



Implementation of Zoning System in Acceptance of New Students at SMAN 12 in Pekanbaru City

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ABSTRACT

One of the objectives of the zoning system regulation is the equalization of education for all students. In the effort to implement this zoning system, there are still many obstacles felt by the school, such as the limited number of school quotas in accepting students. From the parents and students there are problems with this zoning system because students cannot enter the desired school and limited quotas or the distance of the house and as if outside the zoning boundaries, causing confusion in sending children to school because they do not enter the school zoning that students want. The purpose of this research is how the implementation of the zoning system in Penerimaan Peserta Didik Baru (PPDB) at SMAN 12 in Pekanbaru City. The research is qualitative research. Descriptive method with research informants consisting of Principal, students and parents of students. Data collection techniques used are interviews and documentation studies. The type of data and data sources used primary data and secondary data

INTRODUCTION

The world of education in Indonesia is undergoing a change where it now uses new rules, namely the zoning system. The system certainly gets a lot of attention for the people of Indonesia which has advantages and disadvantages. (Azhari & Suryanef, 2019) The education zoning system is implemented to overcome inequality in the quality of education. The existence of inequality in the quality of education in Indonesia can be seen from the disparity in education levels between community groups such as differences in education between urban and rural areas, as well as differences in education between rich and poor populations. (Nurlailiyah, 2019) The establishment of the zoning system stated in Permendikbud Number 14 of 2018, namely New Student Admission which emphasizes the distance or radius between the student's home and the school, thus whoever is closer to the school is more entitled to get educational services from the school. This policy aims to accelerate equitable distribution of quality education and is expected to be able to synergize the three centers of education, namely schools, communities and families to provide awareness to the general public that the responsibility for education is not only in one party, but a shared responsibility.

(Mulyani & Muryati, 2020) Based on Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia mandates that every citizen has the right to education. The right to education should be felt by all children of the nation without exception and regardless of economic status, social status, ethnicity, religion, ethnicity and gender. (PERDANA, 2019) The government should provide as many opportunities as possible to the community so that they are easy to get education and the government must also provide justice in obtaining the same education in society, namely education that is easily obtained by all ethnic groups, religions and groups equally.

The Minister of Menteri Pendidikan dan Kebudayaan (Mendikbud) issued a policy to adjust the education system from a rayonization system to a zoning system. The implementation of the zoning system is a new policy contained in the admission of new students. The zoning system in the admission of new students is intended to equalize the quality of education which is expected to eliminate the dichotomy of superior and non-performing schools. (Paramartha et al., 2020) Rayonization pays more attention to student achievement in the academic field, while the zoning system emphasizes the distance between students' homes and schools. The implementation of the zoning system can benefit prospective students who live close to the school, which means that it can reduce travel time to school. Thus, anyone whose home or residence is closer to the school is more entitled to get educational services from the school.

This system was issued by the Regulation of the Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) with objectives including ensuring equitable access to education services for students, bringing the school environment closer to the family environment, eliminating exclusivity and discrimination in schools, especially public schools, helping to analyze the calculation of teacher needs and distribution. (Dewi, 2020) This regulation is in accordance with the Regulation of Peraturan Menteri Pendidikan dan

Kebudayaan (Permendikbud) number 17 of 2017 concerning Acceptance of Penerimaan Peserta Didik Baru (PPDB) which came into effect starting in the 2017/2018 school year according to the readiness of each region, at kindergarten, elementary school, junior high school, senior high school, or other equivalent forms.

PPDB is carried out using an online mechanism, except for schools that do not have network facilities, PPDB is carried out through an offline mechanism. Prospective learners can choose one of three PPDB registration pathways, namely the zoning pathway with a quota of 90%, the achievement pathway with a quota of 5%, and the parental duty transfer pathway as much as 5% of the school's capacity. The selection of prospective students is carried out through an online mechanism by prioritizing prospective students who live close to the school (ST Nurjaningsih, 2019).

(Knowing What is the School Zoning System in PPDB 2022_2023 - Mamikos Blog, n.d.) The school zoning system in PPDB 2021 has various objectives, one of which benefits students. It is not uncommon for students whose homes are close to schools to get schools with long distances. Some of the objectives of implementing the zoning system include:

1. Equalizing Access to Education

The zoning system will prioritize student admissions based on the distance or radius of the student's home location to the school. If the student's home is close to the school, he/she has the right to receive education services from the school. Students have the right to attend schools within a short distance.

2. Bringing the School Environment Closer to the Family Environment

Directly, students will benefit because the chosen school is not far from where they live. It is also easier for parents to monitor their children's development and school activities.

3. Eliminating Exclusivity and Discrimination

Students have the same right to enter public schools, both favorite and non-favorite. With the zoning system, school exclusivity can be reduced, even eliminated.

4. Helps Analyze the Calculation of Teacher Needs and Distribution

The advantage of the zoning system is that it can be used to determine teacher needs. If a school has received many students but still lacks educators, equalization will be carried out.

5. Encouraging Teacher Creativity

The diverse conditions of zoning pathway students indirectly require teachers to be more creative. In addition, the heterogeneous class conditions also create a spirit of healthy competition.

(Budi, n.d.) Explains that with this zoning system, all people have the opportunity to get a good quality education because this system makes (ST Nurjaningsih, 2019) education equity right on target and makes it easier for parents to send their children to school. The management of the implementation of Penerimaan Peserta Didik Baru (PPDB) zoning system at SMA Negeri 2 Tasikmalaya in the 2019/2020 academic year is carried out well in accordance with the policies set by the government but has not been fully implemented

Therefore, to minimize problems that occur in the field, careful preparation and massive socialization are needed continuously to increase public understanding of the objectives and mechanisms of the zoning system PPDB policy. (Karmila et al., 2020) The zoning system is one of the breakthroughs and strategies developed by the Ministry of Education and Culture to expand and equalize quality education for every citizen.

The policy issued by the Regulation of the Minister of Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) has not been fully accepted by the community. This can be seen from, First, from several discussions with several parents of students, it was found that what happened in the field was not as beautiful as expected because there were still many problems that occurred with this zoning system, including those who lived in certain areas but the identity on the KK had not changed so that children who wanted to go to school in the area where they lived certainly could not take schools near them. Second, the zoning system will prioritize students whose homes are close to the school so that students who are not in the school zoning area are difficult to attend the desired school. Third, the limited school quota in accepting students so that they cannot enter the school even though it is in the zoning area because the number of schools in the area is only one but the number of people living in the area cannot accommodate it because it is limited by quota. Based on this explanation, the researcher is interested in examining how the Implementation of the Zoning System in Penerimaan Peserta Didik Baru (PPDB) at SMAN 12 in Pekanbaru City".

METHODOLOGY

The research method used is qualitative. The research location is SMAN 12 Pekanbaru. The data collection process was done by using several ways. First, conducting structured interviews and unstructured interviews conducted with the principal, parents of students and students. Second, the author collected data through documentation studies, namely collecting related documents related to the influence of the zoning system in the city of Pekanbaru on equitable education in Pekanbaru city. Data analysis techniques used through three stages include data reduction, namely summarizing the results of interviews with informants related to things that are considered important regarding the implementation of the zoning system, then the data obtained from interviews and documentation studies are presented and then conclusions are drawn.

RESULT

The results of the interview with the principal of SMAN 12 obtained information that in the implementation of the zoning system that students get several facilities in obtaining education including:

1. Zoning pathway

Students can enter the school through the zoning pathway where students whose homes are in the school zoning area will be prioritized, the zoning pathway has 50 percent acceptance of the existing quota. In determining this zoning, the school uses the Google map application by pulling the coordinate points from the school to the student's house. The maximum distance from the student's house to the school is between 1.2 km and 1.5 km, so that students who are in the zoning are prioritized to enter SMAN 12. However, there is also one thing that must be fulfilled, namely the family card of the student at least 1 year has been published before. However, if the family card has been issued for less than one year then the student is not a priority who can enter the school or may be rejected.

2. Affirmation pathway

The affirmation pathway is a pathway that can be used by students to enter the school for students who have a healthy Indonesia card or for students who have a certificate of disadvantage from the village head or authorized local officials. In this pathway the school provides an opportunity as much as 15 percent of the quota of admission even though students do not live in the school zoning area but students still have the opportunity to enter SMAN 12 Pekanbaru.

3. Achievement Pathway

This pathway is a way for students to enter the school through academic or non-academic achievement pathways. Students who have good academic grades or good report cards and class champions are given the opportunity to enter SMAN 12, and for students who have non-academic achievements such as achievements in sports or as athletes who excel are also given the opportunity to join SMAN 12 by showing a certificate of appreciation as proof of achievement achieved by students. The percentage of this admission is 30 percent of the quota of students admitted.

4. Tahfiz Pathway

Students who have achievements in this tahfiz pathway are given a quota of 8 percent of the student admission quota. In this admission, students who have memorized at least 2 juz are given the opportunity to enter through this pathway, but acceptance of this pathway will also be ranked who has more memorization because the quota is only 8 percent of the available admissions.

5. Parental Transfer Pathway

In new student admissions from the transfer pathway, the quota given is 5 percent. Currently, the transfer pathway quota is made more stringent. There are some additional conditions that must be met by students if they want to register with the transfer pathway. Students need to show documents or proof that parents are actually transferred. However, in this pathway, the transfer of parents is only allowed for parents who work as, TNI, ASN, POLRI or BUMN employees, outside of these jobs, the school cannot accept students through this pathway.

From the results of interviews from parents of students they said that with the zoning system it is easier for parents to send their children to schools that are close to home so that parents are easier in transportation because the distance from home to school is close so it does not require a long time to get to school even students can just walk to school. However, for parents whose homes are outside the school zoning area and want to send their children to SMAN 12 have difficulties because for public schools in the Tampan sub-district area which is now divided into 2 sub-districts there are only 2 public high schools so that parents are confused about how to send their children to public schools while the available channels cannot be used to register their children. From the results of interviews with students at school they conveyed that with the zoning system students can go to school on foot and it is easy to enter school because those who live close to the school are prioritized students are also facilitated in terms of friendship and learning because they are in the same environment, but students also feel bored because the scope of their friendship tends to be homogeneous.

CONCLUSION

The zoning system can improve education equality for all children of the country in enjoying education. With this system, schools also get benefits such as equal distribution of the number of students in each school according to the school's capacity and there is no difference between favorite or non-favorite schools because the previous system the gap between favorite and non-favorite schools is very striking because usually favorite schools have higher demand so that non-favorite schools become the second choice and further causes favorite schools to get students who have good achievements so that favorite schools get smart students while non-favorite schools become the second or last choice so that students who register are not as many as favorite schools and the ability of students is not the same as favorite schools. With the tone of the zoning system, it is hoped that it can solve these problems so that equal distribution of education can be realized.

This zoning system has received public attention because this policy raises many pros and cons. In the implementation of this zoning system, there are still many weaknesses that must be considered, such as the school quota in accepting students, which cannot meet the number of students who want to enroll in the school because of the limited school quota. the number of applicants is more than 800 and only about 400 students are accepted. this shows that the government must take steps in an effort to fulfill the community's needs for education such as increasing the capacity of school quotas by adding classrooms, human resources and equipment and equipment needed in the implementation of education. The government can also increase the number of schools in these 2 sub-districts so that students can get education organized by the government.

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