



Schools Zoning System in the New Student Admission in Indonesia: An Evaluative Study from Equitable Education Management Perspective

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Abstract: This study aims to examine the implementation of the school zoning system from a justice perspective. Through this research, we could understand how far social justice has been obtained during the zoning system's implementation and the future challenges. The research questions are: (1) Why did the government implement a zoning system? (2) How was the zoning system implemented? (3) How did school principals and history teachers respond to changes in student's academic quality as a result of the application of the zoning system? The research was conducted qualitatively with a case study approach in the former residency area of Surakarta and the Special Province of Yogyakarta to answer the questions. The data was collected through document analysis, interviews, and observation. The results show that implementing the school zoning system in the New Students Admission was relatively successful in creating justice, especially in directing students to get schools based on their residence. The challenge occurred in the student's educational process. Principals and teachers lack understanding of the equity spirit that underlies the implementation of the school zoning system and gives equal treatment to all students. As a result, students with less prior academic ability will be left behind those with good or excellent prior academic skills. Further research that can be explored from the results of this study is to explore how the impact of the zoning system in other regions may have different results from the Surakarta and Yogyakarta regencies.

INTRODUCTION

Starting from the 2017/2018 school year, the government has adopted a new policy on new student admission (PPDB) in Indonesia, which is contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 17 of 2017. One of the new things from the Minister's policy, which will be the focus of attention in this research, is the zoning system. It is explained in section 4 that schools organized by the regional government or known as state schools, are required to accept prospective students who live in the radius zone closest to the

school of at least 90% (ninety percent) of the total number of students admitted (Budiyono, 2017).

Although not explicitly contained in Permendikbud No. 17 of 2017, the reasons for the government's implementation of the zoning system can be found in the oral explanations of the Minister of Education and Culture. At least two reasons have emerged: equal distribution of school quality and equality in obtaining (equality of opportunity) quality education. Since accepting new student Admission (PPDB) uses National Examination Scores, students with high scores have

been grouped into favorite state schools. On the other hand, children who have low grades have to be content with less favorite schools, even private ones (Mujayatno, 2017).

Based on the view above, the zoning system is expected to be able to equalize students, both smart and less intelligent, in all public schools. Furthermore, the Minister of Education and Culture of the Republic of Indonesia, Muhadjir Effendy (Budiyono, 2017) explained that this system would accelerate the even distribution of quality education. Children who are economically and academically disadvantaged can still access schools that have been contested by students who have abilities (economically and academically), even though they live far from school. The hope is that in the future, all schools can be evenly distributed in quality.

The regional governments determine this closest zone's radius according to local conditions. However, based on a needs analysis, they can still not accommodate the available students according to the zoning provisions. Schools can carry them out in stages according to the readiness of each region.

No less critical, the zoning system is also seen as a solution for students who are economically disadvantaged to be able to obtain education in the vicinity of their residence. It is hoped that all schools can accommodate all students where the school is located (Nofitra, 2017). Moreover, the government is putting pressure on each school to provide 20% of its capacity for poor students who can show a Certificate of Disadvantage (SKTM).

Undeniably, the Ministry of Education and Culture policies raise pros and cons in society. Ahmad Suaedy from the Indonesian Ombudsman supports the Ministry of Education and Culture's move to implement the zoning system because it can eliminate favoritism in choosing schools. Favoritism represents inequality or injustice in education because all

favorite schools are in the city center (Ridhoi, 2017). On the other hand, schools on the outskirts and in villages cannot catch up to the quality of schools in the city center in terms of infrastructure, facilities, and mainly input academic abilities (prospective students/applicants).

Anwar et al., (2018) also highlighted educational injustice from a student's perspective. Structurally, students with high academic ability come from the upper middle economic strata. The reason is that students from strata have adequate facilities and an established learning system. As a result, they can obtain high National Examination Scores and get their favorite schools. On the other hand, students from the middle to lower economic strata generally have limited educational facilities and a less established learning system. As a result, they have to accept to continue their education at schools that are not their favorite, even though their homes are in the city center and close to their favorite schools. Several research results confirm this fact. The test score gap between high-income and low-income students among children born in the early 2000s was 40% compared to those born in the 1970s (Reardon, 2011).

The gap in educational attainment and tertiary enrollment between high- and low-income children is also growing (Duncan et al., 2017; Ziolo-Guest & Lee, 2016). Even though the gap in achievement and educational attainment between high and low-income youth is very likely to cause greater future inequality, such as employment, income, living environment, crime, and health (Owens, 2018). With the zoning system, students from economically marginalized groups can enjoy an education equal to those from wealthy groups.

The criticism that arises is mainly at the practical level, namely the implementation of the zoning system in the field. The Federation of Indonesian Teachers' Union (FSGI) highlighted the confusion when new student admissions

occurred. Deputy Secretary General of FSGI, Satriwan Salim, gave examples of the cases in Gresik (East Java) and Tangerang (West Java). He said that children in a Gresik Regency, East Java sub-district, only had a 5 percent chance of being accepted at a public school from the nearest sub-district. On the other hand, the maximum age limit provisions in the online new student admission system have also prevented several students in Tangerang from being accepted at SMPN 3 because they are over 15 years old even though their grades are high and their residence is in the ring zone one (Harni & Pradana, 2017).

Problems also arise when the parents' residence differs from the address listed on the Family Card, especially for those working in other areas. As a result, the children live separately because they have to go to school in the parents' area of origin, according to the address on the Family Card. From the criticisms that have arisen, it can be seen that the community agrees in principle with the zoning system, but at the implementation level, it needs to be perfected.

One of the problems that surfaced in Central Java was the large number of students who obtained Certificates of Disadvantage (SKTM). Few of the applicants with SKTM are economically capable families, or at least not poor. They use SKTM more because the National Examination Score (NUN) is very low, so they are worried they will not be accepted, even if they register at a school in Zone 1. In other words, a certificate of disadvantage is understood as a ticket to enter a school other than the national examination score.

In addition to the problem of clutter at the implementation level in the field, another problem that arises as a result of the implementation of the zoning system in new student admission is what kind of education management is applied by the school and teachers in learning so that students with diverse socioeconomic and

academic backgrounds feel that they are receiving fair treatment and opportunities. Classical and post-classical management models in education and culture are no longer relevant and are being developed in Evergetics in modern society. Evergetics is an intersubjective management science, which is qualitatively different from monosubject bureaucratic management (Arpentieva, 2015; Vittikh, 2015). In education, this management can be implemented by increasing cooperation with many parties, for example, school committees and all stakeholders.

The principle to consider is the multicultural education management model. According to Banks (2016), multicultural education management contains 1) ideas or concepts aimed at education for all with equal access to study in an institution, 2) a framework for education reform holistically and not limited to changes in the curriculum, and 3) educational management process based on multicultural education and free and fair education management goals for equal education for all students. In his research on the identity development process for students of color (Renn, 2012) concluded that it is necessary to apply several educational practices, namely: 1) assessment, 2) policy modification, 3) creating spaces to welcome mixed-race students, 4) structural diversity, 5) curriculum, and 6) crossing boundaries.

METHOD

The study was conducted using qualitative methods to answer the research questions posed. The data used includes archives/documents, places, events, and informants. Documents in books, newspapers, and related decrees were analyzed to find information about the ins and outs of implementing the zoning system at the national and regional levels.

Researchers also made observations at several high schools, focusing on implementing the zoning system in the field. This study also used in-depth

interviews with school structural officials and teachers. Interviews were conducted with 33 school principals and 33 history teachers. The selection of informants was based on school rankings at the district level. The selected teacher is history and not other subjects, based on consideration of the researcher's educational background, so that it is more likely to take further action.

The use of the interview method aims to explore the views and attitudes of the informants on the implementation of the zoning system in new student admissions. Apart from that, questions were also asked about the action plan and management applied to the changes that had occurred, especially related to the diversity of quality of new students.

This study uses a justice approach. From this point of view, new student admission and the treatment of students in the educational process are analyzed from the justice perspective. The theory of justice used to analyze is the theory developed by Rawls (2020) regarding fair equality of opportunity and the difference principle. He explained that a policy is fair if it is not only based on equality of treatment but must provide equality of opportunity. In addition, a fair policy must also be based on awareness of the differences between individuals receiving the policy. Differences in this context must be widely understood, both economic and political choices, culture, and social strata. Rawls emphasized that a policy can be called ideally fair if it is able to provide the greatest real benefits for groups of people who are oppressed, marginalized, suffering, or poor or collectively referred to as the most disadvantaged groups.

RESULT AND DISCUSSION

The Zoning System Background

If traced further back, the idea of developing education based on justice in general and the implementation of the zoning system in particular globally is driven by the failure of various human

efforts to create a system capable of eliminating economic and social gaps in society. Various thoughts, ideologies, and economic theories have been found and tried to be implemented, but still, there are poor people and rich people in society. Is their existence, especially the poor, the nature of God? Of course, thoughts should not be directed there. It would be more appropriate if poverty resulted from a socioeconomic system that did not allow them to grow on an equal footing with the rich, otherwise known as structural poverty. Their limitations in accessing information, capital, and high-paying jobs mean that the poor have to work in sectors that do not require special diplomas and skills and have low wages.

Entering the 21st century, the world community began to see that education is an institution capable of breaking down structural injustice. Education is seen as positively influencing society by imparting skills, promoting social stability and inclusion, and instilling modern democracy (Stromquist, 2005). Education is also a key factor in creating equality and reducing poverty. However, a study by the Organization for Economic Cooperation and Development (OECD) summarized in The Program for International Student Assessment (PISA) shows that there is a large gap between students in developed countries and those living in developing countries in the fields of reading, mathematics, and natural sciences.

The same pattern also applies to popular schools in a country. Examining the 2015 Indonesian PISA results (Aditomo & Faridz, 2019), it was found that school factors determine students' literacy levels. From this point of view, schools with low rankings will produce students with low literacy skills, and favorite schools will produce high literacy students. The difference in literacy scores between low, middle, and high schools, namely 60, which, if equivalent to 2 years of study time, is quite concerning. In other

words, students from low-category schools are two years behind in learning time compared to middle-ranking schools. Likewise, the distance between middle-ranking schools when compared to favorite schools.

Various educational research and analyses carried out have encouraged the United Nations Educational, Scientific and Cultural Organization (UNESCO), together with various other world institutions and stakeholders, to hold meetings in South Korea. The meeting took the theme of the 2015 World Education Forum and produced an agreement known as the Incheon Declaration. The essence of the Incheon declaration is that until 2030, world education is directed at efforts to ensure inclusive and equitable quality education and promote lifelong learning for all children (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), which is also known as Sustainable Development Goals 4 (SDG4) (UNESCO, 2015).

From the point of view of the Incheon Declaration, the application of the zoning system is an implementation of the government's commitment to follow the direction of global education development. One of the Incheon Declaration keywords that must exist in the zoning system is justice. Based on the Universal Declaration of Human Rights, which states that "All human beings are born free and equal in dignity and rights," it can be understood that equality is defined as equality in position and opportunity. From this point of view, formal equality is the

equal treatment of others regardless of differences in gender, religion, race, social status, and various other differences (Baker et al., 2009).

In the application of the zoning system, justice is said to be the foundation if, from the perspective of students, those from disadvantaged families have more open opportunities to enjoy education in their environment (zone), which was previously closed by various structured constraints, such as academic and financial abilities. From a school perspective, justice is said to be growing if schools that previously only accepted new students with high academic abilities changed to accept those with medium and low academic abilities. On the other hand, schools that usually only admit students with low abilities can get those with moderate or high abilities. From the perspective of the number of new students admitted, schools that were previously lacking have been able to fulfill according to the number of classes they have. In other words, justice develops when there is equity from the perspective of the quality and quantity of new students admitted.

Application of the Zoning System

Judging from the even distribution of the quantity and quality of accepted students, new student admission using the zoning system is relatively successful. An example is Klaten Regency. In the new student admission of 2016/2017, before the Zoning system was implemented, the national examination score (NUN) for new students in public high schools in Klaten Regency were as follows.

Table 1. National Examination Score (NUN) for New Students in Public High Schools in Klaten Regency in the New Student Admission of 2016/2017.

No	School Name	Lowest	Highest	Average
1	SMAN 1 Klaten	349.50	407.00	365.57
2	SMAN 2 Klaten	317.00	369.50	333.42
3	SMAN 1 Karanganyom	311.50	379.50	330.83
4	SMAN 1 Cawas	280.00	374.50	310.64
5	SMAN 1 Jogonalan	279.50	354.00	299.52
6	SMAN 3 Klaten	276.00	340.00	294.78
7	SMAN 1 Wonosari	236.50	335.00	266.28
8	SMAN 1 Prambanan	193.50	339.50	244.24

No	School Name	Lowest	Highest	Average
9	SMAN 1 Karangdowo	192.00	320.50	237.60
10	SMAN 1 Wedi	183.00	285.00	229.85
11	SMAN 1 Karangnongko	180.50	330.50	225.15
12	SMAN 1 Poloharjo	169.50	301.50	214.98
13	SMAN 1 Bayat	133.00	314.00	214.61
14	SMAN 1 Ceper	126.00	288.50	192.57

Table 1 shows that SMA Negeri 1 Klaten is a favorite high school with an average National Examination Score (NUN) of students who are accepted at 36.5. Meanwhile, SMA Negeri Ceper occupies the lowest position with an average student NUN score of 19.2. The distance between the values that are so far, namely 15.7, makes it difficult for Ceper State Senior High School students to catch up and match the academic achievements achieved by Klaten 1 Public High School students. The difference in the initial conditions is increasingly visible when viewed from the lowest value received. Students accepted at SMA Negeri 1 Klaten had the lowest NUN of 34.9, while SMA Negeri Ceper only had 12.6.

Changes began to occur in NEW STUDENT ADMISSION 2017/2018 when the zoning system trial was carried out. At SMA Negeri 1 Klaten, it can be seen, among other things, the lowest NUN that can be accepted, which is down from 34.9 to 33.2. This decrease of more than 1.5 points can be interpreted as many prospective students with high scores not being able to register at SMAN 1 Klaten due to different zoning. On the other hand, the lowest score received at SMA Negeri Ceper increased significantly, from 12.6 to 18.25. Viewed from this perspective, overall, the academic quality of students accepted at SMA Negeri Ceper has improved.

The changes are increasingly visible in the 2022/2023 new student admissions. In the 2022/2023 school year, SMA Negeri 1 Klaten admitted 396 students with an average score of 33.87 and the lowest score of 25.45. At a glance, there is an increase in the average NUN received, which is 0.67. However, the decline is very large if

we take a closer look. Using the lowest score in 2016 as a measure, which is 34.95, students accepted in 2022 are only 136 students or only 34%. In other words, SMAN 1 Klaten must accept as many as 66% of students whose academic quality is lower than the lowest NUN in 2016.

Not much different from Klaten Regency, in the Province of DIY, an even distribution of quantity and quality also occurs as a result of the implementation of the zoning system. Before implementing the zoning system, the community chose schools based on favoritism. At least two reasons are used as preferences, namely academic ability as represented by National Examination Scores (NUN) and the location of schools in urban (city) and suburban areas.

These two preferences have resulted in schools located in cities being able to develop into very good quality, both from the aspect of student academic quality and learning facilities. For example, in 2015, SMA Negeri 1 Yogyakarta, one of the most popular schools in the urban area, accepted 288 new students with an average score of 96. As many as 30% of students came from outside the area, and only 2.78% came from poor families (Arsip PPDB Yogya, 2015). Also, SMA Negeri 1 Bantul, the favorite school for sub-urban areas, received 291 new students with an average score of 93. 5.15% of students came from outside the area, and there was no information about students from poor families.

Drastic differences occur with high schools in rural areas. Geographically, rural areas in Yogyakarta can be divided into wet and dry agricultural areas. Wet agriculture, namely agricultural areas that have irrigation, so they can harvest three

times a year. On the other hand, dry agriculture is a rain-fed agricultural area with a harvest season once a year. Minggir District Public High School, which is located in a wet agricultural area, enrolled 127 new students with an average score of 65. Because of its geographical location in the border area, 27 students came from other districts. The worst conditions are experienced by SMA, which is located in a dry rural area. An example is the Dlingo District Public High School. From the capacity of its four classes, the school only enrolls 15 students with an average score of 58 (Arsip PPDB Bantul, 2015).

With stark differences in quality and quantity, it is nearly impossible for senior high schools in rural areas to match the achievements of schools in urban and suburban areas. They will still be less qualified because accepted students have medium-low academic ability. Moreover, the government prefers to develop Vocational High Schools whose graduates can meet the workforce's needs directly.

On the part of students, those who come from poor families will structurally face difficulties in making school a means of socioeconomic mobility. Favorite schools using academic value criteria have been met by students from affluent families who have an established learning system and adequate facilities at home. Poor students are marginalized and have to go to medium or low-quality schools that are unable to afford equal opportunities with those who attend favorite schools. As a result, socioeconomically poor students can be predicted to have relatively the same strata as their parents.

The Ministry of Education ordered the zoning system implemented in new student admissions in 2017. Because the available time was not possible to compile and implement the zoning system, the Governor of DIY in his decision, only stated, "can consider aspects of the scope of the district/city/district/zoning area of the school of origin and/or the domicile of the parents of prospective students"

(Regulation of the Governor of DIY No. 27 of 2017). Finally, the DIY Provincial Education Office adopted a policy to implement a semi-zoning system, namely giving an additional incentive of 20 points for students who register for high school in the same district as where they live, as well as an additional 10 points for students who register in other districts within the same province (Laman Dinas Pendidikan Provinsi DIY, 2022). From this point of view, the system implemented in 2017 cannot be categorized as zoning because it has not made the distance between residence and school a major consideration.

It was only in 2018 that the DIY province implemented a full zoning system, namely using the distance between the residence and the school as a criterion. There are three types of zones, namely zones 1, 2, and 3. The zone is the area around the school. Schools must admit at least 90% of students living in Zone 1. In addition, students who live in Zone 1 and come from poor families will be given special facilities with a capacity of 20% of the number received.

Zone 2 is outside Zone 1 but still belongs to the DIY Province, while Zone 3 is another province. Students from zones 2 and 3 have a 5% chance of being accepted into a school using the merit track. They can also use the special reason path if their parents work permanently around the school.

Apart from the zoning system, a change in student management is something new in the new student admission in 2018. Program selection is made from the outset and depends entirely on the student's interests. In previous years, students chose the Science, Social Sciences, or Language program at the time of promotion from class X to class XI, and the school determined based on the final exam scores. In the new student admission 2018, program selection is carried out from registration. Most schools only open two programs, namely Science and Social

Studies. Only a few schools open language programs.

The implementation of a full zoning system in 2022 has also not been able to bring about structural changes. Schools located in urban areas remain at the very top in terms of the quantity and quality of students enrolled. SMA Negeri 1 Yogyakarta has 288 students, consisting of 256 science programs and 32 social studies programs. The overall average score was 91, a decrease of 5 points from 2015. A decrease of 5 points was also experienced by the Bantul State High School, which is the favorite school in suburban areas.

In schools located in rural areas, the number of students accepted has increased quantitatively. On the other hand, qualitatively relatively stable. In the Minggir district public high school, for example, the number of students enrolled increased by one person, bringing the total to 128. However, it remained qualitatively the same, with an average grade of 65. A school in a rain-fed agricultural area experienced a leap in development. Dlingo State High School, which in 2015 only had 15 students; in 2022, it will have 128 students.

Challenge

The main challenge after implementing the zoning system is

ensuring that there is justice in the school's educational process so that all students acquire relevant knowledge, skills, and competencies. Providing fair treatment and opportunities for students with diverse socioeconomic and academic backgrounds requires the managerial skills of a school principal. The results of interviews with school principals from various state high schools in the former Surakarta residency and Yogyakarta Special Region Province showed no change in management due to changes in the quality of the students they cared for. They persist with the ingrained student management model, namely that being fair is treating all students equally, regardless of gender, religion, ethnicity, or parents' socioeconomic status.

Not much different is the attitude of history teachers who do not make changes to learning management as a result of the increasingly diverse academic and economic qualities of students. Teachers treat students equally without considering their large differences in academic ability. For students who have low abilities, the teacher continues to rely on the remedial system until students achieve scores according to the specified Minimum Completeness Criteria (KKM). Equality of treatment will lead to injustice if applied to two or more parties with different abilities. This injustice can be seen in Figure 1.

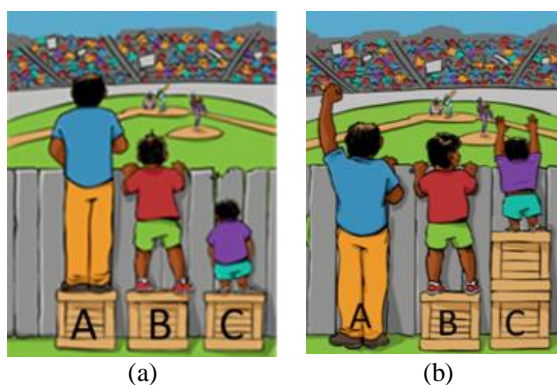


Figure 1. Illustration of Equality.

In Figure 1 (a), it can be seen that the provision of the same high pedestal allows Child A to see clearly what is happening in the field. Meanwhile, child

B can also see clearly what is happening on the field, although not as easily as A. On the other hand, child C cannot see anything happening in the field. From

this point of view, if the goal is to watch the game on the field, assistance in the form of an equal pedestal is of little benefit to children A and C.

Rawls (2020) views the equality of opportunity based on the difference principle. The equality of treatment must take into account the differences in existing conditions. Policies can be called ideally fair if they provide the greatest benefits to the most disadvantaged (poor) groups of people without harming the affluent (wealthy) groups. As illustrated in Figure 1, special treatment needs to be given to child C who is physically short, as shown in Figure 1 (b). In Figure 1 (b), assistance in the form of 2 pedestal boxes is given to C, while A is not assisted. Thus, both A, B, and C can have the opportunity to see everything that happens on the field relatively the same.

One of the important keywords in analyzing justice in the educational process is equity. Equity in this context is a condition that represents that all students have access to the resources, opportunities, powers, and responsibilities they each need to achieve full and healthy self-potential development. In addition, all students also have access to resources, opportunities, powers, and responsibilities to make changes so that unfair differences can be understood and dealt with. Borrowing Jenlink's view, there are three standards of equity in education: equity in access, participation, and results (Lincoln, 2015).

The problem that occurs as a result of the implementation of the zoning system is that there are differences in initial abilities between students. The equality of opportunities provided by schools means that students with high initial abilities will still be superior to those with low initial abilities (Leitão, 2015). From this point of view, schools must develop education management that can make all graduates have no

differences that should be avoided or corrected due to differences in socioeconomic, cultural, religious, and ethnic backgrounds.

Through the Index of Learning Styles (ILS), Soloman & Felder, (1999) explain that, there is a relationship between cultural background and learning styles. According to (García et al., 2007), learning style is a way of receiving and processing information. Canfield (1992) identified learning style preferences based on four indicators: conditions for learning, area of interest, mode of learning, and performance expectations. However, in practice (Ladd & Ruby Jr, 1999) found a problem: whether the neutrality of scores on the instrument can be interpreted as a lack of strong preference or vice versa.

The school or teacher must be able to understand the background of each student. The teacher's understanding of students and their behavior will be better if the teacher also understands language, social class, ethnic identity, and the extent to which students identify with their ethnic group (C. Grant & Zwier, 2012). Learning styles develop based on experience and not because of genetic traits (Becta, 2005). Preferred learning styles can change over time and are independent of students' abilities and content.

Without neglecting the elements of structural officials as controllers of education management in schools, the actor who has the greatest influence on improving the quality of the learning process is the teacher. Many novice teachers see teaching as transferring knowledge/information from teacher to student (Torff, 2003). They do not understand the importance of classroom management and its influence on students' social and academic behavior, even though there is a significant relationship between classroom

management and students' academic performance (Ayeni, 2017).

Evertson and Weinstein (Chandra, 2015) describe that classroom management is the teacher's action to create a conducive learning environment. Classroom management emphasizes all the actions of teachers in managing their classes. There are two aspects of classroom life: social and aspects (Evertson & Weinstein, 2013; Lemlech, 1988). This means that teachers must always consider students' academic and social skills when managing their classrooms.

Teachers can also apply classroom management strategies to avoid disciplinary problems (Stoughton, 2007). Although Edwards & Watts (2004) considers classroom management to interfere with teaching, some believe that learning and classroom management strategies are very important for teachers. (Geiger, 2000) believes that only half of the time is allocated for teaching and learning activities, and the rest is spent on classroom management. Teachers are expected to be able to use various learning models such as interactive discussion, demonstration, problem-solving, discovery, inquiry, inductive and deductive reasoning, and other learning techniques that are exploratory, activity-oriented, project-based, student-oriented so that students can be more active in learning (Allington, 2013; Jill, 2007). Students become active and more confident when they can collaborate, interact, and share ideas and experiences with their peers during the learning process (Cho et al., 2010). This is a learning management strategy to get quality learning processes and outcomes.

The heavy burden borne by schools and teachers to improve student learning outcomes forces the government to focus on efforts to improve the quality of learning and how to provide accountability for learning outcomes.

This is so, social justice reasons aside, because most countries recognize that future economic prosperity depends on it (Hanushek & Woessmann, 2011; Rothstein, 2010). This means that the success of implementing the zoning system and equity is highly dependent on schools and teachers. Suppose school leaders and teachers succeed in turning students from disadvantaged families into equal opportunities with those from affluent families upon graduation. In that case, it means that the implementation of the zoning and justice system in the education process can be said to be successful.

The old view that interprets justice as giving equal treatment to all students is not the fault of principals and teachers alone. The Ministry of Education and Culture did not socialize the fair management of education which is the basis for implementing the zoning system, namely justice in the sense of equity. They (principals and teachers) do not have the knowledge and skills to deal with students from disadvantaged families who do not have the enthusiasm, system, and learning facilities, as well as students from affluent families.

This condition was quite different from that of school principals in the United States when social justice discourse began to be intensively developed in schools. They realize the need for a paradigm shift in education management in their schools, especially in giving more treatment (guidance) to students from disadvantaged families (Place et al., 2010).

The problem is even more complicated when it is linked to higher education; so far, it has not provided knowledge and skills to student-teacher candidates to deal with students from disadvantaged families. Multicultural Education, one of the courses for S1, has a very big opportunity to prepare student-teacher candidates to practice developing

education based on social justice. However, so far, these courses have been directed more towards developing an attitude of tolerance in dealing with differences. In the United States, Multicultural Education courses are directed to develop a harmonious life among diverse communities, jointly achieve learning achievements, and uphold social justice (C. A. Grant & Sleeter, 2008).

Applying an equitable zoning and education system without being followed by intensive socialization and training for school principals and teachers makes the result predictable, namely failure. Failure is not only in the form of stopping the development of social justice in education but also in the degradation of the quality of Indonesia's young generation. If that happens, applying zoning will damage the academic quality of education in Indonesia.

CONCLUSION

From the studies that have been carried out, it can be concluded that the success achieved by implementing the zoning system is the increasing diversity of student abilities received by each school. Favorite schools that previously only accepted new students with very good academic abilities, through the zoning system, were required to accept students with moderate and low academic abilities. On the other hand, schools that are not well-known are increasingly opening opportunities to accept new students with medium and high academic abilities. From this point of view, the zoning system encourages even distribution of student quality between schools. Thus, in the aspect of admitting new students, the application of the zoning system can provide justice, especially for groups of people who have been marginalized, suffered, oppressed, and poor. The problem that needs to be addressed immediately is the

development of managerial skills of school leaders and teachers. Therefore, it is suggested that the Ministry of Education and Culture take this step quickly and intensively. The school principal must change his paradigm, especially for students from disadvantaged families, so they can create programs so their academic abilities are on par with students from affluent families. Teachers also need to develop their abilities to manage learning that supports students from disadvantaged families and has a learning system that is on par with students from affluent families. If this is successfully carried out, educational institutions will make a valuable contribution to human civilization because they have successfully eliminated structural barriers for lower-class society to grow into the middle and upper classes.

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