



The Effectiveness of Admission of New Students of the Zonation System on the Learning Achievement of Students of Public Junior High School 2 of Bengkulu City

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Abstract

This study aims to reveal the effectiveness of Admission of New Students of the Zonation System in terms of learning achievement in students of Public Junior High School 2 of Bengkulu City in social studies subjects. This study used a comparative quantitative approach, data collection techniques using observation, interviews and documentation, the study population totaled 400, namely 200 Admission of New Students before the zoning system (2017/2018 school year) and 200 students who were Admission of New Students zoning system (2020/2021 school year), the sample is 100, namely 50 students from Admission of New Students before zoning and 50 students from Admission of New Students zoning system. The data analysis technique uses the Z test, namely by comparing the achievements of Admission of New Students students before zoning with Admission of New Students students in the Zoning system. The results of this study can be concluded that the Admission of New Students zoning system is less effective because after analyzing the different tests using the Z test there are differences in learning achievement in social studies subjects of Public Junior High School 2 of Bengkulu City who Admission of New Students before the zoning system with students who have Admission of New Students zoning system, this can be seen from the Z value count $>$ Z table, namely Z count 5,586 $>$ Z table 1.6, and seen from the average value in the two groups there is a difference of 2.0, namely the average Admission of New Students student achievement score before zoning was 83 while for Admission of New Students students the zoning system the average is 81.

Keywords: *Effectiveness; Admission of New Students Zoning; Student Achievement*

Introduction

Education is the right of all citizens, and the government is committed to providing education for all citizens in a fair and equitable manner, because this is the constitutional mandate of the Unitary State of the Republic of Indonesia. In Law Number 20 of 2003 that education is implemented in a democratic and fair manner and is not discriminatory.

In order to strive for proper, fair, equitable education without discrimination, the government issued a policy through the Minister of Education and Culture Regulation No. 17 of 2017 which regulates

the Acceptance of New Students with the Zoning system which is enforced from the Kindergarten school level up to High School and equivalent.

In implementing the acceptance of new students, schools organized by the government are required to accept prospective students who are domiciled in the closest radius zone to the school with a minimum number of 90% of the total number of students accepted, as seen from the student's address on the family card issued. six months before the implementation of New Student Admissions, (Ministry of Education and Keb 2017).

Acceptance of New Students This zoning system has many objectives, one of which is to control and guarantee the quality of graduates and also to oversee a series of activities and evaluate learning outcomes on an ongoing basis in certain educational zones or areas, (Kemendikbud's PDSPK 2018).

Apart from that, the zoning system also aims to ensure that the acceptance of new students is carried out in an objective, open, reliable, non-discriminatory and fair manner in order to encourage increased access to educational services, and ensure the availability and readiness of educational units (especially Public Schools).) to be able to provide quality educational services, (Junaedy, Mardika, and Yudhiantara 2021).

The acceptance of new students with the zoning system has many positive goals, but empirically there are also many problems that occur both technically and in practice. Among these problems is the uneven number of schools available in each zoning so that it is possible for a buildup of students to occur in one school and in another school there is a possibility that the quota for the number of new student admissions will not be met (Hariyati, Nunuk, and Pangaribuan 2019).

Furthermore, the zoning system with distance priority causes students' learning motivation to decrease, because grades or achievements are considered unimportant, besides that because society still dechotomizes school status, namely favorite schools or superior schools with schools whose standards are mediocre, this causes not a few students to smart, smart who are disappointed because there are no more favorite schools so that it tends to reduce student learning motivation, (Junaedy, Mardika, and Yudhiantara 2021).

Another problem that arises is that coordination between relevant agencies has not been effective so that the applicable education policies are not sustainable, or information about the acceptance of new students in the regions has not been clearly socialized according to the technical instructions and implementation instructions as expected by the central government, (sangadah and Kartawidjaja 2020).

Problems with accepting new students as described above also occur in the city of Bengkulu, especially Public Junior High School 2 of Bengkulu City. With the enactment of the Admission of New Students zoning system, students who were originally able to enter Public Junior High School 2 of Bengkulu City were only students who had good academic achievements so that all elementary school graduate students who were domiciled around the school with a radius of 90 meters furthest could enter Public Junior High School 2 of Bengkulu City. This causes the diversity of students' abilities both in their knowledge abilities, personality abilities and skills.

For example, interview data obtained from a teacher at Public Junior High School 2 of Bengkulu City shows that out of 200 new students admitted in the 2020/2021 school year, 168 people were accepted through the zoning system. The 168 students above have very diverse abilities, it can be seen that many students have relatively less interest in learning, students have difficulty following lessons in class, compared to students who are accepted through the achievement route.

Based on data on the midterm exam scores for Admission of New Students students before the zoning system, the average score for IPS subjects was 83 and the score after the zoning system averaged 81, this average score has decreased.

From the problems above, the writer wants to see the effectiveness of the Admission of New Students zoning system on student achievement in social studies subjects at Public Junior High School 2 of Bengkulu City.

Theoretical Review

In order to strive for proper, fair, equitable education without discrimination, the government issued a policy through the Minister of Education and Culture Regulation No. 17 of 2017 which regulates the Acceptance of New Students with the Zoning system which is enforced from the Kindergarten school level up to Senior High School and equivalent (Ministry of Education and Ministry of Education 2017).

The zoning system is implemented so that all citizens of school age get educational opportunities as desired and also to increase access to education throughout the territory of the Republic of Indonesia with the principles: objective, transparent and accountable (Permendikbud Number 17 of 2017).

The Admission of New Students zoning system has advantages and disadvantages, according to Muhajir Efendy 2018, the implementation of the Admission of New Students zoning system will accelerate educational equity both in quantity and quality, not only the distribution of students but also teachers in all parts of Indonesia and will also reduce opportunities for nepotism as is often the case. buy a chair. While the weakness is due to the zoning system to determine the distance between the prospective student's residence and the school using an application, namely Google Maps, if there is a house or residence of a prospective student that is not caught by Maps even though the house is close to the school, the child cannot register, besides Admission of New Students zoning it can also result in schools that are in densely populated areas will have an overload of applicants and schools that are in places with a small population will experience an unfulfilled capacity for new students.

Research Methods

This research was carried out using quantitative research methods with a comparative approach. In this case, to find out the effectiveness of the Admission of New Students zoning system at Public Junior High School 2 of Bengkulu City, it will be compared to the scores of the odd semester report cards for the 2017/2018 school year, students who had Admission of New Students before the zoning system with IPS scores with the scores of the odd semester IPS subjects for the 2020/2021 school year. Admission of New Students zoning system. The collection technique uses secondary school documentation data in the form of report cards. The research population was all students of class VII Admission of New Students before the zoning system (Year 2017/2018), namely 200 people and all students of class VII Admission of New Students zoning system (Year 2020/2021). The number of samples taken was 25% of the total population. The sampling technique used a proportionate stratified random sampling technique, this is because the population tends to be heterogeneous in terms of the number of students in each class and the number of students in terms of gender, (Luis and Moncayo n.d.). The distribution of the population and sample can be seen in table 1 and table 2.

Table 1. Research Population

No	Admission of New Students	Semester / Academic Year	Class	Gender		Amount
				Man	Woman	
1	Before the Zoning System	Odd/2017-2018	VII A	18	14	32
			VII B	14	20	34
			VII C	18	18	36
			VII D	20	12	32
			VII E	17	15	32
			VII D	18	16	34
Amount				105	95	200
2	Zoning System	Odd/ 2020-2021	VII A	18	18	36
			VII B	18	18	36
			VII C	17	18	35
			VII D	17	14	30
			VII E	18	17	35
			VII F	18	14	32
Amount				106	99	200
Total Population						400

Table 2. Research Sample

No	System of Admission of New Students	Semester / Academic Year	Class	Gender		Amount
				Man	Woman	
1	Before the Zoning System	Odd/2017-2018	VII A	4	5	9
			VII B	4	5	9
			VII C	4	4	8
			VII D	5	3	8
			VII E	4	4	8
			VII D	4	4	8
Amount						50
2	Zoning System	Odd/ 2020-2021	VII A	4	4	8
			VII B	4	4	8
			VII C	5	4	9
			VII D	6	3	9
			VII E	4	4	8
			VII F	4	4	8
Amount						50
Total Sample						100

Data analysis techniques, to see differences in student achievement in the Admission of New Students before zoning and student achievement in the zoning system, are analyzed using the Z test formula, and to see the effectiveness of the Admission of New Students zoning system, it is seen by comparing the average scores of the student groups, the conclusion is guided by the classification effectiveness as in the table below.

Number of Samples (N) that achieved a high increase (%)	Criteria of Effectiveness
75 < N ≤ 100	High
50 < N ≤ 75	Medium
N ≤ 50	Low

Results and Discussion

1. Student Report Card Value Data before the Admission of New Students of the Zonation System

Before the the Admission of New Students of the Zonation System for student report cards in the odd semester of the 2017/2018 school year, it can be presented in the frequency distribution table below:

Table 3. Frequency Distribution of Student Report Card Scores Before the Admission of New Students Zoning System

Score	Frequency (Fi)	Center point (Xi)	Fi . Xi	$((Xi - X)^2)$	$Fi(Xi - X)^2$
73 – 75	2	74	184	81	162
76 – 78	6	77	462	36	216
79 – 81	10	80	800	9	7200
82 – 84	12	83	996	0	12
85 – 87	13	86	1204	9	126
88 – 90	5	89	445	39	195
91 – 93	1	92	92	81	81
Amount	50		4183		7992

The average value of students before Admission of New Students Zoning is:

$$\bar{X} = \frac{\sum FX}{N} = \frac{4183}{50} = 83$$

TSR category in the percentage of student scores before the zoning system

No	Category	Frequency	Percentage
1	High	40	96%
2	Medium	1	0,02%
3	Low	9	0,18%
	Amount	50	100%

(Riduwan, 2015)

Student Report Card Value Data After Admission of New Students Zoning System

Table 4. Frequency Distribution of Student Report Card Scores Before the Admission of New Students Zoning System

Score	Frequency (Fi)	Center point (Xi)	Fi . Xi	$((Xi - X)^2)$	$Fi(Xi - X)^2$
75 – 77	7	76	532	25	175
78 – 80	9	79	711	4	36
81 – 83	15	82	1148	1	14
84 – 86	8	85	680	16	128
87 – 88	3	88	264	49	147
90 – 92	6	91	546	100	600
93 – 95	2	94	188	169	338
Amout	50		4069		1438

The average student score after Admission of New Students Zoning is:

$$\bar{X} = (\sum FX)/N = 4069/50 = 81$$

TSR category in the percentage of student scores before the zoning system			
No	Category	Frequency	Percentage
1	High	2	4%
2	Medium	48	96%
3	Low	0	0%
Amout		50	100%

2. Differences in Student Learning Achievement Admission of New Students Zoning System with Student Learning Achievement After Zoning

To see whether or not there is a difference in student learning achievement between the Admission of New Students before the zoning system and students with Admission of New Students zoning system calculated using the Z test formula. That is, the value of Z count = 5, 586 and Z table 1.65. Because $Z_{(count)} \geq Z_{(table)}$ namely $(5, 586 \geq 1.65)$. Because $Z_{count} \geq Z_{table}$, there is a difference in learning achievement in social studies subjects of Public Junior High School 2 of Bengkulu City students who had Admission of New Students before the zoning system and students who had Admission of New Students with the zoning system.

Discussion

The Admission of New Students policy on the zoning system aims to create an Indonesian education system that is free from discriminatory actions so that a fair and equitable education can be realized. In addition to realizing equality and equity in education, the zoning system also strives for equal distribution of educational resources in various regions in the Unitary State of the Republic of Indonesia (NKRI) so that quality resources are not only focused on certain areas, (Setiawati and Rahaju 2022).

The Admission of New Students zoning system also has the aim of controlling and guaranteeing the quality of graduates and also to oversee a series of activities and evaluate learning outcomes on an ongoing basis in certain educational zones or areas, (Kemendikbud's PDSPK 2018).

Based on the results of the study, it was found that the differences in learning achievement of Admission of New Students students before the zoning system with the learning achievements of Admission of New Students zoning system students were shown by the Z test calculation results, namely the Z count = 5.586 and Z table 1.65. Because $Z_{(count)} \geq Z_{(table)}$ namely $(5, 586 \geq 1.65)$. Because $Z_{count} \geq Z_{table}$, there is a difference in learning achievement in social studies subjects of Public Junior High School 2 of Bengkulu City students who had Admission of New Students before the zoning system and students who had Admission of New Students with the zoning system.

Also seen from the average score of IPS subjects in the report card, it was found that the average student score in Admission of New Students before zoning was higher, namely 83 for Admission of New Students before the zoning system and 81 for Admission of New Students zoning system, besides that it was also seen from the high, medium, low categories (TSR) high criterion in the Admission of New Students zoning system is as much as 96%, while in the zoning system Admission of New Students as much as 96% is included in the medium criteria.

This difference can be caused because the input (students) received at the Admission of New Students zoning system tend to be with a variety of differences including the diversity of abilities in the

academic field, besides that the zoning system causes student learning motivation to decrease, because grades or achievements are considered unimportant, (Junaedy, Mardika, and Yudhiantara 2021).

With diverse input conditions (students), improvement or special attention is needed at the stage of process activities, because the quality of education is determined from input, process and output, when the input is considered to have problems then aspects of the process must be considered and improved. In research, the active and innovative role of educators is needed to help direct and develop the potential that exists in students, this is in line with the opinion (Setiyanti 2019).

To optimize the development of the input potential of various students so that it becomes a quality output not only by the activeness of the teacher but also determined by the number of professional teachers and the amount of class teacher's teaching load. This is also in accordance with the results of the research revealed (Setiawati and Rahaju 2022), namely the number of teaching staff who are inadequate will have an impact on the professionalism of the teaching staff and the quality of the education produced. The number of educators with the amount of teaching load per class must be balanced so that quality and equitable quality of education can be realized in the Indonesian education system.

The problems that occurred caused Admission of New Students Zoning to be less effective. For example, it is caused by a lack of good socialization, there are technical problems, limited school quotas, it is not easy for the community to get access to the intended school, this is as written by (Rudi Muhammad, 2019). (Muammar 2019) also concludes that the existence of favorite schools is still considered better so that the label of favorite schools must be removed first, secondly, equity in the quality of education has still not reached equity even though the goal of Admission of New Students Zoning is to achieve educational equity.

Conclusion

Based on data analysis and discussion, it can be concluded that the Admission of New Students zoning system is less effective because after analyzing the different tests using the Z test there are differences in learning achievement in social studies subjects of Public Junior High School 2 of Bengkulu City students who had Admission of New Students before the zoning system with students who had Admission of New Students zoning system, this can be seen from the value of Z count $>$ Z table, namely Z count 5, 586 $>$ Z table 1.6, and seen from the average value in the two groups there is a difference of 2.0, namely the average achievement score for Admission of New Students students before zoning is higher than the average -the average student score after the Admission of New Students zoning system was implemented, namely 83, the average value of Admission of New Students students before the zoning system, while in the Admission of New Students zoning system, the average value was 81.

Suggestion

Based on the conclusion that the Admission of New Students zoning system is less effective because student achievement when the Admission of New Students zoning system is applied is below the student achievement of Admission of New Students before zoning, the authors suggest the school to improve aspects of managing the learning process through classroom management because of the diverse input conditions (students) of Admission of New Students zoning seen their intellectual abilities because the acceptance of new students is not based on test scores but only based on where they live so management, improvement or special attention is needed at the learning process activity stage, because the quality of education is not only determined by input, but the process also plays a major role in achievement, when the input considered to have a problem then aspects of the process must be considered and improved.

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