

*Article*

Parent and Teacher Perceptions of Elementary School Zoning System Policy

Amrina Izzatika¹, Erni Mustakim², Eva Dwi Puspitasari³, Jody Setya Hermawan⁴

¹ University of Lampung. Jalan Prof. Dr. Sumantri Brojonegoro No. 1 Gedong Meneng Bandar Lampung Tel./Fax: (0721) 704624

² University of Lampung. Jalan Prof. Dr. Sumantri Brojonegoro No. 1 Gedong Meneng Bandar Lampung Tel./Fax: (0721) 704624

³ University of Lampung. Jalan Prof. Dr. Sumantri Brojonegoro No. 1 Gedong Meneng Bandar Lampung Tel./Fax: (0721) 704624

⁴ University of Lampung. Jalan Prof. Dr. Sumantri Brojonegoro No. 1 Gedong Meneng Bandar Lampung Tel./Fax: (0721) 704624

* *Corresponding Author:* amrina.izzatika@fkip.unila.ac.id

Article Info

Article History

Received : 08-09-2022

Revised : 06-10-2022

Accepted : 23-11-2022

Keywords:

Perception, opinion, assessment, response, zoning system.

ABSTRACT

The number of students accepted at SD N 3 Kampung Baru decreased when new students were admitted. The research objective was to analyze and describe the responses of parents and teachers to the elementary school zoning system in Kampung Baru 3 Public Elementary School which focused on responses, opinions and assessments of the elementary school zoning system. The research method in this research is descriptive qualitative. Data collection techniques were carried out through in-depth interviews and documentation. Research shows that 1) the responses of parents and teachers to the zoning system policy are agreed/positive and some are disagree/negative, 2) the opinions of parents and teachers towards the zoning system policy reap positive and negative responses, 3) the assessment of parents and teachers towards the zoning system policy have an impact, both positive and negative.

1. Introduction

National education has the function of cultivating abilities and making dignified national character and civilization to educate the nation's life, has the aim of developing students' abilities to grow and become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, skilled, innovative, independent, and become democratic and responsible citizens. (Afriyadi et al., 2018) The state must provide educational services that are equitable for Indonesian citizens.

Talking about educational equity is not only equal that citizens have received education, but also the reach of education equity must be interpreted by the existence of national standards regarding the level of education, educational tools and infrastructure that are in accordance with the scope of available teachers and the quality of learning and mastery of students in each school to give and make the best for the development of the world of education. (Utomo, 2018)

The problem of expanding education in Indonesia then arises in the gaps from the factors of quality of education and educational services, opportunities to advance the potential of students and differences in tools and infrastructure between one school and another, including the emergence of "favorite" and "non-favorite" school marks in primary, secondary and upper education.

The "favorite" school has the impression that it can only be felt by children who have sufficient academic and financial mastery. Parents then compete to get their children in their favorite schools. As a result, there are schools with a shortage of students and an excess of students. Of course, this gap will result in an uneven distribution of education in Indonesia. (Nurlailiyah, n.d.)(Risna & Edi, 2020)

The government's way of increasing and equalizing education in Indonesia is by implementing a zoning system for the 2019 New Student Admissions (PSB) in Elementary Schools as regulated in Permendikbud No. 51 of 2018. Based on Permendikbud Number 51 of 2018, schools built by the local government must graduate prospective students who live in the closest zone distance from the school of at least 90% of the total number of students accepted. The address of the prospective student is based on the address on the Family Card (KK) which was printed at least 1 year before the PSB was carried out. The determination of the distance to the closest zone is determined by the local government based on conditions in the area. As much as 10% of the total number of students is divided into 2 categories, namely 5% for achievement pathways and another 5% for parent/guardian assignment pathways.

The reality on the ground, the implementation of the zoning system has sparked debate in the community, especially the parents of students whose children register for school in the new school year. Based on the results of research conducted by (N. P. Dewi & Siswanto, 2018) that parents of students agree with the implementation of the zoning system because when the zoning system is implemented, their children do not need to get up early to go to school, return home late because of the travel

time between schools and the house is shorter (Dewi, Suharsono, & Meitriana, 2019). The stamina and focus of students will be better for learning and carrying out productive activities, for example extracurriculars which are expected to help students achieve maximum performance.

Parents do not agree with implementing the zoning system based on Dewi (2018: 6-7) showing anxiety about closing opportunities for schools in schools outside the zoning, there is anxiety about uneven educational provisions (K. E. Dewi & Septiana, 2018). Research conducted by Dewi shows (2018: 5) a number of schools from elementary to middle/vocational high schools lack students (K. E. Dewi & Septiana, 2018). Schools located in the city center get more students because of the good quality, while schools located on the outskirts of the city accept only a few new students.

This condition also occurred in SD N 3 Kampung Baru. Based on interviews conducted with the principals of SD N 1 Kampung Baru and SD N 3 Kampung Baru, it is clear that since the implementation of the zoning system policy, there have been fewer students registering during PPDB. Data on the number of learners can be seen in table 1.

Table 1. Development of the number of students at SD N 1 & 3 Kampung Baru

Primary school	2016/2017	2017/2018	2018/2019	2019/2020
SD N 1 Kampung	56	46	41	36
SD N 3 Kampung	29	27	25	22

Based on the data listed in table 1 SD N 1 Kampung Baru for the 2016/2017 school year, there were 56 students who registered, 46 students registered in 2017/2018, a decrease of 10 students and in 2018/2019, there were 41 students who registered, a decrease of 6 students from the previous year, the 2019/2020 academic year who registered totaled 36 students, a decrease of 5 students from the previous year, while SD N 3 Kampung Baru in the 2016/2017 academic year registered 29 students, 2017/2018 registered a total of 27 students decreased by 2 students, and in 2018/2019 there were 25 students who registered a decrease of 2 students, for the 2019/2020 academic year there were 22 students who registered a decrease of 3 students from the previous year.

According to information from the Principal of SD N 1 Kampung Baru and SD N 3 Kampung Baru, the decline in the number of students every year is due to the implementation of the zoning system when admitting new students which was implemented in the 2018/2019 school year. Parents/guardians already know their child is entering another zone, so they register at the elementary school that is closer. However, there are also those who don't know about the zoning system and don't know their children are entering other zones, so during registration parents have to find another school for their children to attend.

According to the teacher of SD N 3 Kampung Baru, it is not appropriate for Elementary Schools to apply the zoning system. Because in the school environment there are many people who change their place of residence. If the zoning system is applied, prospective students cannot attend school in the nearest school where they live. As a result, children do not go to school. Because the address on the Family Card (KK) does not match the current address, while the student's guardian has tried to apply to another school, they are not accepted.

Many people who live around SD N 3 Kampung Baru have made contracts whose addresses on their family cards are different from their current residence addresses. The area also has elementary schools that are close to each other, so if the zoning system is implemented it will result in a reduced number of new students being accepted. Not only among parents who reap the pros and cons. Based on research conducted by Risna (2020: 11), the application of this zoning system also has an impact on teachers at school, both positive and negative impacts such as low student fighting power so that many zoning students underestimate teachers, for example, delaying assignments, achievements schools decreased and the number of students decreased (Risna & Edi, 2020). Likewise, teachers at SD N 3 Kampung Baru do not agree with the zoning system policy. Because it resulted in a decrease in the number of students who registered when admitting new students.

In other situations, there are those who argue that the zoning system is not ready to be implemented because the human resources (educators) are not suitable and the tools and infrastructure in schools are not ready. The determination of the school zoning system that is implemented raises various perceptions from parents/guardians of students as well as from teachers.

According to Kotler in (Fauzi, 2021) understanding is a process when someone selects, organizes, and implements suggestions and information to create a meaningful overall picture (Danarjati et al., 2013). One's understanding is caused by several aspects. aspects that have a role in understanding as follows: 1). perceived target, 2). sense organs, nerves and nervous system, 3). Concern (Walgito, 2010). Perception is divided into 2 kinds. (Tejokusumo, 2014) explains that there are two types of understanding including: 1) positive understanding is an understanding or view of an object and leads to a situation where the subject who gives a view tends to accept the object taken because it matches his personality. 2). Negative understanding is an understanding or view of an object and refers to a situation where the subject who gives a biased view does not accept the object taken because it does not match his personality (Slameto, 2010). One's understanding is influenced by one's perspective and one's own experience. Parents of students disagree with the zoning system policy because their children do not go to the school they want, thus creating a negative understanding of the elementary school zoning system policy. Likewise, the teacher gave a response that did not agree with the implementation of the zoning system policy because the school experienced a decrease in the number of students accepted when accepting new students.

Relevant research taken by researchers, namely research conducted by the results obtained that the school zoning program is one of the effective programs from the government in realizing educational equity in Indonesia (Sarafah & U.B, 2017). Furthermore, research conducted by (Fadjarajani et al., 2020) obtained the result that the perception of the people in Broto Village towards the zoning system was dominated by perceptions that did not agree (Widyaningtyas & et al., 2021). The factors that cause this perception are the equal distribution of aspects of education both from teachers, facilities and quality that are not evenly distributed, not subjective and are considered to reduce the enthusiasm for learning and children's rights to get a proper education, because in the implementation of this system children cannot go to school in places where they want. Furthermore, research conducted by (Fenty, 2018) obtained the result that the implementation of the school zoning system policy caused turmoil in society (Fenty, 2018).

Limited socialization time, lack of understanding of the PPDB mechanism with the zoning system and also uneven education standards are obstacles in its implementation in the field. Furthermore, research conducted by (Amir Hamzah, 2020) obtained the results that the government's socialization of school zoning system policies is still many parents who do not understand the policies of the school zoning system (Nurlailiyah, n.d.) . Parents' responses to school zoning system policies are effective for evaluating a policy implemented by the government. The impacts arising from the implementation of the school zoning system policy include the proximity of the house close to the school is immediately accepted, parents do not need to find a boarding house, save transportation costs, parents can supervise children's associations, train children to be independent and confident, and with the school zoning system children cannot freely choose the school they want.

Based on the description above, a research entitled "Parents and Teachers' Perceptions of the Elementary School Zoning System Policy" will be carried out at SD N 3 Kampung Baru Bandar Lampung

2. Method

This research is a descriptive study using a qualitative approach. This method is used because the research being carried out is related to ongoing events and is related to the current situation. (Arifin, 2011) argues that descriptive research is research that is used to explain and answer the events of an event or situation that is happening at the moment, both regarding events in a single factor or correlation and or comparison of several factors, meaning that the factor studied can be single, a factor is far more than one factor (Arifin, 2011). Descriptive research seeks to explain an event or event that is the focus of interest without giving special treatment to that event.

Focus in carrying out a study needs to be established. This situation is carried out so that a study does not deviate from the research object that has been determined.

(Moleong, 2018) In qualitative research, the focus of this research is used to see the boundaries in research to solve problems in this research. Therefore, the focus of this study is the Perceptions of Parents and Teachers of the Elementary School Zoning System Policy which includes the responses, opinions and assessments of parents and teachers towards the zoning system policy.

Subject in this research are people who are considered to know and understand matters related to the focus of research, so that they can provide the information needed. Determination of research subjects is by using techniques of purposive sampling. The subject of the research is Mrs. Ipnawati, S.Pd. as Principal of SD N 3 Kampung Baru, Mrs. Apriyana, S.pd and Mrs. Beti Agustina, S.Pd. as teachers at SD N 3 Kampung Baru, Mrs. Ratih Putri Lestari, Dewi Septia and Mrs. Yusrika Evaliana as guardians of students at SD N 3 Kampung Baru. Data collection techniques carried out by observation, interviews and documentation. Data analysis used is data collection, data reduction, data presentation and drawing conclusions.

3. Result and Discussion

Based on the documentation and interviews with parents and guardians of students regarding the implementation of the elementary school zoning system policy, the following results were obtained:

Parents' and Teachers' Responses to the Zoning System Policy

From the results of interviews with informants, it was found that many parents of students understood the provisions of the zoning system. However, his understanding is only about the basics, namely about the explanation of the zoning system. Not a few guardians of students who are unfamiliar with this provision. The lack of socialization activities by the government regarding the zoning system has resulted in not a few parents not understanding the provisions of the zoning system. This is what has given rise to the perception that parents do not agree with the zoning system provisions because there has been no socialization activity or explanation regarding this policy. In this case the attitude shown by parents towards the implementation of the zoning system policy.

The initial implementation of the elementary school zoning system policy drew various responses from parents/guardians of students and teachers. There are those who respond positively to this zoning system because it makes it easier for parents to look after their children, saves on transportation costs, and brings the school closer to where they live. However, there are also those who respond negatively to the elementary school zoning system policy. Because in one zone it is not certain that there are schools that meet the criteria desired by parents and prospective new students, inadequate facilities, students who do not match the schools that accept them, if the distance between their residence and the school is less than a few meters, they cannot be accepted at school. , children whose homes

and schools are far apart will find it difficult to register at school, so that it is considered to be cutting off children's rights. Because children cannot choose the school they want freely. This is in line with research by (Nugraha et al., 2018) (Juliarta et al., Likewise with the response of teachers who do not agree with the implementation of the elementary school zoning system. Because it resulted in SDN 3 Kampung Baru experiencing a decrease in the number of students enrolling in the new school year. This is in line with research (Suntoda, 2017) that schools located in the city center get more students because they have good quality, while schools in the suburbs accept fewer students.

Positive and negative responses have been conveyed by parents and teachers towards the zoning system policy. This proves that perception consists of 2 kinds, namely positive and negative. This is in accordance with the opinion (Bintoro et al., 2022) which explains that there are 2 types of forms of perception, namely positive and negative perceptions.

Parent and Teacher Opinions on Zoning System Policy

The implementation of PPDB at SD N 3 Kampung Baru is based on 2 requirements, namely the distance between the place of residence and the prospective student's school and the age of the prospective new student. This is in accordance with the Minister of Education and Culture Number 51 of 2018 Article 7 paragraphs 1 & 2 concerning the conditions for admitting new students. and the requirements for the distance between school and residence based on Permendikbud Number 51 of 2018 Article 16 paragraph 2 which reads that the zoning route referred to in paragraph (1) letter a is at least 90% of the school's capacity.

One of the problems with education in Indonesia is the existence of labels of favorite and not favorite schools where many parents are competing to send their children to their favorite schools. Of course, resulting in inequality in the world of education in Indonesia. The results of interviews conducted with informants obtained the result that some parents agreed and the rest did not agree with the existence of a favorite school label. However, in choosing a school for their child they try to find a quality school so that their child gets the best for their future provision. This is in line with what explains parents are adults who make children adults, especially when they are growing up (Hurlock, 2011). The obligation of parents to accompany and prepare children to grow up by providing direction and guidance that can make it easier for children to lead their lives.

Parents' and Teachers' Assessment of the Zoning System Policy

Each decision must have advantages and disadvantages both positive and negative. The implementation of the zoning system policy implemented at SD N 3 Kampung Baru makes children more closely monitored by parents, when children go to school it is faster and closer, there is no need to pay transportation fees when children go to school. This is in line with the opinion (Firmansyah et al., 2021) that

there is a reduction in the costs incurred by parents, due to the proximity of the place where they live to the school. The zoning system provides benefits for prospective students who live close to the school. Because it will minimize the distance and time that students have to take to school. Even if they don't have any achievements, prospective students can continue their education at a school close to where they live.

One indication of the successful implementation of the zoning system policy is the even distribution of students who have superior abilities than other students, so that the distribution of students does not only focus on 1 school. However, the government pays attention to all schools and has the same quality. The loss of the notion of being a favorite and unfavorable school has resulted in an even distribution of outstanding students. This is in line with (Organization World Health, 2016) Prevent the accumulation of quality human resources in a particular area which means preventing the accumulation of qualified human resources in certain areas.

The school zoning system has many positive and negative impacts. With this school zoning system, it makes it easier for parents to supervise their children, children can go and go home on their own making children more independent without picking up parents, saving on transportation costs, distance and time taken by children to school is closer so as to reduce traffic jams on the highway. The data obtained revealed that many students could not freely enter the school they wanted so that parents and students felt disappointed not being accepted at the school they wanted. (Susanti et al., 2021) argues that students' interest in determining which school to go to should be based on the level of students' ability to receive education in the school environment. According to the teacher, the implementation of this zoning system is considered not necessary to be implemented in elementary schools. (Subandi et al., 2019) Because elementary schools are still at the basic level and have not had much influence. Moreover, in the SD Negeri 3 Kampung Baru environment, there are many immigrants living where many people have moved to places where the current residence address does not match the address on the Family Card, resulting in a decrease in the number of students accepted at New Student Admissions.

4. Conclusion and Suggestions

Based on the results of the research and discussion, the researcher draws the conclusion that:

Parents and Teachers' Responses to the Zoning System Policy: The implementation of the zoning system policy in elementary schools reaps pros and cons among parents and teachers. Parents do not agree with this policy because their children cannot go to the school they want. Dwarfing outstanding children can not go to schools that excel. The facilities owned by schools in each zone are not evenly distributed. This also happened among teachers who reaped the pros and cons because not a few schools experienced a decrease in the number of students and got

more students. This happened at SD N 3 Kampung Baru, which experienced a decrease in the number of students in the new school year.

Parents and Teachers' Opinions on Zoning System Policy: The school zoning system policy is considered unfair because the standard is distance, while grades are not considered. The school zoning system policy needs to be reviewed because children have the right to choose their own school according to their wishes. The zoning system policy can have an influence on leveling the quality of education in Indonesia. Because the government does not only focus on one school. However, all schools pay attention to the distribution of students so that it is more evenly distributed and does not focus on just one school.

Parents and Teachers' Assessment of the Zoning System Policy: An implementation of the policy will certainly have an impact, both positive and negative. Rules according to the distance between the house and the closest school are immediately accepted in the acceptance of new students. This system can indirectly train children to be independent and confident because they don't need to be picked up and picked up by their parents. Parents can supervise children's interactions. The zoning system can indirectly train children to be independent and confident, because they don't need to be picked up by their parents. The school zoning system policy in accepting new students actually has a positive impact, namely reducing the burden of costs borne by parents, because the location of the school is close to where they live.

5. Author's Contribution

Amrina developed the research concept and design. Erni and Eva collected data and presented a table. Jody compiled discussions, conclusions and abstracts.

6. References

- Utomo, E. P. (2018). Internalization of Nationalist Character Values in Social Studies Learning to Build Indonesian Identity. *SOCIA: Journal of the Social Sciences*, 14(2). <https://doi.org/10.21831/socia.v14i2.18626>
- Afriyadi, M. M., Japar, M., & Marini, A. (2018). Application of Multicultural Education in Forming Characters of Classics Classification V Basic School 7 Metro Lampung Center. *International Journal of Multidisciplinary and Current Research*, 6(04). <https://doi.org/10.14741/ijmcr/v.6.4.12>
- Amir Hamzah. (2020). *Research Methods Case Studies Single case, instrumental Case, Multicase & Multisite* (N. A. Rahma (ed.)). Musantara Literacy.
- Arifin, Z. (2011). *Curriculum Development Concepts and Models*. Juvenile Rosdakary.
- Bintoro, T., Fahrurrozi, Lestari, I., & Aini, I. N. (2022). Analyzing Learners' Needs

- and Designing Digital Comic Media to Improve Student Learning Outcomes. *Educational Sciences: Theory and Practice*, 22(1), 129–140. <https://doi.org/10.12738/jestp.2022.1.0011>
- Danarjati, D. P., Murtiadi, & Ekawati, A. R. (2013). *Introduction to General Psychology*. Graha Science.
- Dewi, I. A. P. A., Suharsono, N., & Meitriana, M. A. (n.d.). Perceptions of school residents and parents of students towards the zoning system. *Journal of Economic Education*, 552–554.
- Goddess, K. E., & Septiana, R. (n.d.). Evaluation of Zoning Student Recruitment System in Year 2018. *Journal of Universitas Sarjanawiyata Tamansiswa*, 6–7.
- Dewi, N. P., & Siswanto, S. (2018). Implementation of Instant Assessment Type Active Learning Strategy To Improve Learning Achievement Basic Competencies Managing Debt Cards Students Class Xi Accounting 2 Smk Yapemda 1 Sleman School Year 2017/2018. *Indonesian Journal of Accounting Education*, 16(2). <https://doi.org/10.21831/jpai.v16i2.22048>
- Fadjarajani, S., Rosali, E. S., & Noerdianasari, W. (2020). The Effect of Picture And Picture Learning Models on Geography Learning Outcomes. *Perspectives on Education*, 34(1), 19–28. <https://doi.org/doi.org/10.21009/PIP.341.3>
- Fauzi, A. (2021). PRINCIPAL LEADERSHIP MANAGEMENT. *JIEM (Journal of Islamic Education Management)*, 5(2), 178. <https://doi.org/10.24235/jiem.v5i2.9107>
- Fenty, R. (2018). Public Perceptions of the Implementation of School Zoning Policy in The Admission of Students (PPDB) at the High School Level for the 2017/2018 School Year in Samarinda City. *Journal of Development Research*, 53–56.
- Firmansyah, M. B., Suminar, D. R., & Fardana, N. A. (2021). LITERATURE REVIEW OF JOB SATISFACTION, JOB ATTACHMENT AND EDUCATOR PERFORMANCE. *Education*, 15(2), 181. <https://doi.org/10.30595/jkp.v15i2.11705>
- Hurlock, E. B. (2011). *Developmental Psychology*. Erlangga.
- Juliarta, I. W. A., Son, M., & Oka Negara, I. G. A. (2020). Effect of Media Question Card-Assisted Take and Give Learning Model on Knowledge Competence Ppkn. *Journal of Educational Research and Development*, 4(2), 166. <https://doi.org/10.23887/jppp.v4i2.27361>
- Moleong, L. J. (2018). Qualitative Research Methodology, cet. In *XI. Bandung: PT Remaja Rosdakarya*.
- Nugraha, A. P., MS, Z., & Bintoro, T. (2018). The Relationship of Reading Interest and Discourse Comprehension Ability with Narrative Writing Skills. *Indonesian Journal of Primary Education*, 2(1), 19. <https://doi.org/10.17509/ijpe.v2i1.11647>
- Nurlailiyah, A. (n.d.). Policy Analysis of the Zoning System towards the Behavior of Junior High School Students in Yogyakarta. *Journal of Reality*, 15–19.

- Organization World Health. (2016). Global strategy on human resources for health: Workforce 2030. *Who*, 64. https://www.who.int/hrh/resources/global_strategy_workforce2030_14_print.pdf?ua=1
- Risna, L., & Edi, S. (2020). Analysis of the Implementation of Zoning Policies in Education Equality. *Journal of Education and Culture*, 11.
- Sarafah, A. ., & U.B, W. (2017). Zoning Program in Elementary Schools as an Effort to Equalize the Quality of Education in Indonesia. *Journal of the Lantern of Education*, 212.
- Slameto. (2010). *Learning & The Factors That Influence It*. Rineka Cipta.
- Subandi, S., Fauzan, A., Afriyadi, M. M., & Ramli, M. (2019). Implementation of Multicultural and Moderate Islamic Education at the Elementary Schools in Shaping the Nationalism. *Tadris: Journal of Teacher Training and Tarbiyah Science*, 4(2), 247–255. <https://doi.org/10.24042/TADRIS.V4I2.5003>
- Suntoda, A. (2017). Efforts to Increase the Amount of Active Time Learning through the Application of Peer Teaching in Tennis Learning. *Journal of Applied Sports Science*, 2(2), 106. <https://doi.org/10.17509/jtikor.v2i2.7984>
- Susanti, A., Rahmatika, Z., Mk, M. F., & Afriyadi, M. M. (2021). TEACHING TECHNIQUES THAT ARE APPROPRIATE DURING THE PANDEMIC FOR CLASS 2 ELEMENTARY SCHOOL TEACHERS. *Article in International Journal Of Advance Research And Innovative*. www.ijariie.com
- Tejokusumo, B. (2014). The Dynamics of Society as a Source of Learning Social Sciences. *Geoduction*, III(1), 38–43.
- Walgito, B. (2010). *Introduction to General Psychology*. C.V Andi Offset.
- Widyaningtyas, A., & Dkk. (2021). Public Perceptions of the New Learner Admissions System. *Journal of Humanities Research*, 29–37.