

EVALUATION OF THE ZONING SYSTEM FOR NEW STUDENTS OF STATE HIGH SCHOOLS IN THE SPECIAL REGION OF JAKARTA

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Abstract

This study aims to evaluate the implementation of the zoning system for new student admissions (PPDB) in public senior high schools in the Special Capital Region of Jakarta from 2022 to 2024, with a focus on the role of school principals in executing the policy. Employing a quantitative approach with an evaluative design, the research assesses the effectiveness, fairness, and challenges of the zoning system. The population of the study consists of 119 high school principals across four cities in the Jakarta region. Using stratified random sampling, the entire population was involved as the research sample. Data were collected through structured interviews and questionnaire instruments distributed to the principals. Additionally, supporting data from the Jakarta Education Office and related literature were used to strengthen the analysis. The collected data were processed using SPSS software to test the validity and reliability of the instruments and to perform descriptive statistical analysis. The findings show that while the zoning system has succeeded in promoting equal access to education, several challenges persist, including uneven school quality, limited capacity in certain zones, and a lack of socialization among stakeholders. Most principals agree that improvements are needed in policy implementation, especially in ensuring transparency and infrastructure readiness. The study concludes that although the zoning system supports educational equity, it requires continuous evaluation and refinement to optimize its impact in diverse urban settings like Jakarta.

Keywords

Evaluation, Zoning System, New Students, State High Schools, Special Region.



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INTRODUCTION

Education is a human right that should be guaranteed by Article 31 of the 1945 Constitution. However, in recent years, the new learner admission system in Indonesia has been hotly debated. One system that has been implemented is the zoning system. How much research on the zoning-based student admission system was found to improve the quality of learning, the division of study groups, student character, the learning process, and the quality of education (Suherman & Nur, 2021), a lack of socialization of the new participant acceptance system, so that the zoning system is not effective (Mustari, 2023) zoning systems are widely protested by parents. Zoning systems can limit access to education for students who live outside the zone (Mustari, 2023), the zoning system does not create equity in access to education (Musadad & Purwanta, 2023).

How much research is done qualitatively, while in this study, using quantitative methods found effectiveness in managing the admission of new students. This is important because all government policies must be able to eliminate existing educational disparities and facilitate access to better education. The Special Capital Region of Jakarta has more resources and better infrastructure. (Suryoputri & Diamantina, 2023), so as to provide high-quality education (Fernanda de Souza Oliveira, 2024). One of the advantages of education in Jakarta is that many schools have received international accreditation. (Adolfo van Ronzelen Enríquez et al., 2023), thus attracting students from all over Indonesia. In addition, education in Jakarta also has advantages in terms of the use of technology (Anghelo Josué et al., 2023).

However, education in Jakarta also has some challenges. One of the biggest challenges is the gap in the quality of education between high-quality and low-quality schools, and access to educators for people who cannot afford them (Scholes et al., 2017). This can make it difficult for low-income students to access education. In recent years, the Jakarta Provincial Government has made several efforts to improve the quality of education in Jakarta. One of the most significant efforts is the new student admission program based on zoning in accordance with central government policy, which aims to bring students closer to their area of residence and give priority to students who cannot easily access quality schools (Kawuryan et al., 2021).

Research on new student admissions by using the effectiveness of web and online use in improving services (Masani et al., 2021), managing student admissions through the implementation of regulations with a geographic, demographic, and spatial factor approach (Bakar et al., 2019), admission of students due to the public perception of favorite and non-favorite schools.

(Arlinwibowo, 2024), A phenomenological approach to enrollment, this research explores the process of planning, implementation, supervision, and evaluation. (Elly et al., 2024), admission of new students based on zoning aspects of education, economy, and socio-culture (Prasetyaningtyas et al., 2024), enrollment of resources, and policy interpretation of the new enrollment policy (Setiawan et al., 2022). Admission of new students based on student learning achievement. From how many previous studies on the acceptance of new students, many used qualitative methods while this study used quantitative, the sample used was all school principals throughout Jakarta while the previous research was only part of the region, this research was conducted on school principals, as the chief executor of student admissions at school so that it had a direct impact on the policies issued, whether effective or not, so that this policy needed to be improved by looking at the weak points in its implementation.

The purpose of this study is to evaluate the effectiveness of the zoning system in new student admissions in public schools in the Special Region of Jakarta, by reviewing its impact on equitable access to education, learning quality, and the distribution of students across schools. The research also aims to identify challenges that arise in the implementation of this policy, such as inequality in school quality, domicile manipulation, and its impact on students' learning opportunities. Through the analysis of this research, it is hoped that there will be an improvement in the new student admission system in the special province of Jakarta, which is a reference for the national system.

METHOD

This research method is quantitative (Karimuddin Abdullah et al., 2022), while the type of evaluative research is to analyze the effectiveness of new student admissions based on zoning. The source of data used was interviews with school principals as implementers of new student admissions, using questionnaires distributed to school principals. To add references, researchers also added literature studies on new student admission policies, new student data from the Jakarta special education office, and various other studies related to new student admissions. To explain the process of determining and the stages of research, starting from determining the title, theoretical studies, and formulation of research problems, to collecting and processing research results, can be explained in the figure below.

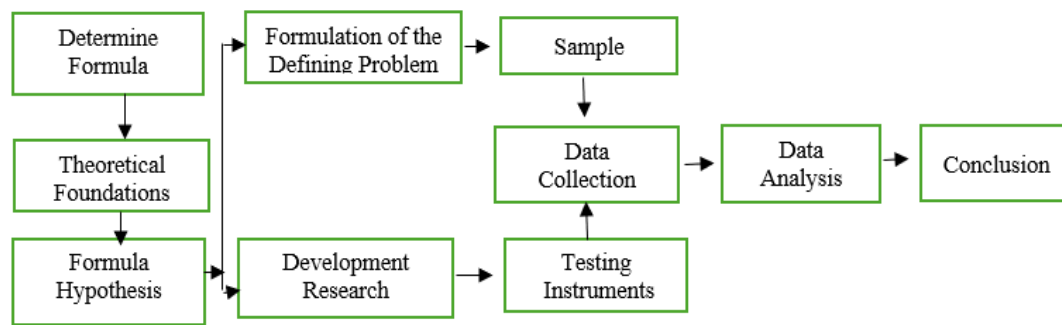


Figure 1. Research Process

The stages of this research can be explained as follows, the researcher determines an appropriate and relevant theme and has the potential to be developed, conducts a literature review in accordance with the chosen theme and identifies knowledge gaps that need to be filled, determines specific and measurable research questions to be answered through this research, determines the objectives and identifies the objectives to be achieved, determines the method that is in accordance with the research question, collects relevant data through the chosen method, analyze the data that has been collected according to the chosen method, interpret the results to understand the meaning and implications of the research, make systematic, clear and easy to understand research reports, present research results in the form of tables, graphs or diagrams to facilitate understanding, discuss the implications of research to understand the meaning and impact of research, in addition, an evaluation process will be carried out to understand the strengths and weaknesses of the research, to understand the validity and reliability of the research results, identify the limitations of the research to understand the limitations and implications of the research results.

The research was conducted in the Special Capital Region of Jakarta, with the research subjects being principals of public senior high schools. The total population and sample consisted of 119 principals spread across four cities in the region. The sampling technique used was total sampling, considering the manageable size of the population, thereby involving all members as respondents. Data collection was carried out through structured interviews and questionnaires distributed directly to the principals. Respondents were asked to answer a set of standardized questions designed to evaluate the implementation of the zoning system. The data obtained were then processed using the Statistical Package for the Social Sciences (SPSS) software to assess the validity and reliability of the instruments.

In terms of data analysis, the study employed descriptive statistical analysis to present the frequency, percentage, and trend patterns from the respondents' answers. Additionally, inferential statistics, specifically correlation tests and regression analysis, were used to examine the relationship between the effectiveness of the zoning system and the role of school principals in its implementation. The hypothesis tested in this study was: "There is a significant relationship between the effectiveness of the zoning-based new student admission system and the role of school principals in the Special Capital Region of Jakarta." The results of the analysis support the hypothesis, indicating that principal leadership and administrative readiness significantly influence the success of the zoning policy.

FINDINGS AND DISCUSSION

Findings

The following statistical data based on the variable of acceptance of new students with the objectivity dimension with question indicators presented in Appendix 1 asked questions to students on a scale of 1 to 5 obtained the following answers almost all respondents answered stating 95% - 100% stated the need for objectivity in the acceptance of students so that it is necessary, objectivity is needed to ensure that every prospective student has a fair opportunity to accepted based on their abilities, achievements, and potential. Using objective criteria, all candidates are evaluated in the same way, without any discrimination or unfair preferences.

Likewise, when asked to 107 respondents about transparency in the admission of new students, the principal has implemented this, which can be seen from the survey results, which state that 95%-100% of school principals have implemented new student admissions transparently, can be seen in Appendix 1. An objective selection process maintains transparency in the admission of students. Prospective learners and parents can understand the selection criteria applied and clearly assess how the decision is made.

Likewise, with the results of the survey on the accountability of the admission process of school principal participants can be held accountable openly to the public, this can be seen in the survey regarding the accuracy of the results, between 85%-100%. The headmaster has implemented clear procedures related to the admission of new learners. Policies governing aspects such as selection criteria, application processes, announcement of results, and procedures for resolving complaints.

The results of a survey on governance in the admission of new students of the principal when a survey was conducted on 150 questions from various indicators in governance such as: planning, supervision, implementation, supervision stated that 85% of school principals have prepared a governance system according to the previously stipulated regulations, this can be seen in Appendix II, so that in the process of accepting new students community dissatisfaction can be reduced.

The data obtained in the field is then processed statistically into a frequency distribution list. The number of classes is calculated according to the Sturges rule, and eight classes are obtained with a maximum score value of 195 and a minimum score of 92, so that the score range is 100. The results of the calculation of the largest average are 105.678, standard deviation of 18.111 variants of 328.024, median of 100 and mode of 92 grouping of top organizing education, providing the receipt of Admission of New Students or Acceptance of New Students (PGDP) from data obtained in the field which is then processed statistically into a frequency distribution list, the number of classes is calculated according to the rules of sturges, obtained 22 classes with a maximum score value of 49 and a minimum score of 22, so that score range of 7 results of the largest average calculation of 24.026, standard deviation of 18.111, variance of 2.404, median of 23 and mode of 23 groupings of data.

Table 1 static data can be explained, the implementation governance obtained an average indicator value of 105.687, a Standard error value of 0.068, a variant of 328.02, while the median was 100, the mode was 92, count 115, min value 92, max value 192. For admission of new student's average value indicator is 24.026. Standard error value 0.009, variance is 5.780, the median is 23, mode 23, count 115, min value 9222, max value 41.

Table 1. Results of Regression Analysis of New Student Acceptance of Governance

No	Information	Management Governance	Acceptance of New Learners
1.	Average	105.6870	24.0261
2.	Standard Error	0.0686	0.0091
3.	Variants	328.0240	5.7800
4.	Standard Deviation	18.1114	2.4042
5.	Median	100	23
6.	Modus	92	23
7.	Count	115	115
8.	Min	92	22
9.	Max	192	41

The value of R Square shows a value of 0.660 or 66%. This means that variable Y (Governance) is described by variable X1 (New Student Admissions), amounting to 66%, while variables outside the independent variable studied influence the remaining 34%.

From the calculation statistics, it shows that variable X1 (New Student Admissions) has a p-value t greater than α ($0.268 > 0.050$), then variable X1 (New Student Admissions) has a positive and insignificant effect on variable Y (Governance). A positive coefficient indicates that an increase in variable X1 can increase variable Y and vice versa (Table 2).

Table 2. Results of Regression Analysis of New Student Acceptance of Governance

Variable	Coefficient	t	Sig.	Explanation
X1 (new student admissions) → Y (Governance)	0.568	1.113	0.268	Not significant (+)

From previous research, this study was able to conclude the findings of the governance of the implementation of educational units had a significant effect, even though it did not contribute greatly to the acceptance of new students. Explained that the process of accepting new students to the governance of education delivery could create equity in education and improve the quality of new students. However, the admission of new students is only to be able to accept 28,428 students out of 144,598 junior high school graduates, while 35,244 private high schools, or 32.93 percent, are accommodated. With conditions like this, many children still have not received the education that the community can access to get the proper education.

Table 3 presents data on the admission capacity of public senior high schools in the Special Capital Region of Jakarta for the years 2022 to 2024, including the number of registrants and students admitted.

Table 3. Admission of New Students Capacity for 2022 – 2024

No.	Years	School Type	Admission Capacity	Number of Applicants	Students Admitted
1	2022	Public Senior HS	31,964	138,280	29,359
2	2023	Public Senior HS	31,739	29,099	-
3	2024	Public Senior HS	29,497	160,518	29,051

The data reveals a significant disparity between the number of applicants and the available admission capacity, particularly in 2022 and 2024. In 2022, 138,280 students applied, while only 31,964 seats were available, and 29,359 students were admitted. A similar trend occurred in 2024, where the number of applicants surged to 160,518, yet the available capacity was only 29,497, with

29,051 students admitted. Conversely, in 2023, the gap was narrower, with 31,739 available seats and 29,099 applicants, suggesting a more balanced intake that year. However, the lack of admitted student data for 2023 makes the trend less conclusive.

These findings indicate that the zoning-based admission system has not yet fully addressed the high demand for public schools. Despite its intention to ensure equitable access to education, a substantial number of junior high school graduates remain unaccommodated within the public school system. This situation may push students toward private schools or risk their discontinuation of education due to financial constraints. Therefore, increasing the capacity of public senior high schools and optimizing the zoning distribution remain critical to ensuring equitable educational opportunities across regions.

Discussion

The factors that make education difficult are still obstacles in the process of accepting new students at the senior high school level, including the number of applicants who exceed capacity (T. P. da Silva et al., 2017). Especially high-quality or well-known schools often find that the number of applicants far exceeds available capacity (Makwinja, 2017); (Raynor, 2006). This can lead to fierce competition and difficult selection due to the lack of adequate schools, especially in densely populated areas, to accommodate all the new students (Kerimbayev et al., 2016); (Zwane & Malale, 2018). Inequality of access to education, in some regions or countries, disparities in access to education between urban and rural areas, or between high- and low-income areas, can lead to inequalities in the process of accepting new learners (Popova, 2014); (Groenmeyer, 2016); (Mda, 1997).

Some families may face financial or geographical barriers that make it difficult for learners to access quality education (Stander & Herman, 2017). Complex student admission regulations or policies some education systems have complex and complicated admission regulations or policies, so that they are less easily understood by parents of students (Moloi, 2014). For example, there are schools that implement complicated entrance tests or require prospective students and parents to follow complicated administrative procedures (Tanner & Pérez Prieto, 2020). This can lead to difficulties and confusion in carrying out the admission process. Due to limited human resources, the process of accepting new learners requires good coordination, document checking, test assessment, and data processing (Fu, 2006); (Pastine & Pastine, 2012); (Runhaar, 2017).

Limited human resources in schools or educational institutions can cause delays or errors in the process (Alemu, 2015). Technical issues, such as slow online registration systems or prone to glitches, data processing errors, or communication failures, can cause obstacles in the admission process. Time constraints (Sarker et al., 2019) the admission process of new learners often has a strict schedule and time limits that must be adhered to. This can put pressure on the school or parents to complete the admission process within a limited time (Desulo & V, 2016).

Strategies to improve the quality of admission of new students in high school, transparency in the admission process must ensure that the admission process of new students is carried out transparently (N. De Silva et al., 2011), such as providing clear information about admission requirements, selection criteria, and procedures to be followed by prospective students and parents. This information can be conveyed through school websites, brochures, or information meetings (Liu, 2015). Improved communication with parents can be established to establish good communication with the parents of prospective students (Graue, 2005); (Hobjilă, 2014); (Lewis et al., 2011). Schools can hold information sessions or parent meetings to explain the admission process, provide opportunities for parents to ask questions, and provide additional necessary information (Shutenko et al., 2017). Open and clear communication can help reduce the confusion and anxiety that parents may experience (Wang, 2016).

Improving the selection system, schools can consider improving the new learner selection system by adopting more comprehensive and objective methods (Contreras et al., 2010). For example, in addition to academic tests, schools may involve skill tests, interviews, or student portfolios. This will help assess prospective students' quality and potential holistically (Cole & Zhou, 2014).

Schools can provide clear information to prospective students about the school environment, educational programs, and opportunities available by providing information briefings to prospective students. This can be done through school visits, orientation sessions, or promotional activities (González & Muñoz-Repiso, 2017). By providing a good understanding of the school and its programs, prospective students can make a more informed decision in choosing a school that suits their interests and goals (Mims-Word, 2012). Evaluation and continuous improvement, once the acceptance process is complete, it is important to conduct a thorough evaluation of the process. Schools can gather feedback from prospective students, parents, and staff to evaluate existing procedures (Anderson et al., 2004). Based on this feedback, improvements and adjustments can be

made to improve future acceptance.

Comprehensive selection process conducts a comprehensive and competency-based selection process is conducted to select new learners. In addition to looking at academic exam results, evaluating non-academic abilities such as leadership, social skills, and development potential is essential. Cooperation with secondary schools works closely with secondary schools in the selection process to obtain more in-depth information about the potential of learners. Involving teachers and school staff in the selection process can provide valuable insight into the abilities and character of learners (Aji, 2025); (Nafasabilla et al., 2025). Collaboration with external parties such as involving external parties, such as education experts, psychologists, and other relevant professionals, is involved in the selection process to ensure objectivity and sustainability of evaluation quality. Regularly evaluate the effectiveness and efficiency of the applied selection system. Gather feedback from students, parents, and school staff to improve the selection process in the future. Ensure financial assistance schemes for talented but economically disadvantaged learners. This will help create fair opportunities for all prospective learners. Provide adequate facilities and infrastructure to create an inspiring and effective learning environment. Good facilities can improve the quality of education and attractiveness for prospective students. Develop ongoing mentorship and coaching programs to support the development of new learners. This includes providing academic, social, and emotional support for students.

The impact of accepting new students in improving the quality of education in Jakarta State High School, Fierce competition in Jakarta is a densely populated area with many high-quality high schools (Welsch, 2011). The impact of this is a very tight competition in accepting new learners (Keddie, 2016). Many students and parents compete for a place in the desired school, especially in schools with a high reputation. The stress and emotional distress arising from highly competitive and difficult admission processes can lead to high stress and emotional distress in prospective students and parents. They may feel pressured to achieve good results in tests and selection, and fear not being accepted into the school of their choice (Gary et al., 2004). This can harm their mental and emotional well-being.

Inequality of access to education in accepting new students in high schools in Jakarta can also cause inequality in access to education (Aypay, 2017). Some families may have greater resources to prepare and support their children in the admission process, while other families with limited resources may face difficulties in competing (Lundberg et al., 2008). This can strengthen existing

educational gaps in society (Bouillet & Kudek Mirošević, 2015).

Overcapacity and limited facilities in some high schools in Jakarta face the number of applicants who exceed their capacity. This impacts the limited number of places available in popular schools (Oakes et al., 2002). This may result in some students being unable to be admitted to the school of their choice and having to look for alternatives that may be less than satisfactory. The process of strict admission in Jakarta can trigger educational mobility, where students and their families choose to move to other areas to gain access to the desired school (Marx et al., 2017). This can result in population displacement and an increased burden on schools in destination areas that may already face overcapacity issues.

In a highly competitive admissions environment, there is a risk of commercialization of education where parties not affiliated with the school offer test preparation services, selection training, or confidential information about admissions in exchange for money (Cushing & McGarvey, 2004). This can create inequities and reinforce social disparities in access to education. To find out whether the governance system carried out in the education unit can improve the quality of student education. Strong leadership: A good governance system starts with strong, effective leadership (Ariratana, 2013). Principals and managerial staff must have a clear vision, strong values, and the ability to inspire and motivate staff and students (Moorosi, 2016). With good leadership, schools can direct their efforts and resources toward improving the quality of education.

As a result, the overall quality of education can be improved. By selecting students through a rigorous process, you can attract motivated and engaged students who are dedicated to their education. These students are likely to take part in classroom discussions, participate in extracurricular activities, and take advantage of learning opportunities. Their enthusiasm and dedication to their school can positively impact the overall educational environment. A rigorous selection process helps create a diverse and competitive student body. With a more selective admission process, class sizes can be controlled and reduced. This allows teachers to provide individualized attention and support to students, fostering better teacher-student relationships. Strict selection processes can help identify students who are better suited to handle the academic rigor of the institution.

Good governance systems involve collecting and analyzing relevant data to support informed and evidence-based decision-making (Fox, 2002). Data can be used to monitor student progress, identify weaknesses and strengths in the learning process, and direct necessary

improvements and changes. Data-driven decisions can help improve the effectiveness of learning programs. Participation and involvement of all stakeholders: A good governance system should encourage the participation and engagement of all stakeholders, including teachers, students, parents, and the community (Warr Pedersen et al., 2017). With the involvement of all stakeholders, schools can create a supportive climate and focus on the quality of student education (Ameyaw et al., 2016). Teacher professional development: A good governance system should pay sufficient attention to teacher professional development. This can include continuous training and development, performance monitoring, and recognition of teacher achievement and contribution (Smith et al., 2014). Providing proper support to teachers can improve the quality of their teaching, which will improve student learning outcomes (Nakata et al., 2019). Efficient and effective resource management: A good governance system involves efficient and effective management of resources, including budgets, facilities, and human resources. Judicious and transparent use of these resources will ensure student needs are met and create an optimal learning environment. Continuous assessment and monitoring: A good governance system involves continuous assessment and monitoring of the quality of education (Bingab et al., 2018). Clear Vision and Mission: A well-governed education unit will have a clear vision and mission statement that outlines its goals and objectives. This provides a sense of direction and purpose, ensuring all stakeholders are aligned toward achieving educational excellence. Effective governance requires strong leadership at all levels of the education unit. Competent leaders can set high standards, create a positive culture, and provide strategic guidance.

CONCLUSION

Governance plays a crucial role in curriculum development and review processes. By ensuring that the curriculum is relevant, up-to-date, and aligned with educational standards, governance can enhance the quality of education provided to students. Regular curriculum evaluation and improvement based on feedback and emerging trends are essential. Governance mechanisms can establish robust quality assurance processes to monitor and assess the performance of the education unit. Effective governance supports professional development opportunities for teachers and staff. Providing access to training, workshops, and resources helps educators stay updated with the latest teaching methodologies and research-based practices. Good governance ensures transparent and equitable resource allocation, including funding, infrastructure, and

learning materials. Adequate resources and their effective utilization are essential for creating a conducive learning environment, supporting student-centered approaches, and addressing individual learning needs. Governance can foster collaboration and partnerships with various stakeholders, including parents, community organizations, businesses, and higher education institutions. Such collaborations can provide additional resources, expertise, and opportunities for students, contributing to their overall development and the quality of education they receive. Governance that emphasizes data collection and analysis enables evidence-based decision-making. Regular assessment and monitoring of student performance, along with other relevant data, help identify areas for improvement and inform strategic actions to enhance educational outcomes.

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