

Analysis of the Implementation of the Zoning System in New Student Admissions in High School

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Abstract: Various problems that arise are caused by the school quality zoning system policy, low student learning motivation, and low student competence. The purpose of this study is to analyse the problems/inhibiting factors of the zoning system. This study uses the sequential mixed methods method, especially the sequential explanatory strategy. Based on the results of the study, it was found that the advantages of the zoning system are cheaper, such as cheaper student transportation costs to school, no discrimination against favourite schools, and encouraging teachers to be more creative in designing learning that is in accordance with student conditions, while the problems and supporters of the implementation of the zoning system in accepting new students. Some implications and recommendations obtained from this study. First, for the central government, considering that the competition for prospective students with the zoning system is getting tighter, the Central Government must adjust the existing provisions by reducing the percentage of the zoning system path and increasing the percentage of the achievement path. Second, the Provincial Government in determining the zone does not only refer to the distance between home and school but also needs to optimize the involvement of community leaders in determining the zone of each school.

Keywords: Zoning system; new student admissions; factors; inhibitors; education.

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INTRODUCTION

Admission of new students with a zoning system is one of the selection activities for prospective students carried out by educational units (Harta et al., 2024; Kaffa et al., 2021; Septanaya et al., 2025; Suherman et al., 2025; Wakefield et al., 2021). The zoning system is a government policy that regulates the process of accepting new students based on their place of residence (Bulkani et al., 2023; Chen et al., 2024; Sharafi & Faraji, 2023; Taqwa et al., 2023). The goal is to ensure fairer and more equitable access to education for all students, reduce gaps between schools, and eliminate discriminatory practices based solely on academic ability (Solehudin, 2024). New student admissions also aims to provide the widest opportunity for school age citizens at the Senior High School level to obtain quality and fair education services; Give opportunities to students from poor families and affirmation of secondary education to obtain the best educational services; Netting new students who perform in academic competitions (science, technology, research; and/or innovation)(Nugroho et al., 2021; Sani, 2013), non-academic competitions (sports, cultural

arts, religion, and scouting); Score bar students who perform in the field of academic value (report value); Giving opportunities to the children of teachers/educational staff and/or children of parents/guardians who have transferred jobs to obtain the best educational services; as well as giving opportunities to new students with special needs through inclusive education (Imran et al., 2023; Paranata, 2022; Setiawati & Rahaju, 2022; Zikra et al., 2024). New student admissions pathway is divided into four pathways, namely the zoning pathway, parental transfer, affirmation and achievement pathway (Apriyulianti & Anwar, 2021; Sherly et al., 2021) non-discriminatory, objective, transparent, and fair (Handani & Frinaldi, 2020) The problems that occur, the New student admissions zoning system, the zoning system is a system where schools must accept students who have the closest residential radius to the school (Friski et al., 2024; Safitri & Yusran, 2021).

However, the system gets pros and cons for parents. Parents argue that with zoning, it is increasingly difficult to get the desired school and is considered unfair to students because it has an impact on the equal distribution of education quality. Various problems arise due to the zoning system policy, both for students, parents, teachers, and also the surrounding community (Rohman et al., 2023). Zoning can cause prospective students with high grades to not be accepted at the desired school because they live far from the school (Putu et al., 2019; Riyanti et al., 2020). Parents find it difficult to enter the best school for their children because they are in a different zone that is densely populated, so they are forced to register for schools in the nearest zone that are of poor quality. On the other hand, many favourite schools are in locations that are not densely populated, so they cannot meet the quota. Access to education is mostly only an arena of competition for people with middle to upper economic backgrounds. This indirectly closes access for people in the lower middle economic class to seize educational opportunities because they are hampered by financial ability. The desire to get the same quality of education cannot be realized properly because the low quality of education and inadequate learning support facilities in non-favourite schools are the reasons for the lack of student interest in these schools. In fact, all people have the right to get quality education, and it is the government's job to fulfil this, both in the form of infrastructure, facilities that support the implementation of education (Sihombing & Hadita, 2021).

Therefore, it is necessary to conduct an in-depth analysis regarding the implementation of the Zoning System in New Student Admissions, so that the implementation of learning activities is in accordance with what has been planned and teachers can adapt quickly. Teachers try to develop their learning abilities using a variety of methods that are usually applied to students so that the implementation of education and the quality of education are evenly distributed. In fact, the background to the government issuing a policy on new student admissions with a zoning system is the government's obligation to provide quality education services to all citizens, as mandated in Law Number 20 of 2003 in Article 5, that "Every citizen has the same right to obtain quality education". One effort so that citizens obtain quality education is to provide opportunities for all citizens to receive education by implementing zoning-based new student admissions. This policy will guarantee the acceptance of new students objectively, transparently, accountably, non-discriminatory, and equitably in encouraging increased access to education services (Budi Raharjo et al., 2020). Therefore, it is necessary to conduct an in-depth analysis regarding the implementation of the Zoning System in New Student Admissions, so that the implementation of learning activities is in accordance with what has been planned and teachers can adapt quickly

METHOD

Research Design

This research uses a mixed method, a method that combines qualitative and quantitative approaches in terms of data collection methodology, and the mixed model study combines the two approaches in all stages of the research process (Creswell, 2012; Sugiyono, 2020). The combination of quantitative and qualitative methods in this study allows it to present a more complete picture of a phenomenon. Quantitative data helps in measuring and extrapolating while qualitative data offers a deeper understanding of context and meaning. In this study, a sequential/gradual mixed methods strategy was used, especially a sequential explanatory strategy.

Population and Sample

The research participants were parents and teachers involved in the implementation of the new student admission zoning system. The sampling technique used sampling techniques can basically be grouped into two, namely probability sampling and nonprobability sampling. Probability sampling is a sampling technique that provides an equal opportunity for each element (member) of the population to be selected as a sample member. This study uses Probability sampling with Cluster Sampling Technique. Cluster Sampling is sampling seen from the sampling area used to determine the sample if the object to be studied or the data source is very broad (Berndt, 2020; Simkus, 2023).

The criteria used as research samples were high schools: a) located in West Sumatra Province, b) affiliated with 8 branches of the Department in West Sumatra Province, c) crowded and not crowded in West Sumatra Province, d) 2 from the Darek and Pesisir areas from the branch of the dinas. Senior High Schools in the West Sumatra Region, which were sampled as many as 14 Schools consisting of 3 Branches of the Education Office and the Padang area. The research implementation time was carried out from March to December 2024. Cabdin 1; (1) SMAN 2 Bukittinggi (crowded), (2) SMAN 3 Bukittinggi (Crowded), (3) SMAN 1 Canduang, Agam Regency (Non-Crowded), (4) SMAN 1 Padang Panjang (Crowded). Cabdin 2; (1) SMAN 1 Lubuk Alung, Padang Pariaman Regency (Crowded) (2) SMAN 5 Kota Pariaman (Non Crowded), Cabdin 5; (1) SMAN 1 Sijunjung (Crowded), (2) SMAN 2 Sijunjung, (Non Crowded), (3) SMAN 1 Sawahlunto (Crowded), (4) SMAN 1 Pulau Punjung, Dharmasraya Regency (Non Crowded), Padang City; (1) SMAN 1 Padang (Crowded) (2) SMAN 4 Padang (Crowded), (3) SMAN 10 Padang (Crowded), (4) SMAN 16 Padang (Non Crowded).

Instruments

The tools used by researchers as data collectors are observation guidelines, interview guidelines, questionnaires and documentation and checklists. Instruments used by researchers in collecting data to facilitate (Miles & Huberman, 1992; Puspitaningtyas, 2016; Sayidah, 2018). This study uses interview guidelines by looking at the problems and supporting factors in the existing zoning system.

Data Collection Technique

Data were collected through semi-structured interviews. 3 parents from community leaders, school committees and five teachers at the school were interviewed by the researcher. The researcher asked 9 questions and follow-up questions about the teachers'

questioning strategies and the perspectives given by the parents during the twenty-minute interview.

Data Analysis Technique

The data were analysed by the researcher using the Miles, Huberman, and Saldana approach. Several important steps are involved in the data analysis technique, such as data reduction, data presentation, drawing conclusions, and verification. Based on these steps, the researcher transcribed the interview data and organized it. Next, decided the types of questions used to community leaders, committees and other parents and briefly described them. Then, concluded the data.

RESULT AND DISCUSSION

The results of the study found several problems experienced by parents of students in the implementation of policies or the non-implementation of the zoning system for accepting new high school students in West Sumatra. This was obtained from survey data to parents of students in several high schools in four regions, namely Padang City, Branch Office (Cabdin) Region 1 (Bukittinggi City, Padang Panjang City, and Agam Regency), Cabdin Region 2 (Pariaman City and Padang Pariaman Regency), Cabdin Region 5 (Sawahlunto City, Sijunjung Regency, and Dharmasraya Regency). There are five problems in the implementation of the new student admissions zoning system for high school students that usually complained about by parents. When the five questions were asked to respondents, namely parents who have high school students in West Sumatra, in general they answered the five problems in the high and medium categories, as seen in the following table.

Table 1. Problems of the new student admissions Zoning System from the Perspective of Parents in West Sumatra

No	Statement	Classification (%)				Mean	Category
		VH (4)	H (3)	L(2)	VL (1)		
1	The zoning system of new student admissions is not appropriate because there are still gaps between schools, especially the completeness of different facilities and infrastructure.	7,4	22,1	55,3	15,09	2,77	Medium
2	The zoning system of new student admissions should not be implemented because the quality of teachers between schools is still uneven.	13,3	34,9	41,36	10,37	2,5	Medium
3	The availability of schools that are not evenly distributed in the regions is an obstacle to the implementation of the zoning system of new student admissions so that many students still do not get the opportunity to be accepted at the desired state school.	5	12,1	54	28,8	3,06	High
4	The zoning system of new student admissions which is implemented online makes it difficult for parents and students to register due to limited IT capabilities.	10,4	25,5	46,4	17,5	2,6	Medium
5	With the zoning system of new student admissions, students who are accepted at schools do not consider the level of academic ability of the students. This has an impact on the low motivation of students in participating in learning.	6,8	24,3	48,0	20,7	2,8	Medium

The problems of the new student admissions zoning system according to parents in West Sumatra are: Inequality Between Schools; As many as 55.3% of respondents stated that one of the main problems in the zoning system is inequality between schools, especially in terms of differences in facilities and infrastructure. This shows that even though students live in the same zone, the quality of educational facilities in schools in that zone can vary greatly. Some parents feel that schools in their zone do not have adequate facilities to support quality education, such as inadequate classrooms, limited sports facilities, or lack of access to learning technology. This inequality causes dissatisfaction among parents because they feel that their children do not get the same opportunity to learn in an environment that supports their optimal development. The mean value: 2.77 indicates that this problem is in the Moderate category but remains a problem that requires serious attention in the implementation of the zoning system.

Unequal Teacher Quality; As many as 41.36% of parents of students believe that the quality of teachers between schools in one zone is still uneven, so they think that the zoning system does not need to be implemented. In fact, the new student admissions zoning system aims to equalize access to education many schools in certain zones do not have high-quality teachers, or even lack teaching staff in certain fields. Parents feel that the quality of teaching greatly affects their children's academic development, and they hope that teacher selection will be given more attention so that the quality of education is not affected by geographic distribution. This concern is increased, considering that children who are accepted into certain schools through the zoning system do not always get the opportunity to learn from teachers who are competent in their fields. Mean: 2.5, which is also in the Moderate category, indicates that although this problem exists, most parents still consider it a less pressing issue compared to other problems.

Uneven Availability of Schools; The largest percentage, which is 54%, shows that the uneven availability of schools in the regions is the main obstacle to the implementation of the zoning system. In many areas, especially in rural areas or less developed areas, the number of public schools available is insufficient to accommodate all students. As a result, many students cannot be accepted into the public schools they want due to the limited capacity of schools in the zone. This problem is highly valued by parents who feel that their children must compete with many other students just to get a place in school closer to home. Some parents believe that the zoning system does not consider the disparity in the number of schools between big cities and rural areas, which causes students in remote areas to lose the opportunity to be accepted in better public schools. Mean: 3.06, which is in the High category, indicates that this problem is a very crucial issue for parents in West Sumatra.

Difficulty in Online Registration Process; As many as 46.4% of respondents complained that the online new student admissions system made it difficult for parents and students to register, especially for those who do not have the skills to use information technology. The online registration system is considered troublesome because not all parents have adequate access to the internet or the technological skills to fill out forms electronically. This is a significant problem, considering that not all families have computer facilities or smartphones that support it, as well as the technical ability to operate the online registration system smoothly. Some parents also worry that their children will be left behind in the registration process simply because of limited access or difficulty in using technology. Mean: 2.6, which indicates the Moderate category, indicates that this problem

is quite felt by many parents, although it is not too dominant compared to other more pressing issues.

Low Student Learning Motivation; As many as 48% of parents stated that student admission through the zoning system does not consider the level of students' academic abilities, which results in low student motivation in participating in learning. With a zoning system that focuses more on geographical proximity, children are often accepted in schools that do not match their academic abilities, both in terms of achievement and interests. This can have an impact on low student learning motivation because they feel less challenged or even forced to enter schools that do not support their academic potential.

Some parents are concerned that the zoning system ignores children's abilities and interests in choosing schools that can develop their potential to the maximum. This limitation can make students feel dissatisfied and ultimately reduce their enthusiasm and motivation in learning. Mean: 2.8, which indicates the Medium category, indicates that although learning motivation is a fairly important issue, most parents see it as a problem that needs to be addressed, but not as urgent as other problems. Based on this data, it can be concluded that the implementation of the new student admissions zoning system in West Sumatra faces several major problems that must be addressed immediately. The gap between schools in terms of facilities and teaching quality, as well as the uneven number of schools in the region, are quite significant problems for parents. In addition, difficulties in the process Online registration and lack of consideration of students' academic abilities are also challenges that need to be addressed.

The results of parents' perceptions in four regions (Padang City, Cabdin 1, Cabdin 2 and Cabdin 5) can be seen in the following image.

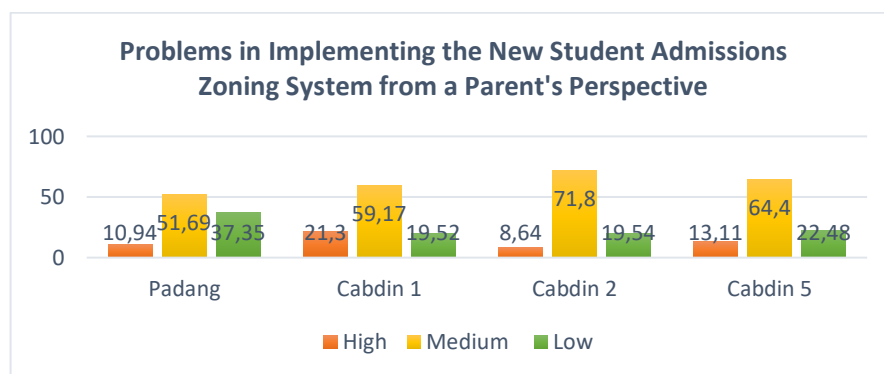


Figure 1. Percentage of Problems in the Implementation of the New Student Admissions Zoning System in the Perspective of Parents Based on Cabdin

The figure 1 above shows that the perspective of parents on the problems of the new student admissions zoning system for high school students is generally in the moderate category. However, there are varying levels of categories. In Padang, the majority of parents (51.69%) consider the problems of the new student admissions zoning system to be in the moderate category, which shows that although there is dissatisfaction with the zoning system, the impact is not felt too badly. Only 10.94% of parents feel that the problem is in the high category, which shows that although there are serious complaints, the number of parents who feel very affected is relatively small. Conversely, 37.35% of parents feel that the problem is low, indicating that most parents do not feel too

affected or do not have major complaints regarding the implementation of the zoning system in Padang.

Cabdin 1 (Bukittinggi City, Agam Regency, and Padang Panjang City) has the highest percentage of high among other areas, with 21.3% of parents feeling that the problem is high. This shows that more parents in Cabdin 1 feel the serious impact of the zoning system, perhaps related to the uneven quality of education, the problem of school distance, or the limited choice of schools in their zone. Meanwhile, 59.17% of parents feel that the problem is in the moderate category, indicating that most parents feel that there is a problem, but it is not too worrying. Only 19.52% of parents feel that the problem is low, reflecting that a small number of parents are satisfied with the zoning system implemented in this area. Meanwhile, Cabdin 2 (Pariman City and Padang Pariaman Regency) has the lowest percentage of high among other areas, with only 8.64% of parents feeling that the problem is high. This shows that most parents in Cabdin 2 feel that the existing problems are relatively lighter compared to other areas, or they are more satisfied with the implementation of the zoning system. Most parents (71.8%) felt that the problem was in the moderate category, indicating dissatisfaction but not disruptive enough. There were 19.54% of parents in Cabdin 2 who felt that the problem was low, which could mean that they felt unaffected or more accepting of the existing zoning policy.

Meanwhile, in Cabdin 5 (Sawahlunto City, Sijunjung Regency, and Dharmasraya Regency), there were 13.11% of parents who felt that the new student admissions zoning system problem was high, which was lower than Cabdin 1, but still showed that there was a group of parents who felt very affected by this policy. Many parents (64.6%) felt that the problem was in the moderate category, indicating that even though there was a problem, they did not feel that this problem was too disruptive. As many as 22.48% of parents felt that the problem was low, indicating that some parents were satisfied with the zoning system or did not feel too affected by this policy. Overall, Cabdin Region 1 and Cabdin Region 5 showed more dissatisfaction compared to Padang and Cabdin Region 2, with factors such as quality of education, limited access to schools, and distance being the main problems felt by parents.

Furthermore, the research results also found problems experienced by teachers in accepting new students through the zoning system. From these problems, there are five main obstacles that occur, which can be seen in Table 2 below.

Table 2. Problems of the new student admissions Zoning System According to Teachers in West Sumatra

No	Statement	Classification (%)				Mean	Category
		VH (4)	H (3)	L(2)	VL (1)		
1	The new student admissions zoning system is not yet appropriate because there are still gaps between schools, especially in terms of the completeness of facilities and infrastructure that vary.	8,3	23,3	38,3	30	2,89	Medium
2	The availability of schools that are not evenly distributed in the regions is an obstacle in the implementation of the new student admissions zoning system so that many students have not had the opportunity to be accepted at the desired state school.	7,5	9,2	33,6	49,5	3,24	High

No	Statement	Classification (%)				Mean	Category
		VH (4)	H (3)	L (2)	VL (1)		
3	The implementation of the new student admissions zoning system has fulfilled a sense of justice and without discrimination.	19,1	30	33,3	17,5	2,49	Medium
4	With the new student admissions zoning system, students who are accepted at schools do not consider the level of academic ability of students which has an impact on low student motivation in participating in learning.	4,2	15,1	33,6	47,2	3,24	High
5.	With the new student admissions zoning system, the input of students' academic abilities is very heterogeneous so that teachers have difficulty in designing and implementing learning.	13,4	31,9	34,4	21	2,6	Medium

Based on the data from the table 2 above, there are varying categories, between medium and high related to the problems of the new student admissions zoning system according to teachers. From the results of the data analysis, the uneven availability of schools and the heterogeneity of students' academic abilities are the two biggest problems in the zoning system. Both problems have a high mean (3.24) and are felt to have quite an impact on the quality of education and student motivation. Many teachers feel that the zoning system is unable to provide the expected fairness, due to factors such as student abilities and limited facilities in certain schools. This shows that to create a fairer and more equitable education system, there needs to be evaluation and improvement, both in terms of school distribution and admission policies that take students' academic abilities into account.

Furthermore, If we compare the teachers' perspectives regarding the problems of implementing the new student admissions Zoning System in four research areas (Padang City, Cabdin 1, Cabdin 2 and Cabdin 5) in West Sumatra, it can be seen from the following figure 2.

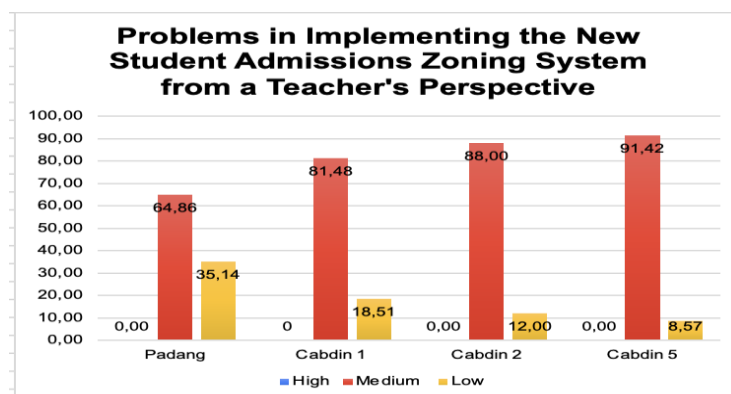


Figure 2. Teachers' Perceptions of Problems in Implementing the New Student Admissions Zoning System Based on Cabdin

The figure above illustrates the teacher's perspective on the problem of implementing the new student admissions zoning system which can be classified into three

things. first, there is no "high" problem. All regions show a figure of 0% for the High category, meaning that no teacher feels that the implementation of the zoning system is very problematic.

Based on the explanation above, it can be concluded that some of the problems experienced in the PPDB zoning system in West Sumatra are: (1) Disparities between schools, especially the completeness of infrastructure, facilities, and uneven quality of teachers, (2) School locations that do not match the distribution of the population (3) Parents of students experience difficulties in the registration process due to limited ability to use IT; (4) Students accepted at school do not consider the level of academic ability of the students. This has an impact on the low motivation of students in participating in learning, (5) With the variety of student input from the aspect of their academic ability, teachers have difficulty in designing and implementing learning that is in accordance with the conditions of the students, (6) The establishment of public schools that are not based on the number of population distribution has an impact on the emergence of schools that are far from the reach of the population (blank zone). The emergence of the above issues/problems is related to the change in authority in the management of senior high schools, which previously had the authority of SMA in the Regency/City, now it is the authority of the province. Before 2014, the authority to organize SMA was in the Regency/City. This makes the quality of high schools in West Sumatra very varied, this is related to changing policies, attention from the Regency and City Governments of each region, so that there is one region with good quality high schools and some that are not good. In addition, the existence of Regency and City Government policies causes the quality of teachers to be uneven between Regencies/Cities in West Sumatra. Moreover, there is a central government policy that establishes superior schools, Pioneer Schools for International Standard Schools, causing disparities in the quality of schools within the regions themselves, such as schools having adequate infrastructure, facilities, and teacher quality.

The emergence of the problem of school locations that do not match the distribution of the population is related to the difficulty of finding land for the establishment of New School Units. This is because land in West Sumatra is generally owned by the community or customary land. Problems related to Parents or students who have difficulty in the registration process due to limited ability to use IT are caused by the lack of literacy of parents in using IT and information obtained in the New Student Admissions system, especially in rural areas, in addition to the problem of uneven signal, especially in rural areas.

The problem of students being accepted at schools not considering the level of students' academic abilities is a logical consequence of the implementation of the New Student Admissions Zoning System because the consideration is not the ranking but the distance of the student's residence from the school. This has an impact on the low motivation of students in participating in learning. In addition, with low motivation and diverse student input from the aspect of their academic abilities, teachers have difficulty in designing and implementing learning that is appropriate to the conditions of the students.

Furthermore, the problem of the online new student admission system was also obtained from stakeholders through interviews. The stakeholders consisted of the Head of Branch, Principal, Vice Principal, Chair of the new student admission committee, Committee, and community leaders. Although there are people who support the new student admission zoning system, there are still several obstacles so that this policy still

causes problems as explained previously. (1) There is still a gap between one school and another. The community still sees differences and gaps between one school and another, which gives rise to the perception of favorite and non-favorite schools, quality schools and low-quality schools, or superior schools with regular schools. The community's perception of Favorite High Schools is still the main trigger for the emergence of problems with the new student admission zoning system.

However, for parents and students who have minimal achievements and do not have high academic abilities, they support the zoning system for accepting new students. So far, favorite schools that are considered to have better facilities and educational achievements are only enjoyed by students who excel. Meanwhile, the community around the school does not get the opportunity to enjoy their favorite high school. The principal of SMAN 3 Bukittinggi stated, "So far, children in the school environment have only been spectators" (Interview, July 17, 2024). Thus, the zoning system for accepting new students is considered good because it prioritizes the principle of equality. As emphasized by community leaders around SMAN 1 Padang Panjang, "We support the zoning system, and there is equality", (Interview, July 19, 2024), as well as community leaders of SMAN 2 Bukittinggi, "Zoning is better than the rayon system, because there is equality" (Interview, July 18, 2024). This condition is also beneficial for schools that are considered not favorite schools. So far, high schools that are considered not favorites only accept input from prospective students with minimal achievements, because those who excel and have high academic abilities generally enter favorite schools. With the new student admission zoning system policy, these high schools receive diverse input and tend to accept input with higher academic abilities. (2) Low learning motivation; The inhibiting factor for implementing the new student admission zoning system is low student learning motivation. Because with a 50% zoning pathway, competition between students to enter certain schools is reduced. The impact is that students' learning motivation decreases, even affecting their character. This was acknowledged by the Principal of SMAN 2 Sijunjung, "The results of the mapping, the abilities of children through the zoning pathway are lower" (Interview, August 29, 2024). Likewise with the statement presented by the Principal of SMAN 1 Sawahlunto. According to him, there is an impact from the lack of learning motivation. Students' learning motivation is reduced. The number of problem children in each class actually increases. (Interview, August 28, 2024). In line with that, the Principal of SMAN 4 Padang explained that "The character of children through the zoning route, in terms of discipline, is somewhat declining, often late" (Interview, July 23, 2024).

(3) Blank Spot Zoning Due to Limited Existence of High Schools; The next problem in the zoning system for accepting new students is the existence of blank spot zoning areas due to the limited existence of high schools around the area. There are several sub-districts or villages that are far from high schools so that they are not included in any high school zoning. In Padang City, for example, the sub-districts around the border of Padang City and Padang Pariaman are generally far from the existing high school zoning, or the Guo area, Kuranji District (Community Leader of SMAN 16 Padang, interview, July 29, 2024). Sijunjung Regency, Nagari Silokek, Sisawah, Air Angek, and Durian Gadang, are included in the blank spot zoning area (SMAN 1 Sijunjung Committee, interview, August 29, 2024). Blank spot zoning areas do not provide an opportunity for prospective students to study at public high schools. Even high-achieving students find it difficult to be accepted at public high schools considering the small quota for the achievement pathway. This is relevant to the statement of the Principal of SMAN 4 Padang, "The dilemma for children in blank spot areas, smart

children are not accommodated to go to school". Meanwhile, in private schools, not all parents are able to meet the cost requirements at the school. The impact of the continued assessment of favorite schools, the large quota for zoning routes, or the existence of blank spot areas, the best opportunity to get the desired school is the family who lives closest to the school. This has resulted in some parents trying to move house around the desired school. This was acknowledged by community leaders around SMAN 3 Bukittinggi. He even said, "Currently the number of families is administratively higher, where around 200 families are not in the location" (Interview, July 17, 2024). A community leader from SMAN 1 Sawahlunto said, "The issue of moving families, as long as there is a family, cannot be prevented" (Interview, August 28, 2024).

Further issues related to the results of this study. This study also found Supporting Factors for the Implementation of the Zoning System for New Student Admissions in West Sumatra faced by parents. These positive impacts can be understood as supporting factors for the implementation of the new student admissions zoning system so that this policy also receives support from various parties, including some teachers and parents. These supporting factors can be seen in more detail in table 3.

Table 3. Supporting Factors the New Student Dmissions Zoning System According to Parents

No	Statement	Classification (%)				Mean	Category
		VH (4)	H (3)	L(2)	VL (1)		
1	With the new student admissions zoning system, the cost of student transportation to school becomes cheap.	29,7	59,2	8,4	2,5	3,1	High
2	With the new student admissions zoning system, schools are close to where students live.	23,81	56,2	7,83	2,1	2,8	Medium
3	The implementation of the new student admissions zoning system has fulfilled a sense of justice and without discrimination.	15,7	51,3	23,5	9,4	2,7	Medium
4	The new student admissions zoning system is important so that there is no longer the term favourite and non-favourite schools.	20,4	49	21,69	8,7	2,7	Medium

Based on Table 3. above, there are four (4) supporting factors for the implementation of the new student admissions zoning system in West Sumatra related to parental understanding, namely: (1) with the new student admissions zoning system, student transportation costs to school become cheaper, (2) schools are close to students' homes, (3) fulfil a sense of justice and without discrimination, and (4) there are no more terms for favourite and non-favourite schools. Furthermore, if compared with the four areas studied, there are parental views on supporting factors for the implementation of the new student admissions zoning system with high, medium, and low categories, as in the graph below.

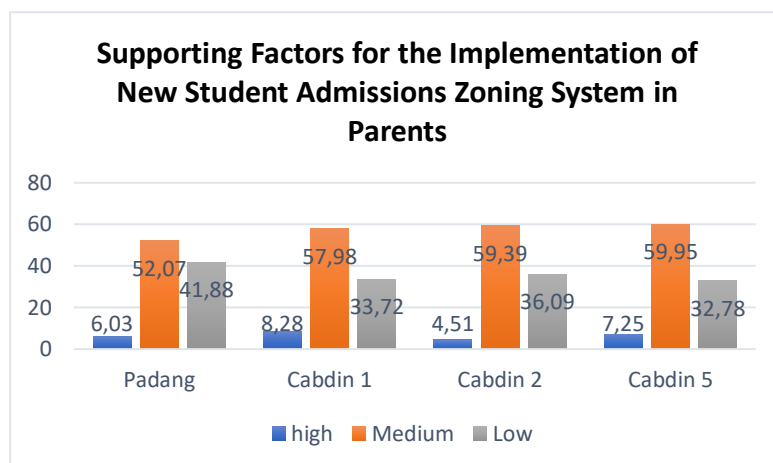


Figure 3. Parents' Perceptions of Supporting Factors for the Implementation of New Student Admissions Zoning System Based on Cabdin

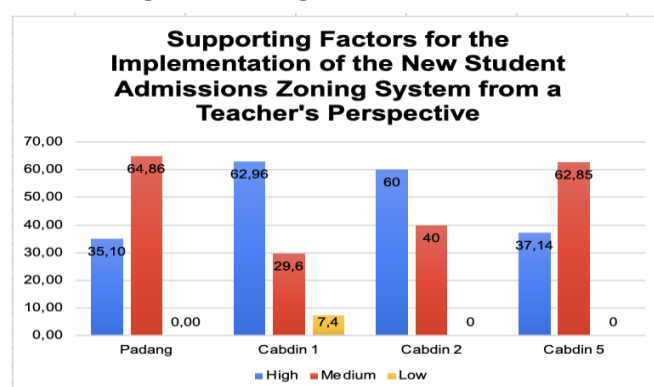
The Figure above shows that in Padang City, most parents, namely 52.07%, rated the positive impact of the implementation of the zoning system as moderate, while 41.88% rated it low, and only 6.03% rated it high. This shows that although many parents acknowledge some benefits of the zoning system, such as ease of access and reduced transportation costs, they still feel that the implementation of this system is not yet fully optimal. The diversity in the quality of education between schools in the same zone and the limited facilities in some schools may be the main reasons why most parents rated the impact as only moderate or low. Cabdin 1, most parents (57.98%) also gave an assessment in the moderate category, with 33.72% rating it low and 8.28% rating it high. Although there is support for the zoning policy, it seems that most parents feel that the impact of this policy has not been fully maximized in addressing the inequality of education quality between schools. The existence of schools with limited facilities or the lack of school choices in some zones may explain why most parents rated this impact as only moderate or low. Cabdin 2, more than 59% of parents gave a rating in the medium category, with 36.09% giving a low rating and only 4.51% giving a high rating. This shows that although parents feel there is a positive impact of the zoning policy, they are still doubtful about its effectiveness in reducing educational disparities in the area. There may be a perception that some schools still have different qualities even though they are in the same zone, which leads to a medium or low rating. Meanwhile, in Cabdin 5, most parents (59.95%) considered the impact of the zoning system moderate, followed by 32.78% who considered it low, and 7.25% who considered it high. As in other areas, although there are a number of recognized positive impacts, most parents feel that the zoning system has not been fully successful in equalizing the quality of education. In more remote areas, the main challenges may be related to limited access to quality schools and limited resources available in zoning schools.

Furthermore, Teachers also see the advantages of the new student admissions zoning system for high school students in West Sumatra. Even of the four things that are supporting factors for the new student admissions zoning system, three of them are recognized by teachers with a high category, as seen in the following table.

Table 4. Supporting Factors the New Student Admissions Zoning System According to Teacher

No	Statement	Classification (%)				Mean	Category
		VH (4)	H (3)	L(2)	VL (1)		
1	With the new student admissions zoning system, the cost of student transportation to school becomes cheap.	47,5	46,6	5	0,8	3,4	High
2	With the new student admissions zoning system, schools are close to where students live.	31,6	43,3	5	0	2,66	High
3	The new student admissions zoning system is important so that there are no more terms for favorite and non-favorite schools.	31,09	37,8	24,3	6,7	2,9	Medium
4	With the variety of student input with varying levels of academic ability, it encourages teachers to be more creative and innovative in designing learning that is appropriate to the conditions of students	44	50	5	0,8	3,4	High

Based on Table 4. above, there are four (4) supporting factors for the implementation of the new student admissions zoning system in West Sumatra according to teachers' understanding, namely: (1) the cost of student transportation to school is cheap, (2) schools are close to where students live, (3) there is no longer a term for favourite and non-favourite schools, and (4) the diversity of student input from the aspect of their academic ability level, thus encouraging teachers to be more creative and innovative in designing learning that is appropriate to students' conditions. Overall, most teachers in West Sumatra have a positive view of the new student admissions zoning system, especially in terms of reducing transportation costs and the proximity of schools to students' homes. They also appreciate the potential of the zoning system to encourage creativity and innovation in learning, although there are still some doubts regarding its impact on the concept of favourite and non-favourite schools. The high mean values for most statements indicate that, overall, the new student admissions zoning system is considered a good step in education, although there are some challenges in its implementation that need further attention. When comparing the views of teachers in the four areas studied, there appears to be a variety of views where the views of teachers in Padang City and Cadin 5 are generally in the moderate category, while the views of teachers in Cabdin 1 and Cabdin 2 are generally high, as shown in the following figure.

**Figure 4.** Teachers' Perceptions of Supporting Factors for the Implementation of the new student admissions Zoning System Based on Cabdin

Based on Figure 4 It can be concluded that the majority of teachers in all the areas studied gave a positive assessment of the implementation of the new student admissions zoning system, with the majority giving a "High" or "Moderate" assessment. Especially in Cabdin 1 and Cabdin 2, more than 60% of teachers felt that this policy had a significant positive impact. The positive impacts in question are most likely related to equal access to education, reduced transportation costs, and the elimination of the favorite school label that has been in effect so far. However, although this policy is recognized as providing benefits, some teachers in each area still feel that there are challenges that need to be overcome. This is reflected in the presence of the "Moderate" category that dominates in several areas, indicating that although there are benefits, the positive impact has not been fully maximized. Factors such as differences in the quality of education between schools, lack of equitable facilities, and limited accessibility in certain areas may be the main challenges that affect the effectiveness of this policy. Therefore, to increase the positive impact of the new student admissions zoning system, it is necessary to improve the quality of education and equalize facilities across all zone schools.

Furthermore, Stakeholders, seen from the stakeholder perspective, the New Student Admissions Zoning System has several problems, but stakeholders also consider that there are several advantages or benefits of this policy so that it becomes a supporting factor so that the New Student Admissions Zoning System can be implemented. Among the advantages/benefits of the New Student Admissions Zoning System are as follows: (1) Students attend school close to home The new student admissions zoning system provides opportunities for prospective students whose homes are closest to the school. The existence of the school is increasingly felt by the surrounding community, because they are no longer "spectators". For schools that are considered not favorites, they strongly support this policy. Even the 50% zoning path policy is also considered proportional. As explained by the Principal of SMAN 16 Padang, "the new student admissions Zoning System has accommodated children close to school. Currently it is quite proportional" (interview, July 29, 2024). (2) More economical costs; students attending school close to home, it has an impact on more economical costs. For example, transportation costs are cheaper (Head of SMAN 10 Padang, Interview, July 29, 2024). This condition is beneficial for parents, especially those with lower middle-class economy. Therefore, parental support to send their children to high school level is also increasing. The Head of SMAN 4 Padang also emphasized, "With the zoning system, there are benefits for children who live around the school. Easy transportation and parents' costs are reduced" (Interview, July 23, 2024). (3) Overcoming educational discrimination; the new student admissions zoning system is considered a solution to the educational discrimination previously felt by some residents, especially residents who live around the school but do not have the opportunity to study at the school due to lower academic abilities or minimal academic and non-academic achievements. As a result, "Children in the school environment become spectators" (Head of SMAN 3 Bukittinggi, Interview, July 17, 2024). With the new student admissions zoning system policy, a sense of justice arises in the sense of equality by providing equal opportunities for residents to study at schools close to their homes. Not only for parents, but the new student admissions zoning system policy also has a positive impact on schools that are considered less popular. This was also acknowledged by the Principal of SMAN 3 Bukittinggi, "Now the impact of zoning, high schools that were previously less popular, are now popular" (Interview, July 17, 2024). In fact, diligent children are also carried away by

friends of zoned children (Principal of SMAN 10 Padang, Interview, July 29, 2024). Based on the explanation above, it can be concluded that several supporting factors in the new student admissions zoning system in West Sumatra are: (1) the cost of student transportation to school is cheap, (2) schools are close to where students live, (3) fulfilling a sense of justice and without discrimination, (4) there is no longer a term for favorite and non-favorite schools, (5) Overcoming educational discrimination, and (6) encouraging teachers to be more creative and innovative in designing learning that is appropriate to student conditions.

Based on the explanation above, it can be concluded that several supporting factors in the New Student Admissions Zoning System in West Sumatra are: (1) cheap transportation costs for students to school, (2) schools are close to students' homes, (3) fulfilling a sense of justice and without discrimination, (4) there are no more terms for favorite and non-favorite schools, (5) Overcoming educational discrimination, and (6) encouraging teachers to be more creative and innovative in designing learning that is appropriate to students' conditions. The existence of 6 (six) supporting factors for the New Student Admissions Zoning System is in accordance with the mandate of Law Number 20 of 2003, especially in Article 5 that all citizens have the same opportunity to receive quality education. This policy will guarantee the acceptance of new students objectively, transparently, accountably, non-discriminatory, and equitably in encouraging increased access to education services, so that students can attend schools that are close to their homes (Budi Raharjo et al., 2020). Since the implementation of the PPDB Zoning System since 2017, this indicates that some parents, teachers, and stakeholders already have a correct understanding of the New Student Admissions Zoning System. This is related to the implementation of the zoning system in Indonesia. The PPDB zoning system policy has been running since 2021, in other words, the PPDB Zoning System has been running for approximately 4 (four) years and has experienced several regulatory changes for the better. Regarding the supporting factors for the PPDB Zoning System in improving teacher quality so that teachers are more creative and innovative in designing learning that is in accordance with student conditions, indirectly there is an indication of awareness of parents, teachers, and stakeholders of the need for teachers to improve their abilities in designing learning. With the variety of student input from aspects of their academic abilities, teachers must work hard to develop their students' abilities according to their potential.

CONCLUSION

In summary, the problems found in the policy and implementation of the new student admissions zoning system in West Sumatra are: (1) inequality between schools, especially the completeness of facilities and infrastructure that are not evenly distributed, (2) school locations that do not match the distribution of the population, (3) parents of students experience difficulties in the registration process due to limited ability to use IT, (4) Students accepted at the school do not consider the level of academic ability of the students. This has an impact on the low motivation of students in participating in learning, (5) With the variety of student input from the aspect of academic ability, teachers have difficulty in designing and implementing learning that is appropriate to the conditions of the students, (6) There is still a gap between one school and another in terms of facilities and infrastructure and teacher quality, (7) The establishment of public schools that are not based on the number of population distribution has an impact on the emergence of schools

that are far from the reach of the population (empty zones). In addition to the problems above, some of the advantages of the new student admissions Zoning System which are supporting factors are: (1) cheap transportation costs for students to school, (2) schools are close to where students live, (3) fulfilling a sense of justice and without discrimination, (4) there are no more terms for favorite and non-favorite schools, (5) overcoming educational discrimination, and (6) encouraging teachers to be more creative and innovative in designing learning that suits students' conditions.

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