



Zonasi, What, and How

Syaiful Bahri¹; Rambat Nur Sasongko²; Osa Juarsa²; Puspa Djuwita²; Irwan Fathurrochman¹

¹Institut Agama Islam Negeri (IAIN) Curup, Indonesia

²Universitas Bengkulu, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v8i6.2747>

Abstract

This paper reveals the responses of society on the path to the new controversial students receiving zoning policies. The zoning policy is aimed at primary schools, middle school, high school, and vocational. In order to organize educational access, equitable quality of education, eliminating the preferred and non-favorite school decontamination. On the other hand, the policy was responded in the form of acceptance and denial. From parents, students, school administrators and teachers, the local government, and even the parliaments out that zoning policies require a specific advantage.

Keywords: *Response; Zoning; Acceptance of New Students; Equality; Quality*

Introduction

This paper is written using the library research. Education is a long-term investment because it is not instantly enjoyed. The government would be obligated to provide access to education as it provides in the opening of the 1945 constitution of Alenia the fourth (Adiputra, A. R. R. K., & Haryono, B. 2019). Therefore every citizen of the Republic of Indonesia deserves adequate education. The government's arrangement for education utilizes a national teaching system that features it by referencing the 2003 number of a law on the national education system (Fathurrochman, 2020). For the availability of equal and quality access to education services in the territory of the Republic of Indonesia, the government, in this case, has expressed a strong need for zoning policies in which it has taken place from the 2017 school year.

Zoning policies are the government's program to arrange for admission to new students in public primary schools, high schools, and vocational schools (Fathurrochman, 2017). The legal basis for this zoning policy is consistent with the ministry of education and cultural regulation no. 17 2017, perfected by the ministry of education and cultural regulation no. 14 of 2018, and revised by the ministry of education and culture no. 25 in 2019.

The purpose of the zoning policy is to create equitable access to education by facilitating equality of opportunity and justice in obtaining education from cities to remote areas (Youtube, 2017). Not only that, the policy is also to improve the quality of education in each region, equitable distribution of student

graduates in the area, equal distribution of prospective students so that there are no worries that schools lack new students at the beginning of each school year, and likewise zoning is designed as a regional selection system, and minimize the existence of favorite and non-favorite schools (Youtube, 2018). With this policy, it is expected that parents of students and students themselves can easily reach the location of the education unit because the location is in the zone where they live.

Noting the existence of the zoning policy referred to below with its objectives, various elements of the community responded with great diversity. Some agree because it is felt that it will make it easier for parents of students to control their children, and can also save on transportation costs for their children. Likewise, for children as educated participants, it is easy and fast to reach the education unit because it is not far from where they live. As revealed in the following video <https://www.youtube.com/watch?v=25Wb6xSYAYo>.

Conversely, there are not a few parties who refuse to zone, among others; Parents of students as happened in Surabaya by holding massive actions to ask President Jokowi to fire the Minister of Education and Culture Muhajir Effendy as revealed in the following video <https://www.youtube.com/watch?v=7MeFGBP4TDI>. The rejection does not only occur in Surabaya, but also in East Nusa Tenggara students' parents demonstrate to the East Nusa Tenggara Parliaments Office and the East Nusa Tenggara Education Office protesting with the zoning policy resulting in their children not being accepted into the state education unit at their domicile not far from the state education unit (Youtube, 2019). The rejection is not only by the parents of new students, but also by the new students themselves, the managers of private education units and their teachers, education observers, and other elements of society.

Their rejection of zoning among others was because they were disappointed with the zoning system whose policies seemed to be sudden. So many parents worry that their children will not be able to continue their education because the education units expected by parents and their children are not the zoning, while the zoning is full because of limited school capacity. In addition, the lack of socialization has an impact on the number of parents and children of participants who do not know the procedures and ways to register so that not a few of them come to school long before working hours and some even stay overnight resulting in huddling in educational units in zones with dense population. designers accessed on October 10, 2019.

Furthermore, on the other hand, there are some roles of the Regional Government that are not ready with the zoning policy and thus impact as if they do not agree with the policy, such as the slow setting of zoning distribution, the lack of socialization due to the time that is too tight and short as we can see in the following video: https://www.youtube.com/watch?v=REou8CI_UAE.

Likewise, they do not miss the rejection of the zoning policy by groups managing private education units and teachers because their schools do not get prospective new students because the community chooses public schools. The implementation of the zoning system requires prospective students to take education in schools that have the closest radius of their respective domiciles. Students can have a maximum of three school options, provided the school still has a student slot and is in the student's zoning area. Based on the regulations of the ministry of education and culture number 51/2018, the admission of new students through zoning is regulated. The selection of prospective new students is done by prioritizing the distance of the closest place of residence to the school in the specified zoning. The distance of the nearest residence is calculated based on the distance from the Village Office to the school. If the distance of residence is the same, then the priority is prospective students who register early. Generally, the zoning route has the highest quota of all revenue channels. For example, in the acceptance of new East Java high school students, the quota for zoning pathways is 50 percent, while in DKI Jakarta new student admissions the quota provided for zoning is 60 percent. The zoning system for selecting new

student admissions is done by ranking, which varies in each province. However, in general, ranking for zoning is done by distance, UN scores, age of students, and time of registration. meanwhile, at the acceptance of new East Java High School students, for example, the selection is based on a zone ranking with a quota of 50 percent, is ranking based on the distance of residence in the zone with the selected school. If the distance is the same, the ranking is based on the National Examination score and registration time. Ranking based on the value of the National exam with a quota of 20 percent, ranking based on the value of the National exam. If there are similarities in grades, they are ranked according to the order of Indonesian, Natural Sciences, Mathematics, and English subjects. If there are still similarities, they are ranked according to the time of registration.

Meanwhile, in the acceptance of new students in *DKI* (Special Capital Region) Jakarta High School, selection of new student admissions is conducted in the order of the average value of National examination results for prospective new students graduating from junior/madrasah, the order of school choice, the age of prospective new students, and the time of registering. Each level that opens the zoning path for new student admissions has a certain ranking, but generally, the ranking is based on the average value of School examination results for prospective new students graduating from elementary / madrasah, the order of school choice, the age of prospective new students, and when registering. According to the Minister of Education and Culture, Muhadjir Effendy, in the implementation of new student admissions last year, the zoning system was still not good, so it still needed evaluation and improvement.

Research Theory

Regulations in the provision for new trainee zoning include the following rules: 1) the opening of the constitution 1945 of Paragraph the fourth; 2) 1945 constitution chapter 31; 3) 2003's 20-year law on the institute. ; 4) 2017 ministry of education and culture rule no 17-year 2017 about receiving new students; 5) the ministry of education and culture rule no. 14 the year 2018 about accepting new ministers improved; 6) the 2018 ministry of education and culture rules no. 51 about notification of new education improved; 7) the ministry of education and culture rules 20 years 2019 about changing the rules of the ministry of education and culture of 51 to 2018 about accepting new converts.

Here is a diagram of the implementation of the Indonesian minister of education and culture rule no. 51, 2018 about how the school zoning system applies to new protectors.



Figure 1: The basic concept of a zoning system receiving new learners year 2019

Following has been a diagram of a change in current education and culture rules based on the ministry of education and culture rules 51 to 2018, making the 20-year 2019 ministry of education and culture policy for 51 to 2018 about receiving new trainees.



Figure 2: The concept of change was embodied in the 20th 2019 ministry of education and culture regulations

a). Relevant Research

Research conducted by Aris Nurlailiyah 2003 in the Journal: Policy Analysis of the Zoning System on the Behavior of Junior High School Students in Yogyakarta with the conclusion, that the application of the zoning policy for acceptance of new students in Yogyakarta is the first application. Community response pros and cons. Among the cons because of the lack of socialization from the Department of Education, the existence of blank sports and lack of disciplined behavior of students. While the prone side of the zoning policy eliminates the dichotomy of favorite and non-favorite schools, efficient cost for students because it is not far from the place of domicile (Kristiawan, et.al. 2017).

Research conducted by Nancy Nurinasari 2019 in the Journal: The Socialization of Student Coordinate Point Taking Methods Based on Open Camera and Google Maps with the conclusion, that Mojokerto Regency has three types of democratic areas; urban, suburban, and rural. Eighteen Districts have different types of society: 1 Urban type district, 3 Rural type districts, 14 sub-urban types. The zoning system for new student admissions in 2019 for determining the coordinates of student homes is done by 2 methods based on Open Camera and Google Maps. Urban type and sub-urban application open Camera and Google Maps. While the rural type is recommended Open Camera (Kristiawan, et.al. 2018).

Research conducted by Novrian Sarita Perdana 2019, in the journal: Implementation of new student acceptance of Zoning in the Efforts to Equitable Access and Quality of Education, with the conclusion, that efforts to equalize and quality of education in Central Sulawesi Province have been successful with the admission new students Zoning system. Zoning of new student admissions makes students even distribution and eliminates favorite and non-favorite schools' dichotomy (Kristiawan, et.al. 2019).

Research conducted by Hidayah Setiyanti 2019, in the Journal: Effectiveness of Acceptance of New Students. Using the Zoning System in Enforcement and Improving the Quality of Education Case Studies in the Temanggung District Public Middle School with the conclusion, the implementation of new student admissions based on the Ministry of Education and Culture Regulation number 17 in 2017, the education unit is obliged to accept prospective students domiciled in the closest zone at least 90% of the total participants accepted. With the zoning system, there is an even distribution of students and minimizing the dichotomy of favorite and non-favorite education units (Ristianti, et.al, 2019).

Research conducted by Antonius Rahardityo Adiputra 2019, in the Journal: Cultural Lag In the 2018 New Zoning System Online Student Admission Program at 2 Sukoharjo State High Schools, with the conclusion, in the 2018/2019 school year using an online system with a zoning system in acceptance admission new students. Admission with the online zoning system national test scores are not

standardized. The distance of domicile which is a requirement in the process of receiving new students (Fathurrochman, 2019).

b). School Stakeholder Response

The zoning policy for new student admissions that have been enacted from 2017 to 2019 with a variety of responses that have emerged from the community include:

First, the response of parents of prospective new students. Some accept it happily because their children will be able to be educated not far from where they live. Parents can easily participate in controlling their children because the location of the education unit is not far from their domicile. Likewise, parents do not need to pay transportation costs because they can be reached on foot. But there are also groups of parents who do not accept the zoning system as happened in Kupang, East Nusa Tenggara. They held a demonstration to the East Nusa Tenggara Parliaments and the East Nusa Tenggara Education Office protested because of the zoning system because their children were not accepted at a public school due to distance between their residence and the school near (Setiyanti, H. 2019). Likewise, as happened in Jakarta, parents have flocked and jostled to come and queue to the education unit before school hours because they were worried their children would not be accepted into the zoning because of the density of the zonation as revealed in the following video <https://www.youtube.com/watch?v=gtUXDaeika0>.

Second, prospective students themselves. Some are happy to accept zoning because they can go to school close to where they live with a sense of optimism that is accepted because it is guaranteed by the zoning system so they feel light and don't have to deal far. But behind that, there are also those who do not receive as in the Province of Bali because the number of students who live in zone one results in exceeding the quota or the quota of students in the class (Kristiawan, 2016). Furthermore, there are also prospective new students who are annoyed and at the same time disagree with the zoning policy because prospective students have aspired to go to a school that was once a favorite but could not because of the zoning system. While in the zoning they also cannot enter because of the density in the zone, the high passing exam scores as revealed in the following video https://www.youtube.com/watch?v=REou8CI_UAE.

Third, zonation policy for managers and teachers of private education units makes it difficult for schools to get new prospective students because there are public schools in the zoning so that their schools do not get new students because the public interest is more interested in going to school in the country with consideration of light state costs and some even free at elementary and junior high school education units, while private education units are expensive and nothing is free. Because of that they, not a few protested the zoning policy, they even demonstrated to President Jokowi so that Minister Muhadjir Effendi was fired as can be seen in the following video <https://www.youtube.com/watch?v=kYjusha90rc>.

Fourthly, the rejection of the zoning system by the Parlement even accuses the zoning system as a mode of making non-rights benefits as revealed in the following video https://www.youtube.com/watch?v=n1jSg_wicsA. Fifth, there are some Local Governments that are not ready with the zoning system, so it seems that the zoning system makes it difficult for parents and prospective participants to continue their children's schooling. That is because the socialization from the Department of Education is very minimal resulting in information on some of the community is not well known by parents of prospective students or prospective students themselves including the mapping of zoning by the Regional Government.



Figure 3: The parents lined up for the new student reception process in central Java



Figure 4: Mass demonstration rejected the school zoning system in east Java

Research Methods

This scientific article was written using the library research approach (Sasongko, 2018). Literature study is needed as one of its own stages, namely a preliminary study to understand more deeply the symptoms of the zoning system that is developing in the world of education in Indonesia, where in this case the author collects all relevant documents about the school zoning system in Indonesia which are collected based on the order in which they were published documents regarding school zoning (Fathurrochman, 2021).

Results and Discussion

Zoning according to the Big Indonesian Dictionary (KBBI) is the division or splitting of an area into several sections, according to the functions and objectives of management <https://m.detik.com>news>news> (accessed on October 10, 2019). The zoning system is a system of regulating the use of new students according to the region of residence (Bahri, S. 2018). Zoning is the division or splitting of an area into several parts, according to and the purpose of management. The zoning system is the cornerstone of overall school reform structuring from kindergarten to high school.

Zoning-based admission new students policy is one of the right policies for equitable access to and quality of education because the principle is to bring education services closer to the community and to even out the quality of education. Therefore, the zoning policy is an effort to equalize access to education in the regions, increase the distribution of the quality of education, and eliminate favorite and non-favorite education dichotomy (Aprilana, 2017).

Dichotomy description that has been described in the stakeholder response above and the disclosure of the zonation policy, it can be found that the Ministry of Education and Culture conducts a zoning system for the acceptance of new students is to realize, among others: First, to realize equitable availability of access to education at the elementary school level, Junior High School level, Senior High School level, and Vocational High School level below the ranks of the Ministry of Education and Culture while madrasas below the Ministry of Religion have not implemented a zoning system within the territory of the Republic of Indonesia. Second, to make it easier for parents to participate in controlling their children because of the education unit because it is near the place of residence. Third, ease the burden of transportation costs for parents for their children because the education unit is not far from the house

where they live. Fourth, to make it easier for students to reach their place of study because the place of residence is near the educational unit. Fifth, it makes it easy for the manager of the education unit to communicate with the guardians of students because the school is close to where parents live or the guardians of students. Sixth, the government is trying to realize the spread of graduates in their respective regional zones. Seventh, the government wants to realize that access to education is evenly distributed to regions by providing national education standard facilities as regulated in Government Regulation No. 19 of 2005. Eighth, the government seeks to create an equitable quality of education up to the regions. So that in the end it will minimize and erase the education dekotomi of favorite and non-favorite education units.

Furthermore, there are still many impressed pros and cons among various elements of society regarding the zoning system for accepting new students, among others because: first, the lack of socialization from various parties. Starting from the leading education sector and the local government, the community still did not fully understand. Second, there are still some Local Governments that are not ready with the zoning system. Third, some regions still have weaknesses here and there, such as zoning mapping and online zoning system application instruments that are less socialized to prospective students. As filling in the registration of prospective students can fill it anywhere, but because of a lack of understanding, they flock to fill the registration in the intended education unit. These conditions if not understood result in prospective students not being able to fill out or not be registered while the time limit has expired. Eventually, they were disadvantaged because they could not access them online and eventually left behind with the consequence of being forced to continue their education at a private education unit (Danim, et.al, 2021).

Of the various problems and obstacles raised above, then to overcome and at the same time succeed the zoning system policy for new student admissions are as follows: First, do it with a maximum of integrated socialization between the ranks of the Department of Education and the Regional Government so that no more people who do not know yet are found. and understand both parents and prospective students ranging from elementary to high and vocational levels (Murfi, et.al, 2020). Second, in every education unit starting from elementary school level up to high school and vocational level to program the procurement of online internet facilities to facilitate prospective students to access online registration when the incumbent does not have the facility personally (Ristianti, 2019). Third, As anticipation so that no one is harmed, the education unit with all levels to prepare an online application registration force assigned by the school principal specifically during admission new students (Risdianto, et.al, 2021)). And Fourth, the local government officials and or staff of the Education Office should program the procurement of rooms and internet facilities to be used for prospective new students who will register who have problems registering online (Fathurrochman, 2020).

Conclusion

The new zoning acceptance program is a good policy and has many benefits. Aim to equalize education access to regions, nationalize the quality of education, and remove the depreciation of the education of the favorite and not favorite schools.

Acknowledgement

We would like to express our special thanks and gratitude to rector IAIN Curup (Dr. Rahmad Hidayat, M.Ag., M.Pd) dean of Faculty Education Universitas Bengkulu (Prof. Dr. Sudarwan Danim, M.Pd) and Coordinator Study Program Doctor of Education, Universitas Bengkulu (Prof. Dr. Wachidi, M.Pd) who gave us the support to do this wonderful project. Secondly, we would also like to thank our lecturer (Dr. Muhammad Kristiawan, M.Pd) who helped us a lot in finalizing this project within the limited time frame.

References

- Adiputra, A. R. R. K., & Haryono, B. (2019). Cultural Lag Dalam Program Penerimaan Peserta Didik Baru (admission new students) Online Dengan Sistem Zonasi Tahun 2018 Di Sekolah Menengah Atas Negeri 2 Sukoharjo. *Habitus: Jurnal Pendidikan, Sosiologi, Dan Antropologi*, 3(1), 1–13. Retrieved from <https://jurnal.uns.ac.id/habitus/issue/view/2364>;
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of the Transformational Leadership and Work Motivation on Teachers Performance. *International Journal of Scientific & Technology Research*, 7(7).
- Aprilana, E. R., Kristiawan, M., & Hafulyon, H. (2017). Kepemimpinan Kepala Madrasah dalam Mewujudkan Pembelajaran Efektif di Madrasah Ibtidaiyyah Rahmah El Yunusiyyah Diniyyah Puteri Padang Panjang. *ELEMENTARY: Islamic Teacher Journal*, 4(1).
- Bahri, S. (2018). Respon Masyarakat Terhadap Madrasah Takmiliah Di Kabupaten Rejang Lebong. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 2(1), 23-50.
- Eva, E., Yosro, N., Ristianti, D. H., Kusen, K., & Fathurrochman, I. (2020). Eksistensi Guru Pendidikan Agama Islam dalam Pembentukan Karakter Peduli Lingkungan Peserta Didik. *JOEAI: Journal of Education and Instruction*, 3(2), 172-178.
- Fathurrochman, I. (2017). Implementasi Manajemen Kurikulum Dalam Upaya Meningkatkan Mutu Santri Pondok Pesantren Hidayatullah/Panti Asuhan Anak Soleh Curup [Implementation Of Curriculum Management An Effort To Improve The Quality Of Hidayatullah Islamic Boarding School]. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 1(1), 85-104. doi:<http://dx.doi.org/10.29240/jsm.p.v1i1.216>;
- Fathurrochman, I. (2017). Pengembangan kompetensi pegawai aparatur sipil negara (ASN) Sekolah Tinggi Agama Islam Negeri (STAIN) Curup [The development of the competency of the state civil servant (ASN) STAIN Curup]. *Manajer Pendidikan*, 11(21), 120–129;
- Fathurrochman, I., Danim, S., Anwar, A. S., & Kurniah, N. (2021, March). The School Principals' Role in Education Management at the Regional Level: An Analysis of Educational Policy in the Industrial Revolution 4.0. In *International Conference on Educational Sciences and Teacher Profession (ICETeP 2020)* (pp. 237-242). Atlantis Press.
- Fathurrochman, I., Kusen, Y. R., Sukmana, A. T., & Indarto, H. The Public Relations Strategies at Higher Education in Indonesia. *The Public*, 7(08), 2020.
- Fathurrochman, I., Ristianti, D. H., & bin Mohamed Arif, M. A. S. (2019). Revitalization of Islamic Boarding School Management to Foster the Spirit of Islamic Moderation in Indonesia. *Jurnal Pendidikan Islam*, 8(2), 239-258.
- Hamdani, H., Rahmadhani, N., & Kristiawan, M. (2017). The Effect of Raft (Role, Audience, Format And Topic) Strategy Towards Students' Writing Skill of Recount Text. *Britania Journal of English Teaching*, 1(1).
<https://www.youtube.com/watch?v=25Wb6xSYAYo>.
2019. Dialog tvOne: Heboh Sistem Zonasi Penerimaan Siswa Baru;
<https://www.youtube.com/watch?v=7MeFGBP4TDI>. (2019). Kisruh admission new students, Begini Aturan Sistem Zonasi Sekolah. Diakses tanggal 01 September 2019;
- <https://www.youtube.com/watch?v=C54KBzT7LUU>. (2019). Memahami Sistem Zonasi Sekolah di admission new students 2019. Diakses tanggal 15 September 2019;
- https://www.youtube.com/watch?v=n1jSg_wicsA. (2019). Orangtua Anggap Sistem Zonasi Merugikan Siswa. Diakses tanggal 15 Agustus 2019;
- https://www.youtube.com/watch?v=REou8CI_UAE. (2019). Zonasi, Polemik Jalan Pintas Kualitas Pendidikan. Diakses tanggal 10 September 2019;
- Irmayani, H., Wardiah, D., & Kristiawan, M. (2018). The Strategy of SD Pusri In Improving Educational Quality. *International Journal of Scientific & Technology Research*, 7(7).
- Japaruddin, J., Hamengkubuwono, H., Kusen, K., Warlizasusi, J., Yanto, M., & Fathurrochman, I. (2020). Upaya Kepala Madrasah dalam Meningkatkan Eksistensi Madrasah Ibtidaiyah Swasta. *Alignment: Journal of Administration and Educational Management*, 3(2), 87-94.

- Kristiawan, M. (2013). The Implementation of Cooperative Learning in English Class of Favorite School of Secondary High School 5 Batusangkar, West Sumatera. *International Journal of Educational Administration and Policy Studies*, 5(6), 85-90.
- Kristiawan, M. (2014). A Model for Upgrading Teachers Competence on Operating Computer as Assistant of Instruction. *Global Journal of Human-Social Science Research*.
- Kristiawan, M. (2016). Telaah Revolusi Mental dan Pendidikan Karakter dalam Pembentukan Sumber Daya Manusia Indonesia Yang Pandai dan Berakhlak Mulia. *Ta'dib*, 18(1), 13-25.
- Kristiawan, M., & Asvio, N. (2018). Pengelolaan Administrasi Madrasah Tsanawiyah Negeri Dalam Meningkatkan Kualitas Pendidikan Madrasah. *Kelola: Jurnal Manajemen Pendidikan*, 5(1), 86-95.
- Kristiawan, M., & Rahmat, N. (2018). Peningkatan Profesionalisme Guru Melalui Inovasi Pembelajaran. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 3(2), 373-390.
- Kristiawan, M., & Tobari. (2017). The Characteristics of the Full Day School Based Elementary School. *Transylvanian Review*, 1(1).
- Kristiawan, M., Ahmad, S., Tobari, T., & Suhono, S. (2017). Desain Pembelajaran SMA Plus Negeri 2 Banyuwasin III Berbasis Karakter Di Era Masyarakat Ekonomi ASEAN. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 2(2), 403-432.
- Kristiawan, M., Parlian, R. B., & Johari, I. (2016). The Effect of Time Token Technique towards Students' Speaking Skill at Science Class of Senior High School 1 Pariaman. *Al-Ta lim Journal*, 23(1), 22-28.
- Kristiawan, M., Safitri, D., & Lestari, R. (2017). *Manajemen Pendidikan*. Yogyakarta: Deepublish;
- Kristiawan, M., Suryanti, I., Muntazir, M., & Ribuwati, A. (2018). *Inovasi Pendidikan*. Jawa Timur: Wade Group National Publishing;
- Kristiawan, M., Yuniarsih, Y., & Fitria, H. (2019). *Supervisi Pendidikan*. Bandung: Alfabeta;
- Lian, B., Kristiawan, M., & Fitriya, R. (2018). Giving Creativity Room to Students through the Friendly School's Program. *International Journal of Scientific & Technology Research*, 7(7).
- Murfi, A., Fathurrochman, I., Atika, A., & Jannana, N. S. (2020). Kepemimpinan sekolah dalam situasi krisis Covid-19 di Indonesia. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 5(1), 119-136.
- Nurinasari, N., Insani, S. N., Poerestika, C. A., Sa'diah, L. A., Radianto, D. O., Arfianto, A. Z., & Rachmadita, R. N. (2019). Sosialisasi Metode Pengambilan Titik Koordinat Siswa Berbasis Open Camera Dan Google Maps. *Jurnal Cakrawala Maritim*, 2(1), 7-12;
- Nurlailiyah, A. (2003). Analisis kebijakan sistem zonasi terhadap perilaku siswa smp di yogyakarta. 13-22;
- Perdana, N. S. (2019). Implementasi Penerimaan Peserta Didik Baru Zonasi Dalam Upaya Pemoerataan Akses Dan Mutu Pendidikan. <https://doi.org/10.32529/glasser.v3i1.186>;
- Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *International Journal of Scientific & Technology Research*, 7(4).
- Ristianti, D. H., Putrajaya, G., & Fathurrochman, I. (2020). Organizational behavior management through group counseling discussions as a radicalism preventive effort. *Jurnal Konseling dan Pendidikan*, 8(1), 23-31.
- Ristianti, D. H., Sudarwan Danim, Hadi Winarto, I Wayan Dharmayana. (2019), The Development Of Group Counselling Assessment Instruments. *International Journal of Scientific & Technology Research*, 8 (10)
- Kristiawan, M. (2015). A Model of Educational Character in High School Al-Istiqamah Simpang Empat, West Pasaman, West Sumatera. *Research Journal of Education*, 1(2), 15-20.
- Sari, H. P., Kristiawan, M., & Syaveny, N. (2015). The Effect of Think Pair Share Technique on Students' Reading Comprehension of Hortatory Exposition Text at Grade XI High School 1 VII Koto Sungai Sarik, Padang Pariaman, West Sumatera.
- Sarina., Kristiawan, M., & Wardiah, D. (2019). Module Development the Utilization of Patchwork Fabric As Teaching Materials Crafts on the Subjects of Craft and Entrepreneurship For High School Students. *International Journal of Scientific & Technology Research*, 8(5).

- Septiani, S., Kristiawan, M., & Fitria, H. (2019). The Model of Berasanan Culture and its Implementation in Learning to Improve Students' Motivation. *Jurnal Ilmiah Ilmu Administrasi Publik*, 9(1), 37-56.
- Setiyanti, H. (2019). Menggunakan Sistem Zona Dalam Pemerataan Dan Peningkatan Kualitas Pendidikan (Studi Kasus Pada Smpn Kecamatan Temanggung). *Program Pasca Sarjana Universitas Muhammadiyah Yogyakarta Abstrak Info Artikel Salah satu yang termasuk dari mana*. 3(2), 162–171.
- Sriwahyuni, E., & Kristiawan, M. (2019). Strategi Kepala Sekolah Dalam Mengimplementasikan Standar Nasional Pendidikan (SNP) Pada SMK Negeri 2 Bukittinggi. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 4(1).
- Tobari., Kristiawan, M., & Asvio, N. (2018). The Strategy of Headmaster on Upgrading Educational Quality In Asean Economic Community (AEC) Era. *International Journal of Scientific & Technology Research*, 7(4).
- Utari, L., Kurniawan, K., & Fathurrochman, I. (2020). Peran Guru Pendidikan Agama Islam dalam Membina Akhlak Peserta Didik Autis. *JOEAI: Journal of Education and Instruction*, 3(1), 75-89.
- Wandasari, Y., Kristiawan, M., & Arafat, Y. (2019). Policy Evaluation of School's Literacy Movement on Improving Discipline of State High School Students. *International Journal of Scientific & Technology Research*, 8(4).
- Wulandari, Y., & Kristiawan, M. (2017). Strategi Sekolah dalam Penguatan Pendidikan Karakter Bagi Siswa dengan Memaksimalkan Peran Orang Tua. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 2(2).
- Yuliandri, J., & Kristiawan, M. (2017). Peran Kepemimpinan Kepala Sekolah Terhadap Peningkatan Kinerja Guru. *Jurnal Dosen Universitas PGRI Palembang*.
- Yuliani, T., & Kristiawan, M. (2017). Peran Kepemimpinan Kepala Sekolah dalam Membina Kompetensi Sosial (Pelayanan Prima) Tenaga Administrasi Sekolah. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 1(2).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).