



Potential and Obstacles in the Implementation of Independent Learning Practice During the Covid-19 Pandemic for Public Senior High School in Denpasar City

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Abstract

This article intends to examine the potential and obstacles to implementing the national education program for the practice of independent learning during the Covid-19 pandemic and its implications for students, the learning process in the classroom, and school institutions in SMA Negeri 3 and SMA 8 Denpasar. Nationally, the objective of this independent learning policy is to improve the quality of learning and the quality of graduates nationally by applying the principle of autonomy in school management based on the potential of the school concerned. Essentially, the practice of independent learning includes four main points, namely (1) replacing USBN into school exams; (2) replacement of the national exam into a minimum competency assessment and character survey; (3) implementation of 1 sheet of RPP; and (4) the application of zoning-based new student admissions. The data collection methods in this study were observation, in-depth interviews, and document studies. Data were analyzed using qualitative-interpretive methods.

Keywords: *Practice of Independent Learning; Potential; Constraints; Covid-19 Pandemic*

Introduction

The independent learning policy is a program of the Ministry of Education and Culture of the Republic of Indonesia which is implemented at the basic education level to higher education starting in 2020. This policy stipulates four main programs, including (1) replacing the national standard school exam (USBN) into a school exam; (2) replacing the national exam (UN) into a national assessment; (3) implementation of 1 sheet of RPP; and (4) zoning-based acceptance of new students. In the process of its implementation, there is a lot of potential that can be extracted from the application of this policy, but on the other hand it is also not free from various obstacles faced, both by the school management, teachers, and by the students themselves. The intended potential is strength or energy in the form of the availability of adequate human resources and school infrastructure that have not been utilized optimally in the context

of the practice of independent learning. On the other hand, the intended obstacles are various obstacles faced by education actors, namely teachers, school management, students, and education personnel who handle the field of education administration in implementing the independent learning program. In addition, the outbreak of the Covid-19 pandemic is also a challenge for schools in implementing the policy, so that learning and school activities are carried out from home (work from home). and education personnel who handle the field of education administration in implementing the independent learning program. In addition, the outbreak of the Covid-19 pandemic is also a challenge for schools in implementing the policy, so that learning and school activities are carried out from home (work from home). and education personnel who handle the field of education administration in implementing the independent learning program. In addition, the outbreak of the Covid-19 pandemic is also a challenge for schools in implementing the policy, so that learning and school activities are carried out from home (work from home).

Ideally, the implementation of zoning-based PPDB, as one of the components of free learning has a very good philosophical basis, namely providing opportunities for all citizens to be able to enjoy quality education in a fair, equitable, and efficient manner. But in reality, in practice the implementation of PPDB for the 2019/2020 school year in all public high schools in Denpasar City experienced chaos. From the records of all prospective students who registered, there were 4,286 people using a family card (KK), as many as 536 people using a domicile certificate. Then of the 536 candidates who used a domicile certificate, it turned out that only 350 people were verified, while the others did not.

Based on this background, the focus of this study is to understand and explain the potential and obstacles faced in implementing the independent learning program during the Covid 19 pandemic and the implications for students, the learning process in the classroom, and school institutions. at SMA Negeri 3 and SMA Negeri 8 Denpasar The two schools were chosen because these two schools represent public schools that are in great demand by the people of Denpasar City, but have different characteristics and potential of human resources and infrastructure which are thought to affect the quality of the learning process and the resulting outputs.

Methods and Materials

This study uses data collection methods by means of observation, in-depth interviews, and document studies. Observations were made by observing various activities carried out by the school related to the implementation of the independent learning policy, both at SMA Negeri 3 and SMA Negeri 8 Denpasar. Interviews were conducted on several purposively appointed informants, while the document study was conducted by collecting relevant documents owned by the school, then the collected data were analyzed using an interpretive qualitative approach.

Results and Discussion

1. Potential for Independent Practice of Learning at SMA Negeri 3 and SMA Negeri 8 Denpasar

Talking about potential cannot be separated from the problem of strength or energy that has not been used optimally, so that the benefits have not been felt, either by those who have the potential itself or by other parties. Related to the implementation of the policy of freedom of learning, both in SMA Negeri 3 and in SMA Negeri In Denpasar, several potentials that can be extracted from the implementation of the policy can be analyzed. At SMA Negeri 3 Denpasar, the policy of replacing USBN with school exams can foster an attitude of responsibility, honesty, and a good personality can be formed in children, because through school exams the type of test used is no longer only in the form of tests, but also in the form of

tests. also in the form of portfolios, assignments, and collaborative projects. Likewise, the replacement of the National Examination into a competency assessment and character survey, in addition to having the potential to train literacy and numeracy skills, also has the potential to reduce the psychological burden of students in facing exams. Thus, students and teachers can be more independent in creating and innovating in carrying out the learning process. This was acknowledged by the Principal, namely Mr. Drs. Ida Bgus Sudirga, M.Pd.H by saying the following.

Instead of USBN being a school exam, and National Examination being a minimum competency assessment and character survey, there is actually a lot of potential that can be developed in the child himself. Because with this exam the types of evaluation tools are made in the form of assignments, portfolios, and collaborative projects. With an evaluation tool model like this, we can develop some of the potential of children, such as the ability of students to solve problems using literacy skills, and numerical abilities. Teachers can also be free to be creative in developing the learning process (interview, 15 February 2021).

Based on the principal's statement above, it can be understood that there is actually a lot of potential that can be developed in students through the learning process at school. Such as the attitude of responsibility, honesty, and personality of children through cooperation with their friends in doing group tasks. This potential will be more visible, if analyzed using Sigmund Freud's theory of innate instincts. Freud said that a person's development is strongly influenced by his innate instincts (E. Koswara, 1991:22). Similarly, Schovenhouwer says in his theory of Nativism that children are born with abilities that they are born with. This pedagogical view does have positive dimensions, because it respects the potential that children bring from birth. However, on the other hand, it also has weaknesses because if you fully adhere to the basic premise of this theory, it seems that children are isolated from living together in society. Whereas as social beings they cannot possibly live alone without the help of others or without cooperating with other humans (Tilaar, 1999:19--20).

If it is referred to the views of adherents of the behaviorism school above and relate it to the implementation of school exams programmed in the free learning package, and minimum competency assessments and character surveys as rolled out by the Minister of Education and Culture Nadiem Makarim, there can be seen several advantages. For example, by fully submitting the implementation of the exam to teachers and the school, this will be able to optimize the empowerment of the potentials possessed by the children themselves. Because in the context of fostering, educating, and developing the potentials possessed by each student in their respective schools, the teachers and the school management concerned are the most knowledgeable.

Likewise, with the implementation of one-sheet lesson plans and the implementation of zoning-based new student admissions (PPDB), there are several potentials that can be developed. For example, one sheet of RPP analytically has the potential to provide flexibility and effectiveness for teachers in developing teaching materials to be taught. Because with the RPP which is only one sheet but does not reduce the components that must be in the RPP, it makes teachers more free to express and be creative in the development of teaching materials. Furthermore, making the RPP which is only one sheet can reduce the burden on the teacher in terms of administration, but does not reduce the meaning of achieving learning objectives. This means that the simplified form of the lesson plans into one sheet is quite effective in achieving the learning outcomes that have been determined by the teacher.

Furthermore, the application of zoning-based PPDB, ideally has the potential to provide equal opportunities to all levels of society to enjoy quality education. In addition, this policy also has the potential to eliminate the impression of an elitist education, in the sense that it can eliminate the impression of a favorite school and a non-favorite school. Thus, there are no longer students who feel

their school is superior while others feel inferior. This was said by the Head of SMA Negeri 8 Denpasar, Drs. I Ketut Suyastra, M.Pd. as follows.

The acceptance of new students with the zoning system actually has a basis a good philosophy, namely to provide opportunities for every citizen to have equal access to quality education. In addition, PPDB with a zoning system is also intended to eliminate the impression of a superior school and discrimination in the world of education (interview, 8 March 2021).

The informant's statement is in line with the Indonesian Education and Culture Data and Statistics Center (2018: 5) which says that the application of PPDB with a zoning system can lead to the fading of excellent schools or favorite schools which have unwittingly created a "new caste" in the school system in Indonesia. Whereas equal distribution of education based on the principle of justice has been guaranteed by the 1945 Constitution, especially article 31. Talking about the "new caste of education" cannot be separated from the positivism's assumption that the peak of the development of human knowledge is positive sciences or science. Science. Positive science is meant here is science that conducts strict measurement and verification of the facts it investigates. The existence of such an assumption results in science that does not measure and verify the facts it investigates, being marginalized (marginalized). This then resulted in the emergence of discriminatory assumptions against subjects that did not measure and verify the facts related to the object of their work, which then expanded to the existence of a "new caste" in the school system.

2. Obstacles Faced in Free Practice Learning during the Covid 19 Pandemic, at SMA Negeri 3 and SMA Negeri 8 Denpasar

In addition to the potential that can be developed from the implementation of independent learning, the problem of obstacles is also unavoidable. Regarding the obstacles faced by the school, especially the teachers, both in replacing the USBN into a school exam and in replacing the National Examination with a minimum competency assessment and character survey, it is related to determining the standard value of students' graduation. That is, the school has difficulty in setting standard values to determine the graduation of their students. Because from the aspect of the quality of education output in Indonesia, it must be equal. Meanwhile, the measuring instrument for determining graduation is made by each school. Therefore, it is not impossible that the subjectivity of making questions or evaluation tools for each school is difficult to avoid.

In fact, the abolition of USBN as a school exam and National Examination as a minimum competency assessment and character survey is indeed a breath of fresh air for students, because their psychological burden can be reduced. However, in my opinion, there is still a need for a standard for making questions, at least in the form of a grid that can be used as a reference by the school in making questions. Because without that, I'm afraid the quality between school A and school B, for example, will be much different. Therefore, it is also necessary to have a standard for making questions issued by the Ministry of Education and Culture as a reference for teachers in making exam questions (interview 22 February 2021).

So, the abolition of the USBN as a school exam and the National Examination as a minimum competency assessment and character survey, apparently brought concern to some school members, especially the teachers. Because with full authority handed over to the school, subjectivity in making exam questions cannot be avoided. This of course can affect the quality of graduates of each school. Whereas according to Mulyasa (2010:43) education assessment at the primary and secondary education levels should be carried out by three parties, namely (1) assessment of learning outcomes by educators; (2) assessment of learning outcomes by the education unit; and (3) assessment of learning outcomes by

the government. Assessment of learning outcomes by educators is carried out continuously to monitor the process, progress, and improvement of results in the form of daily tests, mid-semester test, end-semester test, and grade promotion test. Then the assessment of learning outcomes by the education unit is intended to assess the achievement of graduate competency standards for all subjects. While the assessment of learning outcomes by the government aims to assess the achievement of graduate competence nationally in certain subjects in the science and technology (science) subject group and in the social sciences and humanities subject group which is carried out in the form of a national exam.

Meanwhile, the implementation of a single-sheet lesson plan and the practice of implementing a zoning-based PPDB also has several obstacles, among others, constraints that originate from the teacher himself, which concerns the teacher's ability to design a 1-sheet lesson plan, then the teacher's ability to create learning media that can support a good learning process. creative, innovative and fun. The implementation of hybrid learning is constrained by a poor internet network, limited internet quota, and unsupported hardware. While the obstacles that come from outside the teacher include students' interest in the learning carried out by the teacher, the learning atmosphere that occurs in the classroom when the teacher carries out learning, and others. This is in line with what one informant said, namely Mr. I Dewa Gede Alit Dwija, S.Pd. one of the teachers of SMA Negeri 3 Denpasar by saying the following.

...every new policy of course has its obstacles, as well as the making of this 1-sheet RPP. We are used to making lesson plans in pages, then being told to summarize them into only one sheet, of course, it's not an easy job either. Indeed, in terms of writing time and preparing our teaching materials it is easier, but making something long into a very short one also requires skill (skills). Usually this kind of obstacle is encountered in the early stages of implementing the policy, when it is done, I think it will not be too much of a problem (interview March 5, 2021).

The informant's statement above proves that the implementation of the 1-sheet lesson plan also has problems, although in terms of time it is much more effective and efficient. Likewise, the implementation of zoning-based PPDB cannot be separated from the obstacles faced by the school management. The obstacles that arise in the implementation of the zoning-based PPDB system include, among others, the PPDB committee can use the google map application to play, so that it gets less accurate results. For example, with a distance of only a few meters between one candidate and another, it can make prospective new students fail to get the formation at the school they want. For example, incomplete addresses listed by prospective students, such as house numbers are not written in full, it can result in the prospective student's home zone looking far away, resulting in them not passing the PPDB process. Even though the distance between the house and the school is very close. Another obstacle is prospective new students, suddenly changing addresses by manipulating the transfer letter according to the requirements specified in the zoning system itself. This includes the existence of manipulative games by manipulating domicile certificates and certificates of incapacity.

3. Implications of the Practice of Independent Learning for Students, the Learning Process in Classrooms, and School Institutions

The replacement of USBN as a school exam and National Examination as a minimum competency assessment and character survey can have implications, both for students, for the learning process in the classroom, as well as for the school institution itself. The implications for students can be seen from the psychological aspect of students where by fully submitting the process of implementing the final level exam to the school, including determining student graduation, at least it can reduce the psychological burden of students in facing exams, which previously felt very burdensome. This was revealed by a class XI MIPA student at SMA Negeri 3 Denpasar, namely Rai Ayu (age, 17 years) who was appointed as an informant. Among his various statements Rai said as follows.

I can honestly say that the replacement of USBN and UN into school exams makes me and maybe other friends feel a little calmer. Because if the exam is conducted by the school, we already have an idea of the model questions that will be given by the teachers, because we already know the style of making questions for each teacher from the tests that have been given, both in the semester exams and midterm exams. (interview 12 March 2021)

Rai Ayu's statement above shows evidence that the exam to end a certain level of education is the essence of an educational process. This is in line with what Susetyo (2005:33) said that democratic education pays attention to the diversity of needs/conditions of the region and students, and can encourage increased community participation. With the return of USBN and National Examination to be school exams, it means fully handing over the responsibility for the implementation of education to the school, so that a democratic academic climate by taking into account the potential of each school/each region can begin to be built.

The same thing was said by one of the students of SMA Negeri 8 Denpasar, namely Ni Made Widya Wahyuni class XII IPS (age, 18 years) by saying the following.

Indeed, USBN and UN have advantages, namely they can hone and encourage students to study harder, because 25% of the questions for USBN and UN are made by the government, and the other 75% are made by the Subject Teacher Conference (MGMP). In addition, the standard of graduation is more guaranteed than the exam conducted by the school. Meanwhile, the drawback is that this type of exam will certainly make the examinees a little stressed when the exam time comes, because they are haunted by the feeling of not being able to answer the exam questions. Another weakness is that the questions raised during the exam are not necessarily in accordance with the material that has been taught by the teachers in each school, because it is not the respective school teachers who make the questions (interview, 12 March 2021).

So, the policy of replacing USBN as a school exam and National Examination as a minimum competency assessment and character survey can have both positive and negative implications for students, the learning process in the classroom and on institutions.school. This is because if USBN and UN are used as indicators for determining graduation, besides being able to make students experience psychological pressure which may also have implications for other sociological aspects, the results of USBN and UN are also less able to represent the quality of a certain level of education. It is said that because the questions tested, both in the USBN and the UN are generally in the form of multiple choice, match-making questions, and true-false questions. This is in line with what Subkhan (2016:116-117) said that the questions tested in the form of multiple choices and the like are less able to develop talents, interests, and optimize the potential of students. Or in other languages, it can be said that the questions tested are in the form of multiple choices as is done in USBN, and the National Examination is not able to represent all the potential that needs to be developed in the students themselves. Many experts believe that the type of multiple choice questions is only appropriate for evaluating students' abilities in their cognitive fields. While the other two aspects, such as aspects of students' attitudes and behavior will never be touched by the types of multiple choice questions and the like.

Meanwhile, the implications of implementing 1 sheet RPP and zoning-based PPDB can be described as follows. The practice of simplifying lesson plans from 13 components into three components, namely learning objectives, implementation of learning, and assessments, or one sheet lesson plans received a warm welcome from education practitioners, especially heads of education offices throughout Indonesia. This simplification of the RPP into one sheet was conveyed by the Minister of Education and Culture Nadiem Makarim in a coordination meeting with the heads of education offices throughout Indonesia in Pancoran, South Jakarta, as reported by IDN TIME, 11-12-2019 (in <https://www.idntimes.com/>) accessed March 15, 2021.

The reduction of lesson plans from 13 components to 3 components can have implications for the teaching style of teachers which in the end also has implications for changes in student behavior. As stated by Mr. I Made Suardana (age 53 years) teacher of SMA Negeri 8 Denpasar as follows.

Indeed, changing the RPP from 13 components to three components can reduce the burden on teachers in the administrative field, namely reducing the teacher's task in writing RPP from 10 pages or more to 1 sheet (1 page). But this will affect the strategies and learning methods commonly used by teachers so far. For example, if with a long lesson plan the teacher explains more of the material because the material points are already in the lesson plan, then with only one sheet of lesson plan means giving space for students to play a more active role in the learning process. Because it is impossible to write material points on one page, including learning objectives, implementation of learning, and assessments.

The informant's statement above shows evidence that changing the lesson plans into one sheet can have implications, both for the students themselves and for the learning process in the classroom. This requires skills, especially those based on specific concepts and knowledge. Because according to Sanjaya (2008:16) teaching activities are not just conveying subject matter to students, but are purposeful activities that are complex. The learning objectives in question are changes in the three domains of students after they have finished following a learning process in a certain level of education, namely changes in the cognitive (knowledge), affective (attitude), and psychomotor (behavior) aspects of the students.

If a learning process has been completed in a certain level of education, but in the students there is no change in behavior, then the learning process can be said to have failed in achieving its goals. Through the learning objectives, the community should understand where the students will be directed. Therefore, it is important that the educational goals are formulated before the learning process is carried out. By borrowing Spranger's idea as quoted by Susetyo (2005:23-24) that there are six types of people that can be built through the educational process. The six types of humans are (1) theoretical humans; (2) aesthetic human; (3) political man; (4) economic man; (5) socialist man; and (6) religious man.

Meanwhile, the implications of implementing zoning-based PPDB for students, the learning process in classrooms, and school institutions are as follows. Regarding the implementation of zoning-based PPDB for SMA Negeri 3 Denpasar, there was no significant upheaval, this was said by the head of SMA Negeri 3 Denpasar, Mr. Drs. Ida Bagus Sudirga, M.Pd.H when interviewed in his office at SMA Negeri 3 Denpasar. Among his various statements he said the following.

There is no problem with the implementation of zoning-based PPDB, if there are parents of prospective students who are disappointed because their children are not accepted at SMA Negeri 3 Denpasar, it is only personal and I think it is natural because their expectations are not met. In my opinion, whatever form of policy is applied in the process of accepting new students, there must be pros and cons. It is already a law of nature, because God did create two different things in this world, which in the Hindu context is called the philosophy of *rwa bhineda*. So I think it's okay if some of them are disappointed, because so many people hope to come here while our capacity is relatively limited (interview, 25 March 2021).

The informant's statement above implicitly shows evidence that the implementation of zoning-based PPDB has implications for prospective new students, especially for those who do not succeed in getting formation at the school concerned. The principal's statement was confirmed by one of the teachers, namely Mrs. Nyoman Ayu Rustikawati (aged 57 years) by saying the following.

The implementation of PPDB at SMA Negeri 3 Denpasar has not had any significant problems so far. Because in my opinion the implementation of the zoning-based PPDB is quite flexible. I mean that almost all the interests of the community are accommodated in it, for example, economically disadvantaged children are given the opportunity through the affirmation route, children who excel are given the opportunity through the achievement path, and the priority is indeed those who have domiciles closest to the school radius. . All of this is intended to provide opportunities for the community to enjoy quality education (interview, 25 March 2021).

Moving on from the statements of the two informants above, it seems as if the implementation of PPDB is not a significant problem, even though in reality the implementation of PPDB, especially in Denpasar City, has caused protests from a number of parents of prospective new students as described previously. Even to mediate this problem members of Commission IV DPRD Bali to intervene. This shows evidence that there are serious problems in the practice of implementing zoning-based PPDB, especially in Denpasar City. If this problem is analyzed from the perspective of the power of knowledge relation (Foucault, 2002), it appears that there is something hidden by the structure which tends to have the power and knowledge to hegemony and dominate the prospective new students and their parents.

That is, with the knowledge and power possessed by the school management, it tries to build a discourse so that it seems there are no problems from the practice of implementing the zoning-based PPDB. This is done considering that the zoning-based PPDB event can be used as a playground, in which there is always an opportunity to fight over and exchange capital. According to Bourdieu (in Hasbullah, 2006:7) that the terminology of capital has three forms, namely (1) economic capital which can be associated with money or ownership of objects, goods, and the like that can be invested; (2) institutionalized cultural capital in the form of educational qualifications; and (3) social capital which consists of social obligations, some of which are institutionalized in the form of honor and nobility.

So, the implications of implementing zoning-based PPDB for students can be in the form of disappointment for children who have high achievements, but do not succeed in entering the school they desire, because the home zone with school does not meet the requirements. On the other hand, those who managed to enter through the back lane also experienced psychological pressure, because they would be ridiculed or bullied by their friends. Then the implications for the learning process in the classroom, can be in the form of difficulties for teachers and students in carrying out an effective learning process, because the number of study groups is too large. As stated by a teacher at SMA Negeri 3 Denpasar, Mr. Made Mertana (age, 57 years) by saying the following.

If the number of study groups exceeds the capacity, of course, they cannot carry out the learning process effectively and efficiently. Because the number of study groups that are too large makes it difficult for students to focus on the material I teach. In addition, study groups that are too large also often make the classroom noisy, so that learning objectives are difficult to achieve (interview, March 25, 2021).

The informant's statement proves that the practice of applying PPDB based on zoning also has implications for the learning process in the classroom, namely the size of the study group caused by the practices of accepting students through the back path, making the learning process unable to run effectively and efficiently. Whereas according to Faturohman and Sutikno (2007:8) that in the whole educational process, learning activities are the main activities. This implies that the achievement of the goals of an educational process can be measured by the success or failure of a learning process that is designed and executed. A similar view was also conveyed by Jamarah (in Suda, 2009:295) who said that the learning process is the core of an educational activity. So,

The educational goals referred to in this context can refer to national educational goals, institutional goals, curricular goals, and instructional goals. The purpose of national education is the purpose of education as stated in Law No. 20 of 2003 concerning the National Education System, namely that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, and to develop the potential of students to become good human beings. have faith, and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and responsible (Vision Media, 2007:5).

Conclusion

Based on the description above, it can be concluded that: The practice of implementing the independent learning policy, especially in SMA Negeri 3 and SMA 8 Denpasar, has several potentials. This potential can be categorized into 4 types, namely (1) the potential for replacing USBN into a school exam, and the National Examination being a minimum competency assessment and character survey; (2) the potential for implementing 1 sheet of RPP, namely teachers during the covid-19 pandemic can be creative in developing interesting, efficient and fun learning models such as by providing examples, even teachers can appear as models in learning including implementing hybrid learning and blended learning ; (3) The potential application of PPDB based on zoning can provide equal opportunity and justice for every citizen to enjoy quality education.

Second, The obstacle faced in terms of replacing USBN into a school exam and National Examination as a minimum competency assessment and character survey is that the school has difficulty determining the value of the graduation standard, considering that the quality of each school is not the same, while national education standards require equal quality. Constraints faced by teachers in implementing 1-sheet lesson plans can be in the form of internal and external constraints, including teacher creations and innovations during the COVID-19 pandemic, hampered by network disruptions and limited quotas in implementing hybrid learning. Obstacles in implementing the zoning-based PPDB, among others, the PPDB committee often manipulates the google map application for other purposes, so that the results obtained are less accurate.

Third, The implication of replacing USBN as a school exam and National Examination as a minimum competency assessment for students is the reduction in the psychological burden of students in facing exams, and with school exams and this minimum competency assessment, knowledge, attitudes, and behavior of students who are indeed the targets of the assessment can be assessed. an educational process. Then the implications for the learning process in the classroom are clearly seen from the teacher's efforts to find and find various strategies and learning methods to support the implementation of the exam. While the implications for school institutions are, they more creative in improving the quality of education. Then the implementation of 1 sheet of RPP and the application of zoning-based PPDB can have implications for students themselves, the learning process in classrooms, and also for school institutions.

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