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## Implementation of the New Student Admission Policy Based on Zoning Systems in Indonesia

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**Abstract:** In 2018, the Minister of Education released Education Regulation (Permendikbud) No. 14 of the year 2018. The purpose of this regulation is that schools must accept new students who live within a certain radius of the school. The implementation of the new student admission policy at the elementary, junior high, and senior high school levels in Surabaya has led to protests and even demonstrations of the rejection of new student admissions based on zoning that is considered discriminatory, unfair, and does not pay attention to the academic achievements of prospective new students. For this reason, the purpose of this study is to analyze why the implementation of the registration of the new student admission (PPDB) policy was rejected in Surabaya, and to analyze any efforts that can be made to implement the PPDB policy effectively. The analytical method used is qualitative by using a focus group discussion (FGD) approach with three main groups: parents, teachers, and officers of Surabaya City Education (Dispendik Surabaya). The results indicate that the implementation of the zoning-based PPDB policy was rejected because each school did not yet have quality teachers and infrastructure, and thus lacked opportunities for students with high academic achievements. Also, not all schools had a good culture and environment, which is called culture lag. In order for the student admission policy based on zoning to be implemented effectively, the central government must work together with the local government to improve the quality of each school. School quality includes the provision of hardware and software. Provision of hardware includes learning space facilities, learning facilities, and teacher competencies. Provision of software includes internet access, online learning modules, and school culture systems. Dispendik Surabaya must also increase the intensity of communication to the public, achieve adequate, socialization and improve coordination between the Ministry of Education and Culture and the local governments.

**Keywords:** student admission policies, preparing infrastructure, communication, socialization.

### 基于分区系统的印度尼西亚新学生入学政策的实施

**摘要 :** 2018年, 教育部长发布了2018年第14号教育法规 ( Permendikbud )。该法规的目的是学校必须接受居住在学校一定半径范围内的新学生。泗水小学, 初中和高中阶段的新学生入学政策的实施导致抗议, 甚至游行示威, 基于基于分区的新学生入学被拒绝, 这被认为是歧视性, 不公平的, 并且不支付注意准新生的学习成绩。因此, 本研究的目的是分析泗水为何拒绝执行新学生入学 ( PPDB ) 政策的注册, 并分析为有效实施PPDB政策可以做出的任何努力。通过使用焦点小组讨论 ( 烟气脱硫 ) 方法与三个主要群体进行定性分析, 这三个主要群体是泗水市教育局 ( 泗水Dispendik ) 的父母, 教师和管理人员。结果表明, 基于分区的PPDB政策的实施被拒绝了, 因为每所学校还没有优质的教师和基础设施, 因此缺乏具有高学业成绩的学生的机会。此外, 并非所有学校都有良好的文化和环境, 这被称为文化滞后。为了有效实施基于分区的学生录取政策, 中央政府必须与地方政府合作, 以提高每所学校的质量。学校质量包括硬件和软件的提供。硬件的提供包括学习空间设施, 学习设施和教师

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能力。提供的软件包括互联网访问，在线学习模块和学校文化系统。洒水Dispendik还必须增加与公众的交流强度，实现适当的社会化并改善教育和文化部与地方政府之间的协调。

**关键词：**学生入学政策，准备基础设施，交流，社会化。

## 1. Introduction

The student admission process is an important element in producing quality graduates. Each country has a different system of student admissions. China, for example, has implemented a sequential and parallel system [1]. In Japan, each prefecture has the freedom to set the admission standard for public high school [2]. Some student admission systems not only aim to accept competent prospective students but also reduce socioeconomic and racial segregation [3]. The qualification of the prospective students is not the only factor in the admission process, the school region, school quality and services, are also matters.

In Indonesia, the process of new student admissions issued by PPDB, which is zoning based, is considered less encouraging because the education services of the available public school tend to be uneven. Inequality in education occurs between Eastern Indonesia and West Indonesia, outside of Java, big cities, and remote areas. Before the policies have been issued, students can enroll in the preferable school and the only admission process to consider is the student qualification. This led to favoritism among certain schools that have a good reputation and qualified education services and uneven student distribution. Therefore, the issuance of Permendikbud No. 14 2018 aimed to equalize education both in terms of opportunity for students and quality of education services in the territory of the Republic of Indonesia. The policy is called the zoning policy, where the acceptance of new students is primarily considered by the area of domicile of prospective new students.

This policy has drawn a lot of complaints from the community, especially in big cities [4]. Many people consider these policies unfair because the admission process ignores student achievement and had led to the emergence of fraudulent practices such as moving residence and other negative impacts. Additionally, there are significant differences between favorite schools and other schools in general. Favorite schools have attributes such as a good teaching staff and learning systems, adequate facilities and infrastructure, and a good culture and school environment. On the contrary, the image of a poor school is that the teaching staff lacks competence and teaching experience, the teaching and learning process system is not in compliance with the system or standard operating procedure (SOP), the facilities and infrastructure are lacking, and the culture and environment of the school are not good. There is little indication that schools with

no or little favorite can be accepted by state schools or government colleges.

The zoning-based PPDB reception in 2019 drew protests from parents of potential PPDB participants. The protest was carried out with a demonstration of their disapproval to the Surabaya City Education Office and the East Java Provincial Education Office and they hoped that the zoning-based PPDB would be postponed [5]. Parents' protests against the zoning-based PPDB system show that there is no effective communication of zoning-based PPDB policies. The level of respondents' understanding of the zoning-based PPDB policy in the city of Surabaya is presented in Table 1 and was obtained by interviewing students' parents. The factor of effectively communicating policy is often ignored by policymakers. The approach so far has been done top-down. It is assumed that every policy that comes from above is considered automatically accepted without reserve. The Central Government has not yet comprehensively explained the essence of the policies made. This is what make this policy fail to be implemented.

Table 1 Level of understanding of zoning-based PPDB policies in Indonesia

Indicators	Understand	Not Understand
Understanding the objectives of zoning-based PPDB policies	8	22
Understanding zoning based PPDB rules	11	19
Understanding zoning-based registration procedures/processes	7	23
Understanding the impact of zoning-based PPDB policies	5	25

The results of the questionnaire given to 30 people showed that 73 percent do not know the purpose of the zoning-based PPDB policy; 63 percent are aware of regulations regarding PPDB; 76 percent do not understand the processes, procedures and registration

of PPDB; and 83 percent do not understand the impact of PPDB policies desired by the government. Indonesia as a developing country has a different course of student acceptance policy. This study takes data in the State of Indonesia, especially in the city of Surabaya. Why Surabaya? Because Surabaya is the second largest capital in Indonesia and thus has the characteristics of a pilot policy that deserves to be examined and analyzed how the implementation of policies related to zoning on the admission of new students.

## 2. Literature Review

### 2.1. Implementation Model

There are a number of definitions of Public Policy Implementation, one of which was delivered by Merilee S. Grindle who gave her view of implementation by saying that in general, the task of implementation is to form a linkage that facilitates policy objectives can be realized as the impact of a government activity [6]. Van Meter and Van Horn define the implementation of policy as actions taken either by individuals or officials or groups of government or private that are directed at the achievement of the objectives outlined in the policy decision [7].

The process of implementing a policy aims to achieve the expected performance [8]. To achieve performance, it is influenced by variables including standards and objectives, resources, characteristics of implementing organizations, disposition, communication, and the economic, social and political environment. Standards and objectives in a policy must be clearly formulated. Policy objectives, followed by achievement standards, are important as guidelines for policy implementation. Policies are often difficult to evaluate when there are unclear policy objectives and no specified standards.

Resources are important variables in determining the achievement of implementation objectives. Implementation of a policy must identify the resource requirements needed. Policy implementation is carried out by an organization. The characteristics of the implementing organization largely determine the suitability of the implementation program being carried out. Implementation failures often occur because the character of the organization does not match the program being run. Disposition of implementer is the tendency of policy implementers to implement policies. Those in charge of carrying out policies must have a high commitment so that policy can be implemented. Failure to implement the policy often occurs because the implementers of the policy are not in accordance with its objectives. Inter-organizational communication is important so misinterpretation among policy implementing agencies does not occur. Effective communication outside the implementing organization or with stakeholders is also important because the

success of a policy also requires support from stakeholders relevant to the objectives of the policy implementation. The success of policy implementation is also determined by the condition of the user or target recipient of the policy. Social, economic and political conditions greatly affect the effectiveness of implementing a policy.

Merilee S. Grindle [9] argues that policy implementation cannot be separated from political and administrative processes. Generally, when the policy is decided, it will be followed by an administrative process. Grindle explains that the success of implementation depends on the planned program and the adequacy of the budget for implementing a program. In addition to the quality of the program and the availability of fees, there are two other important things that determine the success of policy implementation: the content of the policy and the context of the policy. The contents of the policy includes the affected interests and the type of benefit. In a policy that has been formulated, there are certainly many various interests that want to be influenced. The presence of many stakeholders must support the achievement of implementation objectives. A policy must provide certainty that, if the policy is implemented, it will certainly have a positive impact.

The context of the policy context includes power, interest, and the authority of the authority involved. In implementing a policy, an agent with sufficient authority is needed; if the agent does not have the sufficient authority, it may be difficult to implement the policy properly. Besides, agents must also have a tendency or interests that align with the objectives of the implementation. Suppose the authority possessed by an agent is adequate and the interest is in line with implementation objectives. In that case, it is necessary to formulate an appropriate strategy for implementing the policy. Second, Institutional and Regime Characteristics. The environment of a policy will affect the achievement of the desired goals in policy implementation, so the characteristics of an institution that influences the implementation of the policy should support it. Third, Compliance and Responsiveness. Implementing agency compliance and an enormous sense of responsibility are important prerequisites that ensure that policies can be implemented properly.

The implementation of public policy in Merilee S. Grindle's theory is influenced by two large variables: the policy's content (the content of policy) and the implementation environment (context of implementation). These variables include the extent to which the target group's interests are expressed in the contents of the policy, the type of benefits received by the target group, the extent to which changes are desired from a policy, whether the location of the program is appropriate, whether a policy has stated the implementation of the details in detail, and whether adequate resources support a program. Definition of

Public Policy Implementation, one of which was delivered by Merilee S. Grindle, who gave her view of implementation by saying that the task of implementation is to form a linkage that facilitates policy objectives realized as the impact of a government activity [6]. At the same time, Van Meter and Van Horn define the implementation of policy as actions taken either by individuals or officials or groups of government or private that are directed at the achievement of the objectives outlined in the policy decision [7]. From some of these meanings, it can be concluded that the implementation of public policy is a series of activities carried out by individuals, government officials, or the private sector as an executor. A policy has a way that is directed towards achieving a clear goal. Policies must pay attention to relevant issues (context). The content (content) of the policy must be relevant to the community's needs. The effectiveness of the implementation of the policy depends on the availability of adequate facilities and infrastructure.

Definition of Public Policy Implementation, one of which was delivered by Merilee S. Grindle, who gave her view of implementation by saying that the task of implementation is to form a linkage that facilitates policy objectives realized as the impact of a government activity [6]. At the same time, Van Meter and Van Horn define the implementation of policy as actions taken either by individuals or officials or groups of government or private that are directed at the achievement of the objectives outlined in the policy decision [7]. From some of these meanings, it can be concluded that the implementation of public policy is a series of activities carried out by individuals, government officials, or the private sector as an executor as a policy has a way that is directed towards achieving a clear goal and goal inventory into policy implementation models.

Edwards believes that "without effective implementation of political makers' declaration will not be carried out successfully [6]. The public policy implementation model presented by Edwards III [10] uses a top-down approach. Edward suggests paying attention to four main issues so that the implementation process becomes effective, namely communication, resources, disposition or attitude, and bureaucratic structure. According to Edward III, the Policy Implementation Model shows that policy implementation can be effective if there is good communication between implementing agencies that is realized in the form of good coordination. Communication to policy users can be done with intense socialization. This intense socialization is intended to prevent resistance to policy. The availability of adequate resources in the form of human resources facilities and infrastructure is an important prerequisite for implementing policies. Policies that are

not supported by the availability of resources can certainly not be implemented properly.

According to Mazmanian and Sabatier [11], implementation is an effort to implement a policy that has been decided. Mazmanian and Sabatier suggested that there are three important policy variables that are implemented to achieve their goals, including independent variables, intervening variables and dependent variables. The independent variable includes aspects of whether the problem of rationality can be controlled technical approaches to solving problems and what changes are desired. The intervening variable is a variable outside the policy that will affect the implementation of the policy, and is related to socioeconomic conditions, technology, public support, the attitude of the executor, constituent resources, and commitment of the executing agent and support of the authorities. The dependent variable includes an understanding of the implementers of the policy, compiled in the form of an action plan; object compliance; tangible results from implementing the policy; user acceptance; and policy revisions following feedback. Discussion on the similarity in view of the implementation effectiveness of [8], [9], [10], [11] shows that the availability of resources is an important prerequisite in policy implementation.

## 2.2. Prior Research

In the fourth paragraph of UUD 1945, one of the stated goals of the founding fathers is to educate the life of the nation. The first line of Article 31 of the 1945 Constitution, regarding education and culture, states that every citizen has the right to education. This right is owned by every citizen in all regions of the country of Indonesia. However, the existing conditions indicate that there are still gaps in the delivery of education in Indonesia in areas including infrastructure, teacher quality and access. As a result, not every child has an equal opportunity to access high-quality educational services. If the quality of education delivery in all schools in Indonesia is generally good, of course, the zoning policy is the right policy. However, because these ideal conditions have not yet been reached, it is normal for parents to wish to put their children in top schools. This situation is not conducive if the Ministry of Education and the new cultural policy inspire protests and demonstrations everywhere. Empirical data shows thousands of children have worked hard all year to get good grades in order to enter excellent schools, but at the last minute, their names have been removed from the list, due to the location of their homes outside the zone. Most children must be willing either to attend a school that is considered of poor quality or to spend more money to attend a private school, while friends who may not have expended as much academic effort as they have succeed in entering a superior school because of the luck of living in the right zone.

The problem is whether, with this zoning-based PPDB policy, placement in high-quality schools will be randomly distributed among prospective new students, regardless of their socio-economic background, granting all the same opportunity. The answer is not that simple. Leading public schools are generally located in cities, including the provincial capital, or in the middle of town or a similarly strategic location. Who usually lives in the middle of a city or strategic area? This often has a high correlation with the socioeconomic ability of the family. One study conducted in Hangzhou in 2017 examined housing data from 660 communities with spatial econometric models. From this study, it was concluded that the existence of certain schools significantly increased the price of land in the vicinity [12]. The results of the study can be interpreted as indicating that parents may buy homes in certain areas so that their children have a higher chance of entering superior schools due to the acceptance of students based on the zoning system.

The central problems of student admission process zoning policies in Lampung are the absence of regional regulation on the zoning system, the absence of socialization, the unavailability of equal facilities and infrastructure, the absence of technical policy referrals as a follow-up to the implementation of the zoning system and the lack of supervision in the application of the zoning system [13]. Wahyuni suggested that the implementation of zoning system policies in PPDB 2018/2019 raises some pros and cons. The argument is that prioritizing prospective students' distance of residence from a given school as a determinant factor in PPDB acceptance is difficult, due to the number of schools for all regions that have not yet balanced. As a result, some schools lack student candidates, but other schools exceed the quota number of applicants because they are in a densely populated zone. The modified education system process can be observed in Fig. 1.

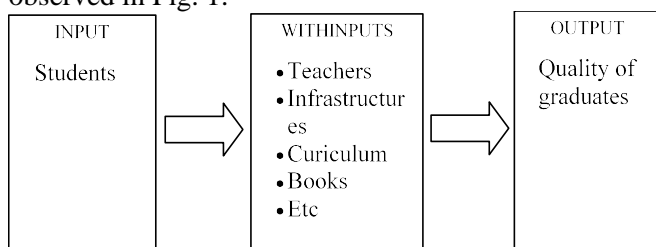


Fig. 1 Modified education system process

### 3. Method

#### 3.1. Research Design

In this research, we have applied the case study qualitative research method. The qualitative method uses questionnaires, interviews and journals to interpret or describe the social phenomenon [14]. Qualitative research examines people's experience of a particular phenomenon and creates an interpretation from it [15]. The goal of qualitative research is to portray and

describe the event or phenomenon from the standpoint of the object being studied [16]. Focus group discussion (FGD) is a data collection method commonly used in social qualitative research, especially nursing research. This method relies on the acquisition of data or information from the interaction of informants or respondents in a group that focuses on conducting discussions to solve certain problems. Data obtained through this technique provides information on a given group and insights into a group's opinions and decisions. The advantages of using FGD methods are providing richer data and adding value to data that was not obtained when using other data collection methods, especially in quantitative research [17].

FGD as a method of data collection has various strengths and limitations. This study used a purposive sampling technique. In determining the subject / object, this technique emphasizes the appropriateness of objectives by using personal considerations in accordance with the research topic: namely, the researcher chooses the subject / object as the unit of analysis. Researchers choose the unit of analysis based on their needs and assume that the unit of analysis is representative. In other words, this purposive sampling technique only chooses samples that can really provide relevant and effective answers to the questions raised [18]. Thus, the data are obtained directly from a sample of people who understand the field of study in question. The selection of informants is determined by the criteria, which are based on the understanding of each individual. In terms of degrees, the selection is determined based on the following: (1) Parents of students consisting of representatives from primary school to elementary school, (2) Parents of students consisting of representatives from elementary school to junior high school and senior high school, (3) Implementing agent from Surabaya City Education Office and related stakeholders.

Table 2 Sample determining focus group discussion (Primary data processed by researchers, 2018)

Sample Criteria	Number of Participants	Number of Discussion Groups
1) Parents of students consisting of representatives from elementary school to school	40 Participants	2 Groups
2) Parents of students consisting of representatives from elementary school to junior high school and senior high school	80 Participants	4 Groups
3) Implementing agent from Surabaya City Education Office and related Stakeholders	20 Participants	1 Groups
Total	140 Participants	7 Groups

Mapping the problems faced in the implementation of PPDB conducted by the Government. Namely related to the zoning system it is regulated that schools run by local governments must accept prospective students who live in the radius of the zone closest to the school

Describe the public perception of policy implementation zoning of schools in the Primary and Secondary School PPDB level 2018/2019 Academic Year in Surabaya

Data collection techniques carried out through interviews with parents, school representatives and related agencies are also supported by literature studies relating to school zoning policies.

Figure 2. Framework Research

This FGD was attended by three clusters. The first cluster is the representative of parents who will enroll their children in elementary schools in East Surabaya, West Surabaya, and South Surabaya. The second cluster was followed by parents of prospective junior high school and senior high school students. The third cluster is the policy-implementing agent, consisting of officers from the city education office and observers of education. FGDs are held for a duration of 120 minutes and can be performed several times [19]. Focus group discussions were held in 3 sessions where three discussion facilitators guided each session. In the implementation of focus group discussions, questions on the research sample in the form of open-ended questions, can be free to express opinions about the questions raised consisting of 3 questions, including: (1) Whether the Implementation of Student Admission Activities with zoning is acceptable well?; (2) What is the informant's perception of the application of student acceptance zoning?

#### 4. Result and Discussion

As for the FGD, each group has discussed issues that researchers have set up. Issues are whether each school has an even teacher quality standard?; Do every school have the same quality infrastructure?; Does every school have a quality culture?; Has the zoning-based PPDB policy been intensively communicated and socialized to the public? Is there a common understanding in applying zoning policies between the central government, regional governments, city education offices, and schools implementing policies?

Does every school in the Surabaya city area have equal teacher quality standards?

Table 3  
Issue of Average Teacher Quality

Opinion of Participants	FGD's Group Conclusions	Ranking Opinion
1. The quality of competence is uneven	4	1
2. The Quality of Teacher Competence has not been evenly distributed	2	2
3. Even Teacher Competency Quality	1	3
Total	7	

Sources: Primary data processed by researchers, 2018

The results of the FGD discussions on the issue of teacher quality averages showed 4 FGD groups (85 percent) considered that the issue of teacher quality averages was still low. This means that the zoning-based revenue policy will cause dissatisfaction compared to the previous policy. Research that takes a case study in the city of Surabaya illustrates that other cities scattered in Indonesia are certainly worse because Surabaya is the second barometer of education services in Indonesia after Jakarta. Local Education Observer Satrio Ardiansya said, "The zoning-based PPDB policy is very good but must be prepared first with teacher competence and commitment to advance education. Schools in the suburbs have not promoted teacher competency improvement and quality of learning. Learning is generally done routinely" (Research interview, 2018).

Does every school have an evenly distributed infrastructure quality standard?

Table 4  
Issue of Infrastructure Standard

Opinion of Participants	FGD's Group Conclusions	Ranking Opinion
1. Uneven infrastructure quality	3	1
2. Infrastructure quality has not been evenly distributed	2	2
3. Infrastructure quality is evenly distributed	2	2
Total	7	

Sources: Primary data processed by researchers, 2018

From the results of the FGDs, most groups argued that the infrastructure available in each school was inadequate (42 percent), and 28 percent thought the school's infrastructure had not been evenly distributed. Samidi's informant commented one of the parents of prospective zoning-based PPDB applicants in eastern Surabaya said:

"I think before the implementation of zoning-based PPDB, the government must improve adequate learning spaces, laboratory facilities, internet facilities, library rooms, and conducive school environments. School facilities in Central Surabaya are very different from schools in the suburbs" (Research interview, 2018).

Table 5  
Issue of School Quality Culture

Opinion of Participants	FGD's Group Conclusions	Ranking Opinion
1. Does not have a culture of school quality	5	1
2. Still lacks a culture of school quality	1	2
3. Have a School Quality Culture	1	2
Total	7	

Sources: Primary data processed by researchers, 2018

Discussions about school culture carried out by groups who participated in the FGDs showed that school quality culture was the main consideration. Five groups (71 percent) concluded that some of the scattered schools did not yet have a quality culture. Quality culture is owned by schools that have long been and are domiciled in the city center. Because of this, zoning-based PPDB policies are considered unfair because potential zoning-based PPDB participants who live from a distance radius may not be able to register at a downtown school.

The opinion of Umu Salamawho lives in West Surabaya said:

"As a parent, I feel happy and believe that if I send my child to a school that has a good name, the school is generally located in the city center. Schools in the city center have a good quality culture so that children are intellectual and emotionally intelligent. I am most afraid of sending children to schools that do not have a quality culture, besides the low quality of learning children also do not instill discipline" (Research interview, 2018).

Table 6  
Issue of Coordination with Stakeholders

Opinion of Participants	FGD's Group Conclusions	Ranking Opinion
1. There is no coordination of the Ministry of Education and Culture-Regional Government-City Education Agency-School Headmaster	1	3
2. Still not effective coordination of the Ministry of Education and Culture-Regional Government-City Education Agency-School Headmaster	4	1
3. Effective coordination of the Ministry of Education and Culture-Regional Government-City Education Agency-School Headmaster a School Quality Culture	2	2
Total	7	

Sources: Primary data processed by researchers, 2018

From the FGD results related to the issue of zoning-based PPDB Policy coordination from the start of the central government represented by the Ministry of Education and Culture, the local government represented by the Surabaya City Education Office, the School Principal indicated that there was no common understanding of the zoning-based PPDB policy. The results of the FGD 1 (one) group (14 percent) concluded that there was no coordination among relevant stakeholders, 4 (Four) groups (57 percent) concluded that there was no coordination between stakeholders. Policy standards, measures of policy success, and operational standards still have many

interpretations, so that each region gives a different interpretation. The condition caused many protests from parents of prospective participants of PPDB based on zoning, which were judged to have unclear standards.

Mustafa, as one of the government school teachers, said:

"The zoning-based PPDB policy does not yet have a technical guide. Each region translates the policy depending on the leadership of the regional head and the education office. This condition raises regions that are still half implementing the zoning-based PPDB policy" (Research interview, 2018).

This study's results can be a dialogue with the view of [11] that the success of implementation depends on the program's quality and the availability of program funding. The zoning-based PPDB policy is a rational policy and is oriented towards equitable education; however, although this policy is good it must be supported by building adequate infrastructure [8]. The availability of resources in the implementation of PPDB policies [8], [11] is especially important, meaning that before the policy is implemented it must be standardized to include the quality of school services, particularly teacher competency standards, study space standards, libraries, internet access, and others. Policy implementation must also espouse the prevalent values perceived by the community [8], [9]. The community still considers that the culture of school quality must be encouraged so that it is institutionalized. If schools can build an image, the zoning-based PPDB policy can be implemented effectively. Coordination, communication, and outreaching among stakeholders are also particularly important in implementing policies [8], [9], [11]. In order not to cause public protests surrounding procedures and procedures for registering zoning based on zoning, there must be intensive coordination between stakeholders, and the initiators must then communicate and clearly socialize with the public.

## 5. Conclusions

The main purpose of zoning policy is to promote the existence of equal distribution of education; however, several things need attention to improve the implementation of the zoning policy if it is to be reapplied subsequently.

1. The implementation of zoning-based PPDB in Surabaya still cannot be carried out effectively because it is constrained by the uneven standard of facilities and service standards; indeed, the implementation of this policy led to elements of the public protesting against this policy.

2. The implementation of zoning-based PPDB policies is also ineffective because there are no operational instructions from the central government, especially from the Ministry of Education and Culture. The absence of technical guidelines followed by weak



coordination between the stakeholders involved has led to the absence of clear policy implementation standards.

3. The lack of communicating and disseminating zoning-based PPDB policies to the public has led to people's disapproval in the wake of implementation.

## 6. Recommendations

1. The government must standardize facilities and education both relating to education hardware and software. With the standardization of educational facilities and services, every child enrolling in a school will no longer be trapped by the demand for favorite schools because each school will have the same standard of facilities and services.

2. There needs to be intensive communication and outreach to the community at large. The research results show that the implementation of zoning-based PPDB policies has created many problems and obstacles. This happens because of the lack of socialization and unpreparedness of prospective new students as well as parents facing significant repercussions from changes in the education system. The unpreparedness of the community in facing changes in new systems, especially those relating to material culture (science and technology), and the existence of cultural lag, is also of great importance. Indeed, there is a significant gap between the material aspects, including science and technology, and habits and patterns of behavior.

3. The coordination between the Ministry of Education, the culture of the local government, and school headmasters, needs to be improved.

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