

Implementation of School Zoning System Policy for Prospective New Students on the Border of Bandar Lampung City and South Lampung Regency

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Article Info

Article history:

Received Dec, 2024

Revised Feb, 2025

Accepted Feb, 2025

Keywords:

New students

Policy implementation

Zoning system

ABSTRACT

The zoning policy in New Student Admissions (PPDB) aims to equalize access and quality of education in Indonesia. This study analyzes the implementation of the zoning policy for prospective new students on the border of Bandar Lampung City and South Lampung Regency, focusing on SMP Negeri 24 Bandar Lampung and SMP Negeri 1 Tanjung Bintang. Data were obtained through interviews, observations, and document studies. The study shows that the main obstacle is administrative inconsistency even though the distance criteria have been met. Policy recommendations include increasing socialization and revising regulations to accommodate the needs of border communities.

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1. INTRODUCTION

Education plays a very important role in all aspects of life, from the family environment to the national level. The progress and growth of a country is very dependent on the success of the education system implemented. A country can achieve success in education if there is a consistent effort to improve the quality of education as a whole. Education is a conscious effort to develop the potential of human resources [1].

Therefore, the government as a stakeholder, especially in the education sector, needs to reconsider and understand what is needed to produce quality human resources. One of them is of course to achieve educational goals, the government must be able to provide quality educational services. [2]. The benchmark for the success of

education policy is its implementation. [3] stated that policy implementation is actually not only limited to the mechanism of explaining political decisions into routine procedures through bureaucratic channels, but is related to the problem of conflict, namely who gets what in a policy. Even policy implementation is something very important, possibly much more important than policy formulation.

One of the efforts to improve and equalize the quality of education in Indonesia is by applying a zoning system to the New Student Admissions (PPDB) [4]. This provision is based on the Regulation of the Minister of Education and Culture Number 1 of 2021 concerning the Admission of New Students to Kindergartens, Elementary Schools, Junior High Schools, Senior High Schools and Vocational High

Schools which aims to ensure that the Admission of New Students runs objectively, accountably, transparently without discrimination so as to encourage increased access to education services.

The city of Bandar Lampung in accepting students from elementary to high school levels uses a zoning system that is seen from the distance between schools. Prospective students register for school through the web information system of the New Student Admissions Education Application Information System (SIAP PPDB) of the City of Bandar Lampung. Siap PPDB Bandar Lampung City is a system designed to automate the implementation of New Student Admissions (PPDB) online. From the registration process, selection to the announcement of the selection results based on real time (real time online). This product is developed based on a web interface and uses a cloud computing system as a SaaS (Software as a Service) service that will make it easier for schools to use the PPDB Online application. The following is the Zoning Division of Public Middle Schools in the city of Bandar Lampung and South Lampung district, as one of the bordering areas in Lampung Province.

This study focuses on SMP Negeri 24 Bandar Lampung and SMP Negeri 1 Tanjung Bintang which are located close together but are divided by the district border. The distance between the two schools is 18 km. This phenomenon has caused a shift in school selection for a number of prospective students, especially those who live in border areas. This is due to the registration quota policy, where prospective students who live in the border area can only register at SMP Negeri 24 Bandar Lampung if the quota at the school has been filled by students from Bandar Lampung.

However, the new policy that has been implemented for the past year allows prospective new students in the border area to register through the zoning route, as long as there is still a quota available. However, priority is still given to Bandar Lampung residents in this registration route. This is different from the affirmative or

underprivileged route, namely prospective new students in the border area cannot register at schools located in the city of Bandar Lampung

This situation highlights the importance of careful planning in education management, including resource allocation and expansion of educational facilities, to address the gap between the number of prospective students and the capacity of existing schools. Inequality in the school zoning system in border areas can result in several negative impacts, such as inefficient use of resources, unequal quality of education, and differences in accessibility to adequate educational facilities. Addressing these inequalities requires collaborative efforts between local governments, educational institutions, and local communities to ensure that school zoning policies are implemented fairly and equitably.

This is essential to creating an inclusive and equitable educational environment for all children in border areas. Currently, the phenomenon of educational inequality is still a major challenge, especially in terms of the geographical location of schools. This gap can be seen from the existence of schools in remote areas far from urban areas so that accessibility is a major obstacle for the surrounding community. On the other hand, due to the high demand for education, the number of public schools is small, but the emphasis is also placed on densely populated areas, meaning that students in densely populated areas must travel quite far to attend the nearest public school. This situation shows that schools are not evenly distributed and education policies need to be updated to close this gap. Efforts must be made to ensure that all areas, including remote and densely populated areas, have easy access to quality educational facilities. Based on the background above, the author wants to conduct research on "Implementation of the School Zoning System Policy for Prospective New Students on the Border of Bandar Lampung City and South Lampung Regency".

2. LITERATURE REVIEW

2.1 *Concept of Public Policy*

In general, policy can be interpreted as a concept or basic plan of the government or public organization to regulate the public interest or the people [5]. Public policy is generally understood as one of the government's efforts or actions made in order to carry out its government duties, in the form of regulations or decisions. In practice, public policy is the result of a political process carried out in a state government system, which contains steps or efforts that must be taken by government officials as state administrators [6].

Public policy is a decision that is appealing to many people at a strategic level and is broad in nature made by holders of public power. As a decision that binds many people, public policy must be made by political authorities, namely those who have a mandate from the community or the people, through a means of election to act or act on behalf of the community [7].

2.2 *Definition of Implementation*

The word implementation is a loan word from a foreign language, namely English, where the initial form of the word is Implementation whose verb form is to implement is intended as to carry into effect (bring a result or consequence). Implementation is the implementation of basic policy decisions, usually in the form of laws, but can also be in the form of orders or decisions of judicial bodies. Usually, the decision identifies the problem to be addressed, states explicitly the goals/targets to be achieved, and various ways to structure/organize the implementation process [8].

This process occurs in several specific stages, usually starting with the ratification of the law, followed by political implementation in the form of implementing decisions by the implementing agency (agency)

willingness The process of implementing a policy is influenced by two elements:

- 1) The existence of a program (policy) that is implemented, the existence of a target group, namely a group of people who are targeted, and are expected to receive benefits from the policy program.
- 2) The existence of implementing elements (implementors) both organizations and individuals who are responsible for managing, implementing, and supervising the process of implementing the policy.

2.3 *Policy Implementation*

[9] said that: policy implementation is an activity that is intended to operate a program by considering three main activities of the activity. According to Jones, these three activities can affect policy implementation. The three activities are:

- 1) Organization, the formation or rearrangement of resources, units and methods to support the program to run,
- 2) Interpretation, interpreting the program into a plan and direction that is appropriate and can be accepted and implemented, and
- 3) Application (implementation) related to the implementation of routine activities that include the provision of goods and services.

2.4 *Understanding the Educational Zoning System*

Zoning itself comes from the word zone, namely a region or area that has specific environmental functions and characteristics [10]. Zoning in English is Zoning. In some countries, zoning regulations are also known as land development codes, zoning codes, zoning ordinances, zoning resolutions, zoning bylaws, urban codes, zoning acts, and others. Zoning itself according to Babcock, quoted by Korlena et al. is defined as: "Zoning is the division of a municipality into districts for the

purpose of regulating the use of private land".

The division of an area into several areas with legal regulations stipulated through zoning regulations, in principle aims to separate the development of industrial and commercial areas from residential areas [11] According to Barnet, this zoning regulation is better known by the popular term zoning regulation, where the word zoning refers to the division of the city environment into spatial utilization zones where in each zone spatial utilization controls are determined or different legal provisions are enforced.

2.5 Objectives of the Zoning System

The zoning system in education has the following objectives:

- 1) Ensure that New Student Admissions are carried out objectively, accountably, transparently, non-discriminatory and fairly in encouraging increased access to education services.
- 2) Ensure the availability and readiness of educational units (state schools, in particular) to be able to provide quality education services.
- 3) Ensure that there is equal access and fair quality of education in each zone/area designated close to the student's residence.

Ensure that competent students and education personnel are met, supported by adequate facilities that can be provided and used together by each educational unit in the designated area/zone. Control and guarantee the quality of graduates and supervise the learning process and outcomes cooperatively and competitively in the education service area/zone in a measurable and sustainable manner.

The aim of the new Permendikbud is to encourage increased access to educational services (Permendikbud Number 1 of 2021 concerning the Admission of New

Students to Kindergarten, Elementary School, Middle School, High School and Vocational School, Article 3 paragraph 1) [12] Thus it can be said that the main focus of the zoning policy is equal access to education services. In addition to equal access, the problem that this policy aims to solve is equal quality of education.

2.6 Zoning System Policy in PPDB

Zoning policy is a student admission system based on radius and distance. The advantages of this zoning system include equalizing education, saving time because schools are close, saving transportation costs, students are fitter, and reducing congestion. According to Aris Nurlailiyah in her journal, the pros and cons of implementing this zoning system are a separate polemic, among the cons are the lack of socialization from the education office, the existence of blank spots and undisciplined student behavior. However, the pros are that the zoning system eliminates the dichotomy of favorite and ordinary schools, encourages children to be close to their families and is efficient in terms of distance and cost. However, what is often found in the field is that the zoning system that gathers children with conditions that are not much different is a complaint for teachers in order to deal with increasingly "unruly" or undisciplined student behavior, this needs to be addressed immediately because this indiscipline is ultimately related to low student achievement. According to [13] in her journal, the selection of prospective students' academic abilities has been displaced by zones. Opening the radius of the nearest residence to the school means that students who live near the school can enter the nearest school without academic selection.

However, for students who live on the outskirts of the city, this is an obstacle because they cannot register because their residence is already in the

district area. Not a few smart people who are close to the center of power commit fraudulent acts by entrusting their children to relatives who live close to the desired school. Furthermore, for the indicator of bringing schools closer to students' domiciles, it has certainly increased, because in the pure zoning system this time 50% of students accepted are students who live close to schools.

3. METHODS

This research is descriptive research with a qualitative approach. Bogdan and Taylor define qualitative research as a research procedure that produces descriptive data in the form of written and spoken words and observed behavior from phenomena that occur [14].

This study uses a qualitative approach because the focus is to understand the implementation of the school zoning system policy for prospective new students in the border area between South Lampung Regency and Bandar Lampung City. This approach obtains data from interviews with research informants in the form of words to gain a deeper understanding of how the policy is implemented and responded to by stakeholders in the field.

The types of data used in this study are primary data and secondary data. Primary data is data obtained directly from the field either through observation or through interviews with informants, while secondary data is data obtained from various sources related to the study and written data used as supporting information in primary data analysis [14].

4. RESULTS AND DISCUSSION

4.1 Results

To analyze the problems in this study, Charles O. Jones' theory was used, which consists of three aspects, namely organization, interpretation and application.

1) Organisation

In the implementation of the zoning system policy, the organization refers to the role and institutional structure that functions to support the implementation of the policy. The organization involves coordination between various parties, including the government, schools, and the community, to ensure that the zoning policy can be implemented effectively and efficiently [15].

A good organization will ensure integration in tasks and responsibilities, so that the objectives of the zoning system policy can be achieved in accordance with the regulations set by the government.

From the results of research conducted by the Education and Culture Office of Bandar Lampung City and South Lampung Regency, the zoning system has been implemented from 2017 to the present, the same as SMP Negeri 24 Bandar Lampung and SMP Negeri 1 Tanjung Bintang which have implemented this zoning system in accordance with the regulations of the Minister of Education and Culture. From the results of interviews conducted, the organizational structure and implementation of school zoning policies in Bandar Lampung and the South Lampung Education Office involve various levels of committees and management. The Head of the Education Office in both regions showed a clear division of responsibilities from overall supervision by the Head of the Office, administration by the Secretary of the Office, to zoning management by related fields. Schools also follow a similar structure, with the principal acting as the chairman of the committee and assisted by the secretary, treasurer, and team members. This is in line

with the theory that suggests that organizing must involve a structured division of tasks to support policy implementation.

In terms of implementation, it shows that coordination between the education office and schools is still limited to informal communication and is not regulated in a formal agreement such as an MOU. The principal stated that there are procedures and regulations that are followed, although related information is often conveyed verbally or through office circulars. Meanwhile, responses from prospective parents showed differences in views on the zoning policy. Some people think this policy can reduce educational disparities, while others feel it is unfair, especially for those who live in border areas or have less clear information. In addition, criticism of school facilities includes shortcomings in the provision of facilities and infrastructure such as laboratories, LCD projectors, and classroom speakers. Overall, although there are efforts to improve access to education through zoning policies and facility improvements, challenges still exist in terms of coordination, transparency of information, and the provision of adequate facilities and infrastructure.

In the implementation of the zoning system policy, organization plays an important role in determining the success of the policy. The theory of organization according to [16] defines organizing as an activity that involves the formation or rearrangement of resources, units, and methods to ensure that programs run effectively. This theory emphasizes the importance of clear structures and predetermined methods to achieve policy objectives. In this case, organizing aims to ensure that every

part, including humans, materials, and processes, is managed effectively to meet policy objectives.

In contrast to the findings of [17] who stated that although the zoning policy aims to reduce educational disparities, in reality this policy is often ineffective in achieving this goal. This study noted that many parents are still trying to register their children in favorite schools even though they are outside the designated zone, so the practice of "buying and selling seats" is still rampant. This shows that although the zoning system was created to create equality, what happens in the field often creates new injustices. Thus, to improve the effectiveness of the PPDB zoning policy in Tanjungpinang, a comprehensive evaluation of the implementation of this policy is needed, including considering socio-economic factors and increasing transparency in the new student admission process so that the goal of equalizing education can be achieved better.

However, a comparison between theory and practice shows that although the organizational structure already exists, the implementation in the field does not fully reflect the theory. Although the Education Office and schools have a planned organizational structure, coordination between the office and schools still often occurs informally. The absence of a formal agreement such as an MOU between the education office and schools indicates a lack of implementation of formal and structured methods suggested by the theory of organizing. The theory of organizing also emphasizes the importance of effective resource management. In the field, although there are efforts by the Education Office to meet the needs of facilities and infrastructure, the results of interviews show a lack

of facilities such as laboratories, LCD projectors, and class speakers in several schools. This shows that material resource management is not yet fully optimal, contrary to the principles of theory which emphasizes the importance of resource management to support the success of the policy.

Coordination between the various parties involved in policy implementation is also an important point in the theory of organizing. In the field, although there is a clear structure, communication between the education office and schools is often done verbally, not through more formal channels. This reflects the inconsistency between the theory that requires structured and formal organizing and the practice in the field. In addition, Charles O. Jones' theory states that transparency of information is an important part of effective organizing. In the field, prospective parents often complain about the lack of clear information regarding zoning policies, especially for those living in border areas.

This shows a lack of socialization and communication that should be managed more effectively in accordance with the principle of transparency in theory. Community responses also show differences in views on zoning policies. Some prospective parents feel that this policy can reduce educational disparities, while others feel it is unfair, especially for those living in border areas. This shows that although organizational structures and procedures have been established, policy implementation has not fully met community expectations, reflecting challenges in achieving policy objectives as outlined in theory. In the field, although school principals and education offices follow existing procedures and regulations, the lack

of formal coordination and information delivery can hinder the effectiveness of the policy. This shows that the organizational process in the field is not yet fully dynamic and integrated. Thus, the comparison between theory and practice in the field shows that although the organizational structure for the zoning policy has been formed in accordance with the principles, there are still some challenges in terms of coordination, resource management, and transparency of information. The theory of organizing provides a useful framework for understanding how the policy should be implemented, but in the field there is a need to improve certain aspects so that the implementation is more in line with the principles outlined in the theory. Efforts to improve the effectiveness of the implementation of the zoning policy need to include improvements in terms of the formality of coordination, resource management, and transparency of information. Taking a more formal and structured method in accordance with the theory of organizing can help in overcoming the challenges faced in the field, so that the zoning policy can be implemented more effectively and meet the objectives that have been set.

2) Interpretation

Bandar Lampung Mayor Regulation Number 12 of 2020 and South Lampung Regent Regulation Number 22 of 2022 are important regulations that support the implementation of school zoning policies in each region. The Mayor's Regulation establishes guidelines for the implementation of zoning in the admission of new students (PPDB) in Bandar Lampung City, emphasizing the determination of zones based on geographic location so that students can access the nearest school

according to their place of residence. In addition, this regulation also includes assessment criteria that consider the distance from home to school, academic achievement, and socio-economic conditions of students, and requires the Education Office to conduct effective socialization so that the public understands the existing processes and mechanisms. Meanwhile, the South Lampung Regent Regulation regulates school zoning in South Lampung Regency with a focus on zoning arrangements that consider distance and population density, and ensures that new student admissions are carried out fairly and transparently. This regulation also emphasizes the importance of monitoring and evaluating the implementation of zoning policies, as well as encouraging community participation in the socialization and evaluation process. Both regulations aim to reduce educational disparities, improve accessibility, and ensure that all students have an equal opportunity to receive quality education, although there are still challenges in socialization and policy adjustments that need to be overcome to achieve maximum results.

The interpretation of the school zoning policy reflects the government's efforts to implement a system that aims to equalize access to education and reduce disparities between schools. The Education Offices in Bandar Lampung City and South Lampung Regency provide clear technical guidance to schools regarding the implementation of this policy. The principals of SMP Negeri 24 Bandar Lampung and SMP Negeri 1 Tanjung Bintang indicated that they followed the technical instructions provided, but there were adjustments made based on conditions such as distance and

student economic status. Socialization of the zoning policy was carried out through various means, including coordination meetings and the media, but there were still complaints from prospective parents regarding the lack of information and inaccuracy of the distance measurement system.

The principal of SMP Negeri 24 Bandar Lampung also expressed the challenges in handling students from border areas, who sometimes have to be accommodated even though they are outside the zone. Complaints from prospective parents regarding access to education in border areas indicate that this policy has not been fully effective in addressing the inequality of educational facilities. Overall, although the zoning policy aims to improve educational equity, its implementation still faces challenges in terms of socialization, system accuracy, and adjustments to needs that require further attention to achieve fairer and more effective results. In the context of school zoning policies, policy interpretation is an important point in ensuring that the policy is implemented effectively [18]. According to [16] theory of implementation, policy interpretation must ensure that there is a mutual understanding among the various parties involved to avoid misunderstandings and facilitate good implementation. This theory emphasizes that differences of opinion and misunderstandings between implementers can hinder the success of policy implementation.

This theory also shows the importance of maintaining mutual understanding among implementers. In the field, although the Education Office provides clear technical guidance, there are complaints from prospective parents regarding the lack of information and inaccuracy of

the distance measurement system. This indicates a gap in communication and understanding between the education office and the community, which has the potential to lead to misunderstandings and difficulties in implementing the policy.

Socialization of the zoning policy through various channels such as coordination meetings and the media is a step taken to reduce misunderstandings. However, complaints regarding the lack of information indicate that socialization has not been fully effective. In this case, the theory suggests that interpretation should include efforts to align understanding at all levels of implementation, including providing sufficient and accurate information to all related parties.

The principal of SMP Negeri 24 Bandar Lampung also expressed the challenges in dealing with students from border areas, who sometimes have to be accommodated even though they are outside the designated zone. This shows the need to adjust the policy to specific conditions. This adjustment must be made by considering the understanding between the parties involved to ensure that the interpretation of the policy remains consistent and acceptable. Complaints from prospective parents regarding access to education in border areas reflect that the zoning policy has not fully addressed the inequality of educational facilities. This shows that although the policy aims to improve educational equity, its implementation still faces challenges in terms of interpretation and adjustment to needs. This theory underlines the importance of evaluating aspects of interpretation to ensure that the policy is implemented fairly and effectively.

To measure the level of achievement of the interpretation dimension, there must be clear indicators regarding understanding and consistency in policy implementation. In the field, differences of opinion and inaccurate information indicate that these indicators have not been fully achieved. This indicates that there is a need to improve the evaluation and feedback process in policy implementation.

Although the school zoning policy has positive objectives, its implementation in the field faces various challenges, especially in terms of socialization. One of the main challenges is the lack of information and understanding among the community regarding the mechanism for accepting new students based on zoning. Research by [19] shows that this ambiguity can hinder the acceptance of the policy, with many parents and prospective students feeling confused about how to register and the criteria used to determine accessible schools. In addition, complaints about the inaccuracy of the distance measurement system are also often raised, with many parents feeling they do not receive accurate information about the distance between their homes and the schools they are applying to.

Limitations in the measurement system used by the Education Office can lead to errors in determining zones, which in turn affects students' chances of being accepted into their desired schools. The communication gap between the Education Office and the community also worsens this situation, with information often not reaching all parents or prospective students. This is in line with the findings in [20] which shows that inadequate socialization can lead to confusion

and dissatisfaction among parents and students. Dissatisfaction arising from a lack of socialization and clear information can have a negative impact on community involvement in the education process, with parents who feel confused or dissatisfied may be reluctant to participate in school activities. Therefore, greater efforts are needed from the Education Office to provide clear, accurate, and easily accessible information to the public, and to involve them in the socialization process so that this policy can be well received and provide optimal benefits for all parties. In this case, ideally, effective interpretation requires open dialogue between all parties involved to align understanding. Although there are efforts to conduct socialization and coordination, the inaccuracy of the system and the lack of information indicate that this may not be effective enough in overcoming differences of opinion and misunderstandings. Overall, the comparison between theory and what happens in the field shows that although there is a clear structure and guidance in the implementation of the zoning policy, challenges in terms of socialization, system accuracy, and adjustment to conditions still exist. According to theory, to achieve fairer and more effective results, there needs to be ongoing efforts to align policy interpretation, improve information systems, and improve communication between all parties involved.

Efforts to improve the implementation of zoning policies should include improvements in interpretation, including clarifying technical guidelines, improving distance measurement systems, and ensuring accurate and sufficient information for the public. Adopting a more integrated and

comprehensive approach to policy socialization and evaluation will help address existing challenges and achieve the desired goal of educational equity.

3) Aplikasi

In the implementation of school registration based on zoning policies, the use of online applications shows various challenges and advantages that differ between Bandar Lampung and South Lampung Regency. In Bandar Lampung City, the SIAP registration application is relied on to manage and monitor the registration process efficiently. This application allows registration and document verification to be done online, helping to automate the process and provide transparency regarding student placement. However, the challenge faced is that not all parents are tech-savvy, so they often have difficulty accessing and using the application. This shows the need for direct assistance from the school, which must handle physical file verification even though the initial registration is done online.

In contrast, in South Lampung Regency, reliance on offline systems is more common because there are still many parents who are not technologically savvy. Schools in this district tend to use special registration links and manual methods to accommodate needs, facilitating access for parents who are less experienced with digital systems. However, this method requires manual data input which can reduce efficiency compared to online systems. Technical difficulties such as unstable internet connections also affect prospective parents, who often have to repeat the registration process if there are problems uploading documents. Training for school operators conducted in Bandar Lampung showed efforts to

overcome technical obstacles and increase the use of applications, while South Lampung Regency relied more on experience and adaptation to handle the registration process. Both approaches show how applications and technologies must be adjusted to the needs and abilities of users to ensure fair and effective access to school registration. In Charles O. Jones' theory of policy application, the application or implementation of policies is described as a dynamic process guided by program guidelines and actual conditions in the field. According to [16], applications are "fixed provisions in the service of achieving program goals," meaning that policies will only be successful if they can be implemented effectively. Jones also emphasized that policy applications must be able to generate responses from target groups to determine whether the policy is accepted or rejected.

This finding reflects the misalignment between the established zoning policy and the reality on the ground. This is in line with the analysis conducted by [21] in his article published in the *Darul 'Ilmi Journal*. Pulungan emphasized that zoning determination often ignores important factors such as adequate transportation access. In his research, he showed that zoning policies should not only consider geographical distance, but should also take into account existing transportation infrastructure to ensure that all students, especially those from remote areas, have equal access to education. This condition indicates the need for evaluation and adjustment of existing zoning policies. If zoning policies do not consider the reality of transportation accessibility, then their main goal of increasing educational equity will not be achieved. Therefore, it is

important for related parties, such as the Education Office and local governments, to conduct in-depth studies on geographical conditions and transportation infrastructure before determining school zones. Thus, in order for zoning policies to be implemented effectively, collaboration between stakeholders is needed to ensure that every student, without exception, can access quality education. This adjustment will not only improve the effectiveness of the zoning policy, but will also contribute to achieving better educational equity in the area.

In the field, the implementation of school registration based on the zoning policy shows differences in the application of technology between Bandar Lampung and South Lampung Regency. In Bandar Lampung, the use of the SIAP online application is designed to increase registration efficiency by allowing registration and document verification to be carried out electronically. This reflects an effort to fulfill the application principles outlined in the theory, where technology is used to achieve policy objectives efficiently and transparently.

However, the theory also acknowledges that policy implementation can face challenges when actual conditions do not conform to established guidelines. In Bandar Lampung, although online applications provide transparency and automation, challenges arise from the inability of some parents to access or use the technology. This reflects that, although applications can offer advantages, practical challenges such as the target group's lack of technological familiarity can hinder the effectiveness of policy implementation.

Meanwhile, in South Lampung Regency, reliance on offline systems and manual methods is more common. This serves as a response to local conditions where many parents are not yet proficient in technology. The use of special registration links and manual methods in this area reflects an adjustment to the needs and abilities of users, in line with the principle of policy application which requires adaptation to actual conditions.

However, offline methods in South Lampung Regency also face shortcomings. Manual processes and data input can reduce efficiency when compared to online systems. Technical difficulties such as unstable internet connections also affect the ability of prospective parents to complete registration, indicating that manual methods may not fully address the challenges faced in the registration process.

This theory states that policy application requires routine and consistent service provision to achieve predetermined goals. In Bandar Lampung, training efforts for school operators demonstrated steps to overcome technical constraints and improve application utilization, while in South Lampung Regency, local adjustments and adaptations were the main strategies in handling registration. This reflects how the principle of policy application must be adjusted to capacity.

Both approaches suggest that policy implementation requires adjustments to ensure equitable and effective access. In Bandar Lampung, while technology can improve transparency and efficiency, the inability of some parents to access technology suggests the need for additional support. In South Lampung Regency, offline systems can accommodate local needs but require more manual effort and may

be less efficient. From a theoretical perspective, both approaches underscore the importance of adjusting policies to local conditions to achieve desired outcomes.

In a study conducted by [22] on fraud in new student admissions (PPDB), several forms of fraud were identified and became the main focus of the discussion. First, manipulation of residential addresses is a common practice, where many parents try to change addresses so that their children can enroll in better schools, even though they do not actually live in the zone. This practice shows injustice in access to education, where students who actually meet the zoning requirements are marginalized.

Furthermore, the use of fake documents is also a significant finding in this study. It was found that some parents used invalid documents, such as forged domicile certificates, to meet the registration requirements. This not only harms students who are trying to register honestly, but also raises doubts about the integrity of the education system itself.

In addition, this study also revealed indications of collusion between parents of students and certain parties, such as school officials or education officials, who helped facilitate this fraudulent practice. This collusion worsens the situation, as it creates an environment where fraud can thrive without adequate supervision. Thus, the findings in this study provide a clear picture of the challenges faced in implementing the education zoning system and emphasize the need for concrete steps to prevent fraudulent practices that are detrimental to all parties.

The application of the policy must be able to overcome practical challenges and provide services that

are in accordance with the needs of the target group, both through technology and manual methods. This reflects the principle that policy application depends not only on program guidelines but also on responding to actual conditions in the field. Overall, the comparison between theory and practice shows that the implementation of the zoning policy requires a flexible and adaptive approach. Although technology can offer efficient solutions, the inability of users to access technology must be addressed through support and training. In contrast, manual methods should be optimized to overcome technical issues and improve process efficiency. By integrating theory on policy application with field experience, it can be concluded that the success of policy implementation depends on the ability to adapt the approach to the needs and capabilities of users. Whether through technology or manual methods, policy applications should be designed to provide fair, effective, and responsive services to practical challenges faced in the field.

4.2 Discussion

1. Factors influencing the implementation of the school zoning system policy for prospective new students on the border of Bandar Lampung city and South Lampung

a) Suboptimal coordination

The absence of formal cooperation such as a written agreement or Memorandum of Understanding (MOU) between schools and the education offices of Bandar Lampung City and South Lampung Regency, creates ambiguity in the implementation of new student admission policies, resulting in decisions being based only on personal policies or humanitarian feelings, not on agreed rules or guidelines.

b) Suboptimal socialization and information

The socialization of zoning policies carried out through coordination meetings and media is often felt to be ineffective by prospective parents, especially regarding the accuracy of information and the clarity of the distance measurement system. Although the Education Office has attempted to explain the policy through meetings and media, many prospective parents feel that the information provided is not clear or detailed enough.

c) Use of online applications

The applications provided to support the implementation of zoning policies often experience technical problems, such as server instability, difficulty in uploading documents, or slow processes. This hinders the smooth running of the online registration process, especially during periods of high usage. In addition, the lack of adequate training for school operators and minimal technical support when facing obstacles make the process more complicated.

5. CONCLUSION

Based on the research results and discussions that have been explained, the following conclusions can be drawn:

1. Organization in the implementation of the zoning system policy shows that although there is a clear organizational structure and SOP between the Bandar Lampung City Education Office and the South Lampung Regency Education Office, coordination and communication between the two agencies are still ineffective. This is due to the lack of formal cooperation in the process of accepting new students through the zoning pathway. In addition, supporting facilities in schools are

- inadequate because their provision is carried out in stages, which has a negative impact on the effectiveness of the zoning system.
2. Interpretation in the implementation of the New Student Admissions (PPDB) policy based on zoning shows that the Education Office and schools have understood its objectives well. However, the community has not fully understood due to the lack of direct socialization. The socialization carried out only through mass media, so it is not effective enough to explain the intent and benefits of this policy.
 3. The application in the implementation of the zoning system policy on the border of Bandar Lampung City and South Lampung Regency has not been running optimally. There are obstacles such as disruptions to the application system, often causing errors and delays in registration, and resulting in inaccurate zone mapping and difficulty in accessing information for prospective students and parents. In addition, many parents do not understand how to use the application properly, which adds to the problem
 4. Factors that influence school zoning policies for prospective new students on the border of Bandar Lampung City and South Lampung Regency, namely:
 - a) Lack of cooperation agreement between the two regions
 - b) The online applications provided often experience disruptions
 - c) Lack of socialization carried out by the school

ACKNOWLEDGEMENTS

The author would like to thank all parties who have contributed to the process of writing this article. Hopefully this article can provide benefits for the development of education policy in Indonesia.

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