools can improve their quality, students get their rights, namely a good education, and schools can then gain the trust of the wider community.

METHOD

The method used in this research is a literature study, in which the authors look for solutions to problems from existing articles and journals to then make a conclusion.

RESULTS AND DISCUSSION

Results

The implementation of zoning for schools cannot be separated from the problem of inequality in the quality of education in existing schools. The government aims to realize quality equality, along with roles and duties, between schools. It is hoped that the aspiration that all schools have the same quality, with the same service and role, will soon be realized. So that there are no more favorite and non-favorite schools in the world of education in Indonesia.

For reasons of equal distribution of access and quality of education, the government will be focused and efficient in providing infrastructure assistance to schools as well as increasing the capacity of teaching staff, so that quality can be accelerated and can match the quality of other schools which are already good.

The Ministry of Education and Culture itself actually understands this condition. In a journal article published by the Policy Research Center of the Ministry of Education and Culture Research and Development and Bookkeeping (Kemdikbud, 2020b) states that the results of an evaluation of the implementation of the zoning system policy, namely, have an impact on: 1) students who are heterogeneous in social, economic and academic backgrounds. 2) The need for teaching methods that can provide teaching to these diverse students. 3) The stigma of favorite and non-favorite schools begins to decline. 4) There is an uneven distribution of teachers between schools. 5) It is necessary for the Regional Government to review and meet the needs for school procurement in zones where there is still a shortage of schools, especially junior and senior high schools (figure 4), because it turns out that there is still a significant imbalance in the capacity of SMP/SMA to SD/SMP graduates. 6) In the context of equal distribution of quality and access to education, strong educational zoning provisions are needed.

Kota	Lulusan SD	Daya Tampung SMP	%
Bandung	38.587	16.896	44%
Serang	12.621	6.624	52%
Surakarta	10.501	6.368	61%
Surabaya	41.484	19.136	46%
Pontianak	10.285	5.952	58%

Figure 4. Comparison of SMP capacity to SD graduation

Source: Center for Policy Research Agency for Research and Development and Bookkeeping of the Ministry of Education and Culture

Similar solutions have also been expressed by many researchers in scientific journals regarding the evaluation of the zoning system in PPDB. The majority of education researchers and experts support the government in seeking equal distribution of infrastructure facilities, distribution of competent teachers, as well as revisions and additions to this zoning system policy so that it is more equitable and in accordance with conditions on the ground. The solution to the problem of the impact of the zoning system still revolves around government policies and actions, very few and rarely provide solutions for schools that have so far directly experienced the dynamic impact of the zoning system. The government certainly needs a lot of time to fulfill all the demands as a consequence of this policy, because the condition of the Indonesian state is so vast, the condition of the state financial plan and the bureaucracy that is not simple to go through. So a practical solution is needed so that schools can overcome, or at least reduce, the implications of the zoning system policy, while waiting for and matching efforts to meet other needs from the central and regional governments.

Discussion

There are several efforts that can be made by schools in improving the quality of education, which we divide into several classifications.



Figure 5. The flow of school solutions to improve the quality of education

1. Principal

After all, the principal is the spearhead in the success and decline of a school. The school principal innovates so that the declining quality of education as a logical consequence of implementing the zoning system can reduce its impact and can be handled properly.

The principal can carry out his managerial duties with the aim of overcoming problems that occur due to the zoning system. Budget planning activities and school activities must involve teachers and parents and the community so that they can be understood and become a common goal, as well as at the stage of implementing learning and evaluation activities. The teachers and parents as well as the related community must understand well what steps the school will take to overcome this zoning problem, so that they can fully support it.

In addition to teachers and parents and the community who have an interest in the progress of the school, the principal must also be able to collaborate with outsiders, such as working with schools in one zoning, involving the surrounding community so that there is a conducive atmosphere, social institutions, consulting and training institutions and a company that cares about education, by continuously coordinating with the local education office.

2. Teacher

The role of the teacher as the foremost implementer of the curriculum which directly has a major impact on classroom learning, needs to get good training to increase its capacity as a teacher. Because the challenges of the problem of implementing this zoning system are new things for most teachers, inevitably teachers must change to become better and professional. This demand is certainly not fair if the supporting facilities are not provided by the school. So schools need to support this teacher capacity building, by collaborating with related education offices, with institutions and communities who care about education, including parents of students.

Teachers are required to find new learning models that can provide good teaching for all students with diverse backgrounds. Apart from training, this can be obtained through the concept of lesson study, namely the teacher learns and evaluates from other teachers' learning methods, both in one school and in collaboration with other schools.

3. Students

Students become objects of education as well as subjects. This means that students must also be able to grow motivation from within themselves. In addition to the teacher's central role, a conducive environment and parental support are indeed the most important aspects so that students can grow and develop well in learning.

Students must get a good educational environment, educational student activities, and good peers. This can once again be engineered by schools and teachers with rules, discipline and psychological and motivational training, as well as assisted by parents and the community in its implementation. So that students feel motivated to learn and achieve, have positive activities, get along well with their friends and respect teachers and parents.

4. Parents and Society

School-based management or what is commonly abbreviated as SBM, must be well understood by parents and the community. Because the SBM concept absolutely requires their active role

in contributing to school progress. Parents and the community or parties concerned with education can work together in many ways with schools, such as training for teachers, enrichment of learning for students, procuring infrastructure for schools independently, to providing input for planning activities at the start of the new school year.

The paradigm of parents and society that education is the responsibility of schools alone must be changed to that education is our collective responsibility. Changing this paradigm is not easy but it still has to be done. Schools can facilitate activities for parents, such as parenting training, involving parents in extra-curricular activities, establishing intense relationships between schools, teachers and parents, and others.

5. Facilities and Infrastructure

Fulfillment of facilities that support learning is the last factor, although this is important, infrastructure will not mean much if the HR factor cannot use it wisely. Fulfillment of facilities and infrastructure must be carried out by considering the scale of priorities. For example procuring textbooks for all students, class repairs, activity costs for students, procuring school technology equipment and so on. Because it involves the budget and involves outsiders, schools must be careful, both in terms of use, budget transparency, and legally safe. For public schools, it is best if non-government budget revenues are managed by a parent committee, so that it is safer for schools and not subject to legal complaints.

CONCLUSION

So, because the implementation of government policies in the PPDB zoning system has very broad implications, it needs comprehensive handling in collaboration with all interested parties. The Ministry of Education and Culture cannot stand alone to carry out everything. The Ministry of Home Affairs, for example, needs to be involved in overcoming bureaucratic fraud that occurs due to unscrupulous parents who want their domicile to be close to the school. The Ministry of Communication and Informatics needs to be involved to help socialize and educate the public so that the zoning system policy can be well understood, thereby reducing polemics like what has happened so far. The Ministry of Finance and the House of Representatives must also understand the urgency of the budget for Indonesia's increasing education needs, not because of the zoning system, but because equity in access and quality of education for the community is a citizen's right which so far has not been fulfilled by the state perfectly.

The school, as an educational institution that is at the forefront most affected by this zoning system, needs to innovate quickly and strategically. You can't just wait for government policies, because every year students will change and keep on flowing. Deficiencies in terms of education that occur in just one academic year, will have an impact on students and will affect them for the rest of their lives. Principals must be sensitive to change, teachers must innovate in learning, students must change themselves to become tough individuals, and the community paradigm must advance, namely leading to a more comprehensive pattern of education.

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