

IMPLEMENTATION OF THE ZONING POLICY FOR NEW STUDENT ADMISSIONS FROM A LEGAL SOCIOLOGY PERSPECTIVE

Dwiyanto Budi Santoso

Universitas Sebelas Maret Surakarta, Surakarta, Indonesia

dwindonesia85@gmail.com

Abstract

In order to fulfill the educational rights of every citizen which have been regulated in law, one of which is to realize services and equal distribution of educational quality, the Government issued regulations regarding the zoning system. The policy regarding the zoning system is stated in Minister of Education and Culture Regulation Number 14 of 2018, namely Admission of New Students (PPDB) which emphasizes the distance or radius between the student's house and the school, so whoever is closer to the school is more entitled to receive educational services from that school. Since it was implemented in 2018, the New Student Admissions (PPDB) zoning system has reaped sharp pros and cons and problems in society. The aim of this research is to analyze the pros and cons phenomena and problems of the zoning system in society within the framework of legal sociology as an evaluation of efforts to improve the system. This research uses a literature study method by collecting and analyzing results from various sources and relevant data. The results of this research reveal that the main challenges in implementing zoning policies are the lack of preparedness of stakeholders affected at the local level, the lack of distribution in public schools, school infrastructure, teacher resources, educational assistance, as well as a pragmatic culture or cheating that is commonly carried out. The implementation of the zoning system must always be evaluated and improved in order to achieve quality education.

Keywords: Zoning System; New Student Admissions (PPDB); Educational Equity.

Abstrak

Untuk memenuhi hak pendidikan setiap warga negara yang telah diatur dalam undang-undang, salah satunya adalah mewujudkan pelayanan dan pemerataan kualitas pendidikan, Pemerintah mengeluarkan peraturan mengenai sistem zonasi. Kebijakan mengenai sistem zonasi tersebut tercantum dalam Peraturan Menteri Pendidikan dan Kebudayaan Nomor 14 Tahun 2018, yaitu Penerimaan Siswa Baru (PPDB) yang menekankan jarak atau radius antara rumah siswa dan sekolah, sehingga siapa pun yang lebih dekat dengan sekolah lebih berhak menerima pelayanan pendidikan dari sekolah tersebut. Sejak diterapkan pada tahun 2018, sistem zonasi Penerimaan Siswa Baru (PPDB) telah mengalami revisi pro dan kontra serta permasalahan yang tajam di masyarakat. Tujuan penelitian ini adalah untuk menganalisis fenomena pro dan kontra serta permasalahan sistem zonasi di masyarakat dalam kerangka sosiologi hukum sebagai evaluasi upaya perbaikan sistem tersebut. Penelitian ini menggunakan metode studi literatur dengan mengumpulkan dan menganalisis hasil dari berbagai sumber dan data yang relevan. Hasil penelitian ini mengungkapkan bahwa tantangan utama dalam menerapkan kebijakan zonasi adalah kurangnya kesiapan para pemangku kepentingan yang terdampak di tingkat lokal, kurangnya distribusi di sekolah negeri, infrastruktur sekolah, sumber daya guru, bantuan pendidikan, serta budaya pragmatis atau kecurangan yang umum dilakukan. Penerapan sistem zonasi harus selalu dievaluasi dan ditingkatkan agar dapat mencapai pendidikan berkualitas.

Kata kunci: Sistem Zonasi; Penerimaan Siswa Baru (PPDB); Kesenjangan Pendidikan.



© Author(s) 2026

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

All countries in the world, whether they are included in the category of superpowers, developed countries, third/developing countries and underdeveloped countries, cannot be denied that every citizen will need education, because whether they realize it or not, education is the main source or benchmark for whether the country can provide prosperity for its people, can protect and fulfill all the needs of its citizens, both in fulfilling primary needs (clothing, food, shelter), secondary needs and tertiary needs.¹

Based on the concept that every citizen deserves a quality education, each new academic year is always present in public, whether on TV screens, online media, print media, or in coffee shops, becoming a hot topic of discussion among parents. Indonesian society is preoccupied with the uproar surrounding the new student admissions (PPDB) with the zoning system. Responding to this zoning system policy, various expressions have emerged, such as rejection, acceptance, and even some who are indifferent. Throughout observations from the 2018 to 2019 academic year, the author has always encountered groups of people who reject the implementation of this zoning system, originating from parents whose children excel, marked by good report card grades and National Exams, but are not accepted based on the zoning system policy. Education in this country has actually become a special concern to see how access to equality can be enjoyed by all citizens throughout Indonesia. In equal access, there are two aspects that need to be considered.²

In the implementation of educational equality, we can see that in big cities, educational facilities and infrastructure are very advanced, while in villages and certain areas of Eastern Indonesia the opposite is true, there are still many school facilities that use makeshift facilities and infrastructure and even lack teaching staff, even though infrastructure is one of the important and main resources in supporting the learning process in schools, with good management of school facilities and infrastructure can improve the quality of education. Many aspects can be used as benchmarks for the excellence and quality of a school. These aspects include the teaching and learning process in schools, the completeness of facilities and infrastructure, the professionalism of human resources, academic achievement, and the quality of school management. To meet expectations in the field of education, the role of educational facilities and infrastructure is very important, namely to facilitate the implementation of the teaching and learning process.³

Indonesia has declared education to be the right of every citizen. The provision of education itself is stipulated in Chapter III, Article 31 of the 1945 Constitution of the Republic of

¹ Iske Mareta et al., "Analisis Kebijakan Zonasi: Terampasnya Hak Sekolah Dan Siswa Dalam Pendidikan," *Jurnal Pendidikan* 30, no. 2 (2021): 235–44.

² Mutia Khafifah, "Implementasi Kebijakan Penerimaan Peserta Didik Baru (PPDB) Berdasarkan Sistem Zonasi Di SMA Negeri 1 Hinai," *Journal Millia Islamia*, 2024, 111–19.

³ Tri Mulyani and Dewi Tuti Muryati, "Analisis Yuridis Mengenai Sistem Zonasi Dalam Penerimaan Peserta Didik Baru," *Jurnal Usm Law Review* 3, no. 1 (2020): 34–58.

Indonesia, which states that: 1) every citizen has the right to education; 2) every citizen is obliged to attend basic education and the government is obliged to finance it; 3) the government strives for and organizes a national education system that increases faith and piety as well as noble morals in order to educate the nation's life, as regulated by law. Equal opportunities and achievement of quality education will produce Indonesian citizens who have life skills. So that have the ability to recognize and addressing personal and environmental problems, encouraging the establishment of a civil and modern society imbued with the values of Pancasila. In fulfilling the right to education for every citizen as stipulated in the law above, the government issued regulations regarding the zoning system.⁴

The policy of implementing the zoning system for accepting new students in Indonesia was also inspired by other countries that have implemented it in order to equalize the quality of education. In order to realize equal access and affordability of educational services for the community, the government has made various efforts, one of which is by implementing the zoning system. The zoning system is a system that requires students to receive education at schools that are closest to their residence.⁵

The zoning system itself requires schools to accept students who live within the closest radius of the school. The zoning system has been implemented since the enactment of Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 14 of 2018 concerning the Admission of New Students to Kindergartens, Elementary Schools, Middle Schools, High Schools, Vocational Schools, or other equivalent institutions. Schools under government auspices are required to accept prospective students who live within the closest radius of the school, at least 90% of the total number of accepted students. The new student admission policy (PPDB) is essentially to bring education services closer to the community and equalize the quality of education.⁶

The new student admissions (PPDB) regulations have long-term consequences, namely that educational zoning will result in all schools having the same status, role, and function in serving each student. The new student admissions (PPDB) zoning system stipulates that state schools owned by local governments are required to accept prospective students who live within the nearest zone radius of the school, amounting to at least 90% (ninety percent) of the total

⁴ Risna Risna et al., "Analisis Implementasi Kebijakan Zonasi Dalam Pemerataan Pendidikan," *Jurnal Mappesona* 3, no. 1 (2020).

⁵ Nandy Agustin Syakarofath et al., "Kajian Pro Kontra Penerapan Sistem Zonasi Pendidikan di Indonesia," *Jurnal Pendidikan dan Kebudayaan* 5, no. 2 (2020): 115–30, <https://doi.org/10.24832/jpnk.v5i2.1736>.

⁶ Anggi Ariska et al., "Analisis Kebijakan Zonasi: Dampak Polemik Kebijakan Zonasi Pendidikan Indonesia," *Jurnal Teknologi Dan Pendidikan* 1, no. 1 (2025): 1–20.

number of accepted students.⁷ The nearest zone radius is determined by the local government based on the availability of school-age children in the area and the capacity of study groups at each school. However, schools can accept students outside the nearest zone as much as 10% for reasons of achievement and 5% for specific reasons, such as the change of domicile of parents/guardians. Meanwhile, Law No. 1 of 2021 Article 13 explains that the SMA zoning pathway is at least 50% (fifty percent) of the school's capacity, the affirmative pathway as referred to in Article 12 paragraph (2) letter b is at least 15% (fifteen percent), the parent/guardian transfer pathway as referred to in Article 12 paragraph (2) letter c is at most 5% of the school's capacity. In the event that there is still a remaining quota from the registration pathway as referred to in paragraph (1) to paragraph (3), the Regional Government can open an achievement pathway as referred to in Article 12 paragraph (2) letter d.⁸

The two main goals of implementing a zoning system in the educational environment are to equalize the quality of education and eliminate the labels of favorite and non-favorite schools. Previously, the dualism of favorite and non-favorite school labels, or the stratification system within the community, created a sense of segregation among schools. This gave rise to a widespread stigma within the community regarding the low quality of students attending non-favorite schools. This disadvantaged non-favorite schools, as they were not prioritized for students pursuing further education.⁹

The implementation of the relatively new zoning system policy has certainly generated both pros and cons within the community. Disagreements within the community regarding the zoning system fall into three broad themes. First, prioritizing distance from a prospective student's residence to the school as the primary determinant of PPDB (Enrollment Admissions), which is deemed inappropriate due to the unequal availability of schools across regions, resulting in some schools experiencing a shortage of students. Second, differing interpretations regarding the implementation of zoning regulations, resulting in varying implementation across schools and regions. Third, the use of a Certificate of Inability to Pay (SKTM), which in practice creates opportunities for fraud.¹⁰

The implementation of the zoning system is indeed full of dynamics, in fact, this policy is a recommendation from the Ombudsman of the Republic of Indonesia in 2016 to the Ministry of Education and Culture, the Ministry of Home Affairs, and the Ministry of Religious Affairs, this

⁷ Syakarofath et al., "Kajian Pro Kontra Penerapan Sistem Zonasi Pendidikan di Indonesia."

⁸ Agil Nanggala, "Analisis Wacana Pembaharuan Kebijakan Zonasi Menteri Pendidikan Dan Kebudayaan Nadiem Makarim Sebagai Solusi Pemerataan Pendidikan Di Indonesia," *Jurnal Pendidikan Kewarganegaraan Undiksha* 8, no. 2 (2020): 46–56.

⁹ Nur Halimah, *Evaluasi Kebijakan Sistem Zonasi Penerimaan Peserta Didik Baru Di SMP Negeri Tangerang Selatan (Study Kasus SMPN 03 Dan SMPN 17 Tangerang Selatan)*, 2020.

¹⁰ Nahot Tua P. Sihaloho and Ramsul Nababan, "Hak Warga Negara Dalam Memperoleh Pendidikan," *Jurnal Kewarganegaraan* 25, no. 02 (2015): 1–17.

recommendation was then followed up by the Minister of Education and Culture in the era of Prof. Muhadjir Effendy with the aim of eliminating the predicate of superior schools, in order to realize equal distribution of education quality in all Indonesian schools.¹¹

The research problem in this study is how the implementation of the zoning policy for new student admissions in Indonesia, which continues to generate pros and cons in society, is being addressed from a sociological perspective. This study aims to comprehensively examine and discuss the implementation of the zoning policy for new student admissions in Indonesia, along with the pros and cons and problems that arise in society from a sociological perspective. The results of this study are expected to provide material for better evaluation and improvement of the implementation of the zoning system for new student admissions in Indonesia.

RESEARCH METHODS

The research method used in this research is literature study or library study (*Library Research*). Literature study is any effort made by researchers to collect information relevant to the topic or problem that will be or is being research. The type of research approach used by researchers in this study is normative legal research to examine the implementation of the zoning policy for the admission of new students in Indonesia which still reaps pros and cons in society from a legal sociology perspective. Normative legal research can also be called doctrinal legal research.¹²

RESULT AND DISCUSSION

Implementation of Zoning Policy

The implementation of the zoning system in Indonesia was inspired by other countries that had already implemented it. In the 1940s, the principle of student recruitment based on geographic location was applied in European countries. European countries considered that market competition in the education sector led to unhealthy competition between schools, creating class divisions within schools, and worsening the situation of schools that initially lacked sufficient resources to catch up. Worse, the victims of this competition were children from lower-class families, as they were unable to enjoy adequate access to education.¹³ In this situation, the

¹¹ Mujianto Solichin and Imama Kutsi, "Implementasi Permendikbud Nomor 14 Tahun 2018 Tentang Penerimaan Peserta Didik Baru Berbasis Sistem Zonasi Pada Tingkat Madrasah Ibtidaiyah/Sekolah Dasar Di Kecamatan Jombang," *Dirasat: Jurnal Manajemen Dan Pendidikan Islam* 5, no. 1 (2019): 20–39.

¹² SHI Jonaedi Efendi et al., *Metode Penelitian Hukum: Normatif Dan Empiris* (Prenada Media, 2018).

¹³ Saskia Saskia et al., "Kebijakan Sistem Zonasi Di Sekolah," *Jurnal Mappesona* 2, no. 1 (2019).

zoning policy was considered to achieve educational equality, so that all social classes had the same opportunity to receive a quality education.¹⁴

Not only in Europe, but the zoning system in education is also implemented in America and Asia. The zoning system is widely implemented due to its ability to objectively improve educational equity in these countries. Similarly, in Indonesia, zoning is expected to address disparities in access and quality of education across various regions.¹⁵

Etymologically, implementation, if referred to from Webster's Dictionary, namely to implement means to carry out something. Likewise, policy implementation is a practical stage, different from the formulation of problem formulation or policy formulation as a theoretical stage. Related to the definition of policy implementation, can refer to the opinions of experts, including Anderson who stated that policy implementation is the application by government's administrative machinery to the problems.¹⁶ The implementation of policies by the government, usually as a political and administrative process begins when the goals and targets have been set, the program of activities has been agreed upon and funds are ready and distributed to achieve the goals and targets. If this understanding is synchronized with the locus and focus (change), then the policy implemented is in line with the views of Van Meter and Van Horn in Parsons and Wibawa that policy implementation is an action carried out by government and private organizations, both individually and in groups to achieve the goals and targets that have been set.¹⁷

In another perspective states that policy implementation is a long process of problem solving, how policy actors carry out policy decisions. Where all stakeholder actions are directed at achieving policy objectives. Similarly, policy implementation is explained as a way for an organizational policy to achieve predetermined goals and objectives by directly implementing it in the form of activity programs or through the formulation of derivative policies of the policy itself as explanatory policies or often referred to as implementing regulations. The process of achieving these goals is carried out through a series of program activities and policy decisions that facilitate their realization into organizational practice.¹⁸ In the context of education, policy implementation is an effort or endeavor so that the formulation of educational policies can be implemented in practice, because no matter how good the formulation of educational policies, if it is not implemented, its benefits will not be felt by the community. Conversely, no matter how simple

¹⁴ Syakarofath et al., "Kajian Pro Kontra Penerapan Sistem Zonasi Pendidikan di Indonesia."

¹⁵ Gunarti Ika Pradewi and Rukiyati Rukiyati, "Kebijakan Sistem Zonasi Dalam Perspektif Pendidikan," *JMSP (Jurnal Manajemen Dan Supervisi Pendidikan)* 4, no. 1 (2019): 28–34.

¹⁶ Ira Madiana et al., "Penerapan Kebijakan Sistem Zonasi Serta Dampaknya Terhadap Kesetaraan Hak Memperoleh Pendidikan," *Jurnal Ilmiah Profesi Pendidikan* 7, no. 2c (2022): 735–40.

¹⁷ Emmanuel Sujatmoko, "Hak Warga Negara Dalam Memperoleh Pendidikan," *Jurnal Konstitusi* 7, no. 1 (2010): 181–212.

¹⁸ Nanggala, "Analisis Wacana Pembaharuan Kebijakan Zonasi Menteri Pendidikan Dan Kebudayaan Nadiem Makarim Sebagai Solusi Pemerataan Pendidikan Di Indonesia."

the formulation of educational policies, if it has been implemented, it will be more useful whatever and how much the results.

The policy on the school zoning system is a new Regulation of the Ministry of Education and Culture (Permendikbud) and is contained in No. 14 of 2018 concerning the Admission of New Students, which further explains how the equalization system is implemented. It is explained in Article 16 of Permendikbud No. 14 of 2018, which explains that schools must accept new students who live within the closest radius to the school, as seen based on the Family Card address issued no later than 6 months before the PPDB period. Zoning has advantages such as minimizing student tardiness, students can stay longer at school and reduce student pick-up and drop-off costs.¹⁹

Based on the Minister of Education and Culture Regulation Number 14 of 2018, student admissions that were previously through a competition with exam scores are now based on: 1) distance from residence to school according to zone, 2) National Examination Results Letter (*for junior high school graduates*); and 3) academic and non-academic achievements. This policy applies to all regional government schools. The number of students accepted according to zoning is ninety percent, achievement pathways outside the zone 5 percent, and relocation or disasters 5 percent. Based on government instructions, the PPDB zoning system policy in all regions is based on objective, transparent, accountable, and fair principles.²⁰

Pros and Cons of Zoning Policy from a Legal Sociology Perspective

The PPDB (*Enrollment Program for Higher Education*) has received a positive response from several groups due to its ability to provide broader access to students from low socioeconomic backgrounds. For students, the difficulty of affording tutoring and achieving high grades to enter their desired school are no longer obstacles. There is no longer the worry of traveling long distances to school due to limited transportation. In fact, the distance from home to school can be covered simply by walking. In this regard, zoning demonstrates its capacity to help boost access for students from lower socioeconomic classes, which has previously been limited to the upper middle class, as has been the case for the past decade.²¹

For parents, they feel more at ease because they can more easily monitor their children. Thanks to zoning, the distance between home and school is no longer so great. Parents can arrive at school in a relatively shorter time than before. The proximity of home and school allows

¹⁹ Peraturan Menteri Pendidikan and Kebudayaan Republik Indonesia Nomor, "Tahun 2018 Tentang Penerimaan Peserta Didik Baru Pada Taman Kanak-Kanak," *Sekolah Dasar, Sekolah Menengah Pertama, Sekolah Menengah Atas, Sekolah Menengah Kejuruan, Atau Bentuk Lain Yang Sederajat*, 14AD.

²⁰ Syakarofath et al., "Kajian Pro Kontra Penerapan Sistem Zonasi Pendidikan di Indonesia."

²¹ Syakarofath et al., "Kajian Pro Kontra Penerapan Sistem Zonasi Pendidikan di Indonesia."

parents more freedom and ease in communicating directly with the school regarding their children's learning achievements.²²

For schools, the zoning system has helped several schools in the region develop further by attracting diverse student populations. This has further motivated teachers to improve their capacities. Schools previously labeled as non-favorite schools now have an equal opportunity to accept students with above-average scores. This improved student input can be capitalized on to produce better performance, which can then improve or change the school's reputation.²³ Considering the positive responses and impacts from and on the community, the zoning system is considered appropriate for implementation by several observers and education policy researchers. However, in addition to the positive responses mentioned above, negative responses have also emerged from many parties. Based on evaluations, the government's simultaneous implementation of the 2019 PPDB (School Admissions) at the junior high and senior high school levels has drawn various criticisms from the public. First, the public believes that the zoning system is incapable of addressing substantial and fundamental educational issues because not all schools and teachers are of equal quality in all regions.²⁴

Many schools are concentrated in a single zone, making it difficult for people living in the outskirts or in other zones and Indonesia's infrastructure is considered to be unequally distributed in areas outside Java. Consequently, the implementation of the relatively new zoning system is perceived as only making it more difficult for parents to send their children to high-quality schools. Ideally, the government would first prepare schools that are evenly distributed geographically and qualitatively, before implementing the zoning system. Furthermore, the potential for controversy should have been anticipated long before the zoning system was implemented. Given the generally minimal capacity of schools, it can be argued that the zoning system is considered premature to implement at this time.²⁵

The implementation of the achievement pathway was also deemed inappropriate because the proportion of 5 to 10 percent was considered too small to accommodate the large number of high-achieving students. As a result, some people felt "cheated" by the zoning system, especially those whose children achieved high final exam scores. They felt their children's learning achievements were unimportant because schools only looked at those who lived closest to the school. Many of them became discouraged and angry because the academic scores they obtained

²² Madiana et al., "Penerapan Kebijakan Sistem Zonasi Serta Dampaknya Terhadap Kesetaraan Hak Memperoleh Pendidikan."

²³ Madiana et al., "Penerapan Kebijakan Sistem Zonasi Serta Dampaknya Terhadap Kesetaraan Hak Memperoleh Pendidikan."

²⁴ Amirulah Datuk, "Sistem Zonasi Sebagai Solusi Bagi Orang Tua Untuk Mendapatkan Pendidikan Anak Yang Bermutu Di Kota Kupang," *Attractive: Innovative Education Journal* 2, no. 2 (2020): 20–33.

²⁵ Syakarofath et al., "Kajian Pro Kontra Penerapan Sistem Zonasi Pendidikan di Indonesia."

through the struggle of participating in additional learning programs (tutoring) were inferior to those of students who lived closer to the school, even though their academic scores were much lower.²⁶

Distance from home to school, as a primary determinant, is also considered difficult to implement, given the uneven distribution of schools and the population. This impacts the distribution of students within each school. Furthermore, this situation results in some schools having an excess of students and others having a shortage. For example, this is the case at SMPN 1 Balongan in Indramayu, which has an excess of 60 students, and SMPN 2 Balongan, which has a shortage of students. The problem of a shortage of students in non-densely populated areas will impact the number of teaching hours for teachers. This will certainly be detrimental to them in managing certification allowances. Adds that the controversy over student shortages and excesses also impacts private schools located in the city center. They must compete with public schools that generally mushroom in the downtown area.²⁷

The implementation of the zoning system has also been marred by violations. Current regulations determine the distance from a student's residence to the school based on the neighborhood unit (RW) of the prospective student's address as stated on their Family Card (KK). This has caused public concern due to the potential for fraud. Evidence suggests that students' names have been used on the KK of family members living near the school, and even the sale of seats by certain individuals. For example, the Federation of Indonesian Teachers' Unions (FSGI) discovered that a student from Cibinong, Bogor, had used the name of a relative in Kramat Jati, East Jakarta, to obtain admission to school there.²⁸

In addition to allegations of manipulation through the Family Card (KK), allegations of violations have also emerged regarding the Certificate of Inability to Pay (SKTM) and the domicile transfer process for parents who have been transferred. This policy is considered to have raised public suspicions about the potential for inappropriate actions by parents to ensure their children receive education at their desired location, even if it is outside the designated zone. The 20 percent quota was once considered an opportunity, as reports from several schools indicated that this number was not met.²⁹

²⁶ Saskia et al., "Kebijakan Sistem Zonasi Di Sekolah."

²⁷ Syakarofath et al., "Kajian Pro Kontra Penerapan Sistem Zonasi Pendidikan di Indonesia."

²⁸ Madiana et al., "Penerapan Kebijakan Sistem Zonasi Serta Dampaknya Terhadap Kesetaraan Hak Memperoleh Pendidikan."

²⁹ Madiana et al., "Penerapan Kebijakan Sistem Zonasi Serta Dampaknya Terhadap Kesetaraan Hak Memperoleh Pendidikan."

CONCLUSION

The zoning system is not only implemented in Indonesia but also in several other countries. While it offers advantages, it also presents challenges, generating debate among the public. Those in favor of the system focus on the advantages and benefits of the zoning system, namely, equal access to services and improved educational quality. Schools are growing and progressing due to the increased diversity of student input and the increased capacity of their teachers.

Furthermore, opponents focused on the shortcomings of the suboptimal implementation of the zoning system. These shortcomings included the lack of preparedness of schools in the regions, such as inadequate facilities and infrastructure and teacher quality; the perceived inadequacy of the achievement-tracking policy, which was deemed inadequate to meet the needs of the field; the issue of determining the distance between schools and residences, which resulted in an imbalanced distribution of students within each school; and the lack of active parental participation due to a lack of literacy regarding the zoning system, a side effect of technical weaknesses in the field.

Solutions to address these challenges include: *First*, translating policy objectives and targets to reflect the local conditions of the zoning system. *Second*, accurately communicating zoning policies, especially to the public, so they can appreciate and participate in the program's success. *Third*, conducting regular and comprehensive monitoring and evaluation involving community participation can identify areas that need to be developed or improved within the zoning system. The results of the studies conducted can be used as a basis for government considerations for further program optimization.

BIBLIOGRAPHY

- Ariska, Anggi, Muhammad Sholeh, and Yatim Riyanto. "Analisis Kebijakan Zonasi: Dampak Polemik Kebijakan Zonasi Pendidikan Indonesia." *Jurnal Teknologi Dan Pendidikan* 1, no. 1 (2025): 1–20.
- Datuk, Amirulah. "Sistem Zonasi Sebagai Solusi Bagi Orang Tua Untuk Mendapatkan Pendidikan Anak Yang Bermutu Di Kota Kupang." *Attractive: Innovative Education Journal* 2, no. 2 (2020): 20–33.
- Halimah, Nur. *Evaluasi Kebijakan Sistem Zonasi Penerimaan Peserta Didik Baru Di SMP Negeri Tangerang Selatan (Study Kasus SMPN 03 Dan SMPN 17 Tangerang Selatan)*. 2020.
- Jonaedi Efendi, SHI, SH Johnny Ibrahim, and MM Se. *Metode Penelitian Hukum: Normatif Dan Empiris*. Prenada Media, 2018.
- Khafifah, Mutia. "Implementasi Kebijakan Penerimaan Peserta Didik Baru (PPDB) Berdasarkan Sistem Zonasi Di SMA Negeri 1 Hinai." *Journal Millia Islamia*, 2024, 111–19.

- Madiana, Ira, Bagdawansyah Alqadri, Lalu Sumardi, and Mohamad Mustari. "Penerapan Kebijakan Sistem Zonasi Serta Dampaknya Terhadap Kesetaraan Hak Memperoleh Pendidikan." *Jurnal Ilmiah Profesi Pendidikan* 7, no. 2c (2022): 735–40.
- Mareta, Iske, Indah Ayuningtyas, Dina Rosa, and Nur Wahdaniah Ijatul Islamiah. "Analisis Kebijakan Zonasi: Terampasnya Hak Sekolah Dan Siswa Dalam Pendidikan." *Jurnal Pendidikan* 30, no. 2 (2021): 235–44.
- Mulyani, Tri, and Dewi Tuti Muryati. "Analisis Yuridis Mengenai Sistem Zonasi Dalam Penerimaan Peserta Didik Baru." *Jurnal Usm Law Review* 3, no. 1 (2020): 34–58.
- Nanggala, Agil. "Analisis Wacana Pembaharuan Kebijakan Zonasi Menteri Pendidikan Dan Kebudayaan Nadiem Makarim Sebagai Solusi Pemerataan Pendidikan Di Indonesia." *Jurnal Pendidikan Kewarganegaraan Undiksha* 8, no. 2 (2020): 46–56.
- Pendidikan, Peraturan Menteri, and Kebudayaan Republik Indonesia Nomor. "Tahun 2018 Tentang Penerimaan Peserta Didik Baru Pada Taman Kanak-Kanak." *Sekolah Dasar, Sekolah Menengah Pertama, Sekolah Menengah Atas, Sekolah Menengah Kejuruan, Atau Bentuk Lain Yang Sederajat*, 14AD.
- Pradewi, Gunarti Ika, and Rukiyati Rukiyati. "Kebijakan Sistem Zonasi Dalam Perspektif Pendidikan." *JMSP (Jurnal Manajemen Dan Supervisi Pendidikan)* 4, no. 1 (2019): 28–34.
- Risna, Risna, Lisdahlia Lisdahlia, and Syamsul Edi. "Analisis Implementasi Kebijakan Zonasi Dalam Pemerataan Pendidikan." *Jurnal Mappesona* 3, no. 1 (2020).
- Saskia, Saskia, Yazinta Annisa Putri, Nirwana Nirwana, and Dina Amalia. "Kebijakan Sistem Zonasi Di Sekolah." *Jurnal Mappesona* 2, no. 1 (2019).
- Sihaloho, Nahot Tua P., and Ramsul Nababan. "Hak Warga Negara Dalam Memperoleh Pendidikan." *Jurnal Kewarganegaraan* 25, no. 02 (2015): 1–17.
- Solichin, Mujianto, and Imama Kutsi. "Implementasi Permendikbud Nomor 14 Tahun 2018 Tentang Penerimaan Peserta Didik Baru Berbasis Sistem Zonasi Pada Tingkat Madrasah Ibtidaiyah/Sekolah Dasar Di Kecamatan Jombang." *Dirasat: Jurnal Manajemen Dan Pendidikan Islam* 5, no. 1 (2019): 20–39.
- Sujatmoko, Emmanuel. "Hak Warga Negara Dalam Memperoleh Pendidikan." *Jurnal Konstitusi* 7, no. 1 (2010): 181–212.
- Syakarofath, Nandy Agustin, Ahmad Sulaiman, and Muhamad Faqih Irsyad. "Kajian Pro Kontra Penerapan Sistem Zonasi Pendidikan di Indonesia." *Jurnal Pendidikan dan Kebudayaan* 5, no. 2 (2020): 115–30. <https://doi.org/10.24832/jpnk.v5i2.1736>.