

Analysis Implementation of Educational Zoning System in Indonesia

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ABSTRACT

Equality in education has become a polemic that is still being discussed today. Through the zoning system policy, the government seeks to achieve equity and improve the quality of education. This article intends to provide a report on the education zoning system policy in Indonesia which has been implemented since 2017. This study uses the literature review search method using the Open Knowledge Map application as a medium for research and analysis. The research data is in the form of scientific articles obtained from the metadata of scientific journal publications relevant to the study topic. According to the results of the OKM analysis that the author has developed, it is known that as long as the education zoning system policy is implemented various perspectives emerge from the world of education, parents of students, teachers/teaching staff, and stakeholders. This study also found that the education zoning system seeks to realize quality services in terms of service access, service costs, and fairness of education services. The negative impacts and causes of the ineffectiveness of implementing the education zoning system in Indonesia are influenced by other national education policies, school management, and the curriculum they study.

Keywords: Zoning System; Education; Policy

INTRODUCTION

The quality of a country's human resources can be judged by the standard of education it has (Djarmiko et al., 2022) or Indonesia, the attainment of quality education must refer to the National Education Criterion, which regulates the minimal requirements for implementing the educational system in all regions (Nurhasanah et al., 2021; Putra & Widnyani, 2020). The Ministry of Education and Culture Regulation No. 28/2016 contains eight indicators (assessment results, the material of education, educational process, assessment of education, educators and other educational staff, educational infrastructure and facilities, educational financing, and

educational management) that are interrelated and must be met by education providers in order to provide services excellent to learners.

Even though the government has set education quality standards, based on facts on the ground, there are still many regions that have not been able to provide quality education (Ningrum et al., 2022). This is due to the awarding of pre-eminent and favorite schools. The presence of a school with this predicate is considered capable of providing quality education services, thereby attracting students who are able and have good academic abilities. The impact is that schools in rural areas cannot compete because the focus on providing quality education services only focuses on certain areas with pre-eminent and favorite predicate schools (Ningrum et al., 2022).

The government's strategy for carrying out educational equity to improve the quality of education is by establishing a zoning system policy for accepting new learners (Ihsan, 2022; Kosasih et al., 2023; Sarkadi et al., 2020). Through this policy, the government seeks to overcome the accumulation of new learners registrations in certain areas that have good-quality schools, with the aim of an even distribution of students throughout the region. This policy also has the aim of creating harmony in the quality of existing schools, by eliminating the predicates of favorite and superior schools. Registration of students according to this policy no longer only pays attention to academic aspects (Final Examination Scores), but is adjusted to the geographical location between the prospective student's home and the school (Syakarofath et al., 2020).

The concept of equal distribution of quality education through the education zones system governed by the Ministry of Education and Culture Regulation No. 44/2019, will be realized as expected when implemented in synergy and supported by the availability of adequate resources, infrastructure, and facilities. Studies related to the education zoning system are still being carried out to observe the success rate of its implementation. Through this study, the authors present an analysis of the zoning system's execution to find out the positive, and negative impacts, and causes of the ineffectiveness of the policy, which originate from the results of previous studies.

METHOD

The research aimed at analyzing the educational zoning system's execution was carried out using a literature review-based research method, which was supported by the use of the Open Knowledge Map (OKM) application. The stages of this research method consist of:

1. Determination of research topics to be analyzed. In this study, it has been determined that the research topic to be studied is related to the educational zoning system's execution.
2. Application determination. In this stage, the researcher determines the application used to make it easier to find various references that are appropriate to the topic of study and processes these references so that they produce data that can be analyzed by researchers. The application used is by the previous discussion, namely the Open Knowledge Map (OKM).
3. Application usage. The OKM application's first step is to fill in the source metadata, year range, and keywords.
4. Mapping Process. After carrying out the third step, the researcher waited for the results of the OKM mapping which would later produce research topic clusters.
5. Analysis of OKM mapping results.

RESULT AND DISCUSSION

From the results of a search using the Open Knowledge Map (OKM), 100 articles were found with the keyword "Educational Zoning System". The timeframe for the article is from 2017-2023. OKM analysis results are presented in the form of figure 1.

As shown in Figure 1, the results of the search yielded 11 clusters, of which the Zoning System Policy Effect cluster was the largest cluster with a total of 28 sources, which intersected with the National Education cluster (6 items), Merdeka Learning (5 items) and School Management (8 items). The figure also shows 1 cluster that does not intersect with other clusters, namely the Information System cluster (3 items).

Based on a cluster of the Influence of the Zones System Rules, the educational zones system's execution is divided into four perspective categories (Megawati, 2021; Ningrum et al., 2022; Pradewi & Rukiyati, 2019; Susiwati et al., 2021; Wandra, 2021; Werdiningsih, 2020) as seen in the following table 1.

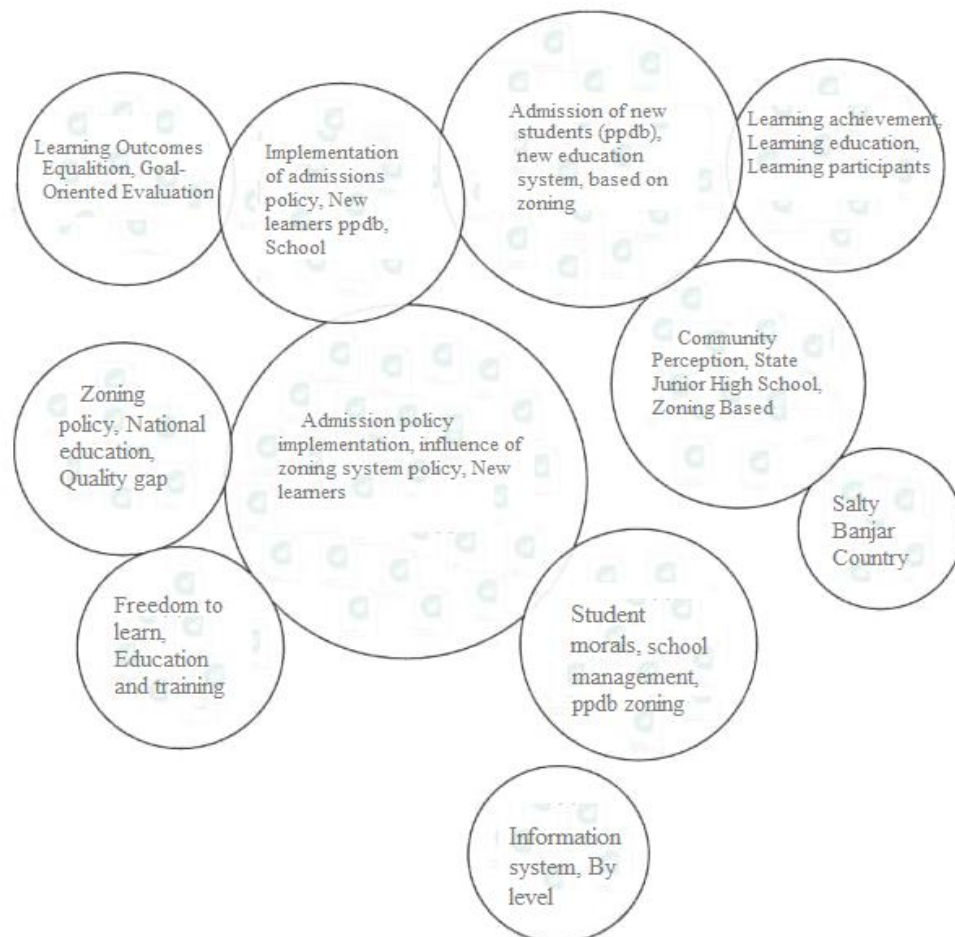


Figure 1. Visualization of OKM Analysis Results

Table 1
Perspective of the educational zoning system's execution

No.	Perspective	Explanation
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1	Education World	<ol style="list-style-type: none"> 1. The Zoning System Rules provides easy access to education services to the community 2. The quality of schools is evenly distributed 3. Reducing the cost of education. 4. Eliminate favorite school labels. 5. Even distribution of students in each school
2.	Parents of Students	<ol style="list-style-type: none"> 1. Suggestion to send children to schools that have the closest distance from home. 2. Hindering the desire of students to get an education at the desired school. 3. The priority for student admission is more in favor of prospective students who have a distance from their homes to the nearest school.
3	Teacher	<ol style="list-style-type: none"> 1. The zoning system policy reduces school quality and student learning motivation. 2. The zoning system policy is not supported by an adequate number of teachers. 3. School facilities and infrastructure have not been able to support the realization of the education zones system policy. 4. Changes in student learning patterns
4	Stakeholder	<ol style="list-style-type: none"> 1. The effectiveness of the zoning system policy requires active participation from the community. 2. Community participation can be realized in the form of acceptance and rejection. 3. Streamline the socialization process of the education zoning system policy 4. Stakeholders may not apply special policies outside the zoning system policy 5. Required Standard Operating Procedures for implementing the zoning system for accepting new prospective students

Source: Results of Research Data Processing, 2023.

From the perspective of the world of policy, when the Zoning system can be implemented by the established provisions as patented in the Minister of Education and Culture Regulation No.14/2018, the policy can have a positive impact on fulfilling people's rights to education services in three aspects, namely: access services, service fees, and service fairness(Ula & Lestari, 2020).

1. Access to education services, through the zoning system policy, the government has a goal so that every community can easily get education services through schools in their area. During this time, many people are willing to travel long distances just to get an education. Long distances do not make students late. Through the education zoning system, the government seeks that existing schools have the same quality so that students and parents no longer have trouble finding schools that have quality education services.
2. Cost of educational services. The closer the distance traveled, can reduce the costs that must be incurred by the parents of students. In the education zones system policy, the government has regulated that 20% of all students accepted in each school are exempt from tuition fees. This is intended for students who have underprivileged family backgrounds.
3. The aspect of justice. One of the main focuses in the policy zoning system is the equal distribution of school quality. This is intended so that the implementation of educational

services is embedded in the principle of justice. Every student has the right to get the same service without any favorite school frills. So far, the community believes that only favorite schools have quality education services, and only students who have academic and non-academic achievements are entitled to these services, as well as students who have established family backgrounds. Through the education zoning system policy, the government seeks to provide equal educational services for students with good academic, and non-academic intelligence, and those who are not good.

From the perspective of parents, educators, and stakeholders, it has been illustrated that the implementation of the education zoning system from 2017 to date has had a negative impact on students, teachers, and schools. Human resources, facilities and infrastructure, and the lack of socialization of policies are the causes of the ineffective educational zoning system's execution. This indicates that the government does not have adequate readiness to implement an educational zoning system. Citing the findings of the study (Syakarofath et al., 2020), the effective execution of the educational zoning system in other countries is aided by the alignment of the national companion education policy. This implies that the government needs to align the education zoning system policy with other policies that regulate national education.

Based on the visualization of the results of the OKM analysis, the negative impacts and causes of ineffective implementation of the education zoning system can be influenced by other National Education Policies, school management, and the curriculum they study. The education zoning system policy when linked to other existing national education policies, there are contradictions in the education system. Law Number 20/2003 related to the National Education System and Law Number 23/2014 related to Regional Government have regulated that the implementation of education is decentralized, not centralized so that in this case the central government does not have the authority to regulate education management. In the Education Zoning Policy, the central government has the authority to manage education by regulating the provisions for the acceptance of prospective new learners, resulting in disharmony of norms and disregard for the hierarchy of statutory formation (Dewi & Sudiarta, 2020; Sihombing & Hadita, 2021).

On the other hand, in implementing the education zoning system, the government does not study the distribution of school availability in each zone (Prestoroika et al., 2022). Some zones have many state schools but lack prospective students, and some zones have many prospective students but lack the number of state schools, causing problems where there are zones that are not filled, and prospective students are not accommodated (Ardiansyah & Kristyaningrum, 2019; Megawati, 2021).

In addition, the presence of the Free Learning curriculum in the world of education today is less effective when it is associated with the education zoning system policy. Since the zoning system was implemented, the teacher's learning pattern has become increasingly difficult (Wahyuni et al., 2020). The zoning system policy makes teachers who are used to guiding students who excel find it difficult to carry out the current learning process, where the level of intelligence of students who are not evenly distributed requires different learning patterns. Students who have less intelligence will find it difficult to catch up and students who have good intelligence will lose motivation. It is certainly difficult to achieve the goals of the independent learning curriculum which refers to the talents and interests of students.

CONCLUSION

Through the results of the Open Knowledge Map (OKM) analysis, it can be concluded that the education zoning system policy in Indonesia since it was implemented in 2017 has had

different perspectives between the world of education, parents of students, teachers, and stakeholders. Even though there are differences in perspectives, when the education zoning system policy can be implemented effectively, it can provide convenience for education services for the community, such as easy access to services, service fees, and fairness in education services. The negative impacts and causes of ineffective implementation of the education zoning system are influenced by the National Education Policy, school management, and the curriculum they study. Students, instructors, and schools are immediately affected by the zoning system's detrimental influence.

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