

## Analysis of the Implementation of the Zoning System Policy and its Impact on Islamic Educational Institutions

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### Abstract :

The growth of Islamic educational institutions in Indonesia faces new challenges and opportunities due to globalization, particularly regarding the implementation of the zoning system in the New Student Admissions (PPDB). This research aims to examine the impact of the zoning system on Islamic educational institutions and to explore the opportunities and obstacles they encounter. The study employs a qualitative approach, utilizing data collection through observations, interviews, and documentation in several Madrasah Aliyah in the Pasuruan City and Regency. The findings reveal that the zoning policy has both positive and negative effects, with Islamic educational institutions experiencing an increase in applicants due to their flexibility in recruiting high-achieving students without geographic restrictions. However, institutions under the Ministry of Education and Culture face declines in applicant numbers. This research provides insights into the effects of the zoning system and the potential for Islamic educational institutions to enhance their appeal and educational quality. It is hoped that the findings will serve as a reference for policymakers and educational administrators in addressing challenges and leveraging opportunities in the era of globalization.

**Keywords:** *Zoning Policy, Impact of Zoning, Islamic Educational Institutions.*

### Abstrak :

Pertumbuhan lembaga pendidikan Islam di Indonesia menghadapi tantangan dan peluang baru akibat globalisasi, khususnya terkait penerapan sistem zonasi dalam Penerimaan Peserta Didik Baru (PPDB). Penelitian ini bertujuan untuk mengkaji dampak sistem zonasi terhadap lembaga pendidikan Islam dan mengeksplorasi peluang serta hambatan yang dihadapi. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi di beberapa Madrasah Aliyah di Kota dan Kabupaten Pasuruan. Hasil penelitian menunjukkan bahwa kebijakan zonasi membawa dampak positif dan negatif, di mana lembaga pendidikan Islam mengalami peningkatan pendaftar berkat fleksibilitas dalam menjaring peserta didik berprestasi tanpa batasan wilayah. Namun, lembaga di bawah Kementerian Pendidikan dan Kebudayaan menghadapi penurunan jumlah pendaftar. Penelitian ini memberikan wawasan mengenai dampak sistem zonasi dan potensi lembaga pendidikan Islam untuk meningkatkan daya tarik serta kualitas pendidikan. Diharapkan, hasil penelitian ini dapat menjadi referensi bagi pembuat kebijakan dan pengelola lembaga pendidikan dalam mengatasi tantangan dan memanfaatkan peluang di era globalisasi.

**Kata Kunci:** *Kebijakan Zonasi, Dampak Zonasi, Lembaga Pendidikan Islam*

## INTRODUCTION

The growth of Islamic educational institutions has caused widespread unrest in society, especially in the midst of various problems. Society wants to know how Indonesia, in facing globalization, must compete with other countries. Islamic educational institutions, also known as LPI, are required to develop and produce Islamic human resources, ensuring that quality graduates possess knowledge, skills, technology, and piety, as well as the ability to develop and apply obedience to Islamic principles.

One can demonstrate the quality of education services by enhancing the quality of education and modernizing the educational system. Improving education services is an important factor in achieving quality education. One effort to improve the quality of education is through equal distribution of education. Law Number 20 of 2003, which pertains to the National Education System, states in Article 1, paragraph (3), that "The national education system encompasses all educational components that work together to accomplish national education objectives." The education system is currently undergoing improvements, which include the implementation of a zoning system during the New Student Admissions (PPDB) process. The PPDB mechanism implements this system both offline and online.

Madrasahs are good if their management system is run by effective, committed leaders. From a managerial leadership perspective, this statement clearly demonstrates a mutually supportive system. In this context, the principal as a figure of power must be able to manage professionally so that there is communicative interaction both in terms of the learning process and the bureaucratic system and 2 periodic implementation of the madrasah.<sup>1</sup>

The zoning system is a new student admission system implemented by determining the radius of the area by each regional government, and schools are required to accept prospective students who live within the radius of the area with a percentage of the total area and the number of students to be accepted. The zoning system, which is a recommendation of the Ombudsman of the Republic of Indonesia in 2016 to the Ministry of Education and Culture, the Ministry of Home Affairs, and the Ministry of Religion, was then implemented by the Minister of Education and Culture, Muhadjir Effendy, to eliminate the predicate of superior schools and non-superior schools in order to create equal distribution of education quality throughout schools in Indonesia.

The Minister of Education and Culture's Regulation Number 14 of 2018, which replaced the Minister's Regulation Number 17 of 2017 concerning the Admission of New Students, refined the zoning system that had been in place since 2017. Since the zoning policy was first implemented in 2017, various problems have arisen, particularly during its initial implementation. These problems, such as teachers who teach at favorite schools with students with high academic abilities, feel overwhelmed so that they finally have to use different strategies, methods, or teaching methods to deal with these changes.<sup>2</sup> Not only teachers but also parents of

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<sup>1</sup> Rokhmaniyah Rokhmaniyah et al., "Exploration Study of Factors Caused Out of School Rate, Impact, and Strategies to Overcome Them," in *Proceedings of the 5th International Conference on Learning Innovation and Quality Education, ICLIQE '21* (New York, NY, USA: Association for Computing Machinery, 2022), 1-8, <https://doi.org/10.1145/3516875.3516946>.

<sup>2</sup> Riski Tri Widyastuti, "Dampak Pemberlakuan Sistem Zonasi Terhadap Mutu Sekolah Dan Peserta Didik," *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi* 7, no. 1 (May 20, 2020): 11-19, <https://doi.org/10.47668/edusaintek.v7i1.46>.

students have their own problems related to the zoning system. Quoted from Tempo and Detik, there was a student who was not accepted into a school even though the distance between the student's house and the school was very close.<sup>3</sup> However, the purpose of implementing zoning is to equalize education so that everyone gets the same opportunities.

In practice until now, the implementation of the zoning policy based on Permendikbud Number 14 of 2018 concerning the Admission of New Students only binds educational institutions under the auspices of the Ministry of Education and Culture, while educational institutions under the auspices of the Ministry of Religion are not or have not been obliged to implement the zoning system to accept new students (hereinafter referred to as PPDB). This allows madrasahs and other Islamic educational institutions to exercise freedom in the PPDB system, including the ability to set their own criteria without being constrained by zones, thereby enhancing their flexibility in their PPDB pathways.<sup>4</sup> Even though they do not implement a zoning system, Islamic educational institutions still feel the various impacts resulting from the implementation of the zoning system.

The implementation of the zoning system has been the subject of numerous studies, including ones by Susanto et al.,<sup>5</sup> Rohman et al.,<sup>6</sup> Sulistyosari et al.,<sup>7</sup> Ariyanto and Chamidah,<sup>8</sup> Solichin and Kutsi,<sup>9</sup> Madiana et al.,<sup>10</sup> Widyastuti,<sup>11</sup> Pawe and Karo,<sup>12</sup> and research by Thoaha and Ghazali.<sup>13</sup> While there has been discussion about the implementation of the zoning system and its impacts, there has been no specific research on the impact of zoning on Islamic educational institutions. Thoaha and

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<sup>3</sup> Devi Puspitasari, "Anak Tak Lolos Zonasi, Ortu di Depok Ukur Jarak Rumah-Sekolah Pakai Meteran," *detiknews*, June 27, 2024, <https://news.detik.com/berita/d-7411519/anak-tak-lolos-zonasi-ortu-di-depok-ukur-jarak-rumah-sekolah-pakai-meteran>; Desty Luthfiana, "Keluhan Orang Tua Siswa soal PPDB 2024 Sistem Zonasi Tingkat SMA," *Tempo*, June 24, 2024, <https://www.tempo.co/politik/keluhan-orang-tua-siswa-soal-ppdb-2024-sistem-zonasi-tingkat-sma-46364>.

<sup>4</sup> Mohammad Thoaha and H. A. Ghazali, "Dampak Penerapan Sistem Zonasi Dalam Penerimaan Peserta Didik Baru," *TADRIS: Jurnal Pendidikan Islam* 15, no. 1 (June 26, 2020): 141-54, <https://doi.org/10.19105/tjpi.v15i1.3302>.

<sup>5</sup> Ratnawati Susanto et al., "The Impact of Implementing School Zoning Policy on Inequality of Access to Education at the Junior High School Level," *International Journal of Learning, Teaching and Educational Research* 23, no. 8 (September 3, 2024), <https://ijlter.org/index.php/ijlter/article/view/10862>.

<sup>6</sup> Arif Rohman, Himawan Putranta, and Fajar Sidik, "Does the Implementation of School Zoning Policies Equalize the Quality of Education? Case Study at the Junior High School Level," *TEM Journal*, November 27, 2023, 2593-2602, <https://doi.org/10.18421/TEM124-71>.

<sup>7</sup> Yunike Sulistyosari, Amika Wardana, and Siti Irene Astuti Dwiningrum, "School Zoning and Equal Education Access in Indonesia," *International Journal of Evaluation and Research in Education (IJERE)* 12, no. 2 (June 1, 2023): 586-93, <https://doi.org/10.11591/ijere.v12i2.22488>.

<sup>8</sup> Reynaldy Aries Ariyanto and N. Chamidah, "Sentiment Analysis for Zoning System Admission Policy Using Support Vector Machine and Naive Bayes Methods," *Journal of Physics: Conference Series* 1776, no. 1 (February 2021): 012058, <https://doi.org/10.1088/1742-6596/1776/1/012058>.

<sup>9</sup> Mujianto Solichin and Imama Kutsi, "Implementasi Permendikbud Nomor 14 Tahun 2018 tentang Penerimaan Peserta Didik Baru Berbasis Sistem Zonasi pada Tingkat Madrasah Ibtidaiyah/Sekolah Dasar di Kecamatan Jombang," *Dirasat: Jurnal Manajemen dan Pendidikan Islam* 5, no. 1 (June 1, 2019): 20-39, <https://doi.org/10.26594/dirasat.v5i1.1627>.

<sup>10</sup> Ira Madiana et al., "Penerapan Kebijakan Sistem Zonasi Serta Dampaknya Terhadap Kesetaraan Hak Memperoleh Pendidikan," *Jurnal Ilmiah Profesi Pendidikan* 7, no. 2c (May 29, 2022): 735-40, <https://doi.org/10.29303/jipp.v7i2c.633>.

<sup>11</sup> Widyastuti, "Dampak Pemberlakuan Sistem Zonasi Terhadap Mutu Sekolah Dan Peserta Didik."

<sup>12</sup> Arnoldus Pawe and Rizky Karo Karo, "Telaah Kebijakan Jalur Zonasi Masuk Sekolah Terhadap Hak Mendapatkan Pendidikan Formal," *Jurnal Lemhannas RI* 10, no. 2 (June 27, 2022): 83-91, <https://doi.org/10.55960/jlri.v10i2.274>.

<sup>13</sup> Thoaha and Ghazali, "Dampak Penerapan Sistem Zonasi Dalam Penerimaan Peserta Didik Baru."

Gazali's research specifically focuses on PPDB.<sup>14</sup> Given this gap, researchers are eager to explore the implementation of the zoning system and its effects on Islamic educational institutions, focusing on the opportunities and challenges it presents.

## RESEARCH METHOD

This study falls under the category of qualitative research that incorporates field studies. We used observation, interviews, and documentation as data collection techniques. The subjects of this study are several Islamic educational institutions at the Madrasah Aliyah level, located in Pasuruan City or Regency. We will conduct observations in various educational institutions at the Madrasah Aliyah level in Pasuruan City or Regency, along with interviews with principals, teachers, and parents of students. We will process and analyze the collected data through data reduction, data presentation, and conclusion drawing.

## FINDINGS AND DISCUSSION

The implementation of the zoning system in all state senior high schools in Pasuruan Regency and City, including SMAN 1 Lumbang, has been a significant step in promoting equal access to education. All state senior high schools in the area have been required to adopt the zoning system since the policy's implementation in 2019. All students around the school will have equal opportunities under this policy, which also aims to reduce educational inequality and foster a more diverse learning environment. However, the implementation of the zoning system does not always run smoothly and can have unexpected consequences for some schools. For example, at SMAN Kejayan, the implementation of zoning actually had a negative impact on the number of applicants. After the implementation of the zoning policy, the number of applicants at SMAN Kejayan decreased. This may have happened because the geographical location of SMAN Kejayan is not closer to prospective students, so prospective students can only enter schools that are close to their homes.

The researcher discovered that several informants claimed they didn't engage in socialization related to the implementation of this regulation because they themselves didn't carry it out. If socialization occurred, it typically took place on an individual basis, with educational institutions informing the community one by one. As a result, the public tends to perceive the regulations as routine. In addition, a number of informants stated that they did not receive information directly from educational institutions and instead received information from other sources. This situation contributed to the lack of public enthusiasm for the zoning system.

Public responses to this zoning system varied, ranging from positive to negative. People gave positive responses for various reasons, including facilitating children's entry into nearby schools, eliminating student discrimination, and ensuring equal opportunities for all schools to attract potential students. However, there were also negative responses from those who felt disadvantaged. Many felt that the reduction in the number of superior classes made it difficult for them to register their children in favorite schools that were far away, thus limiting the child's opportunities to develop. Almost all people interviewed by the researcher expressed their disagreement with the implementation of this zoning system. They believed that this regulation automatically hampered the freedom of new students to choose the school they wanted, which in turn could reduce their motivation to learn.

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<sup>14</sup> Thoha and Ghazali.

The implementation of the Minister of Education and Culture's Regulation No. 14 of 2018 clearly faces a number of problems, as the majority of the informants interviewed stated that this regulation is highly detrimental to society. They argue that prospective students cannot choose schools according to their individual needs, while not all schools are able to meet students' interests and talents. The zoning system seems to ignore the diversity of interests, talents, and tendencies that are part of the nature of students.

Several schools felt the significant impact of the Minister of Education and Culture's Regulation No. 14 of 2018. Some schools, like one in Pasuruan Regency, saw a 10% drop in applicants from the previous year, resulting in an unmet quota and a decline in the academic quality of students. Other SMANs in Pasuruan City also witnessed a significant decline in the number of new students. The school set a quota of 383 students for acceptance in 2022, yet only managed to register 271 students. Before the implementation of this regulation, the principal stated that the number of applicants consistently exceeded the predetermined quota. The decrease in applicants will be more noticeable in nearby schools. Researchers discovered that one of the SMANs in Pasuruan Regency, situated in the city center, also experienced a decrease in the number of students. In terms of quality, the school excels compared to other schools of the same level. Although there is a 5% allocation to accept students from outside the region with achievements, in reality, prospective students tend to choose other schools. The implementation of the zoning system has an impact on the decreasing number of students.

Educational institutions under the Ministry of Religion, including both private and state Islamic institutions like Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah, experience a distinct impact. This is because these educational institutions are not required to follow Regulation No. 14 of the Minister of Education and Culture in 2018. This ensures that the Ministry of Religion's oversight of educational institutions remains unaffected when it comes to welcoming new pupils. In fact, several educational institutions have seen an increase in the number of enthusiastic students. One of the State Islamic Senior High Schools in Pasuruan Regency shares this sentiment. FS, a teacher and committee member of the PPDB at the school, provided an explanation.

“Alhamdulillah, we see a significant increase in the number of enthusiasts this year compared to previous years. The soaring number of registrations demonstrates the community's enthusiasm for education at our madrasah. In addition, we are working to increase the capacity of student admissions, which has resulted in an increase in the number of accepted students this year. We hope that with this increase, it can provide more opportunities for students to learn and develop in an Islamic environment.”

Regarding the increase in the number of students related to the implementation of the zoning policy, FS added that,

“Indeed, the implementation of the zoning policy has significantly contributed to the increase in enthusiasts this year. This policy allows students to register at madrasahs that are closer to where they live, thus providing easier access for parents and students. Therefore, we aim for our madrasahs to become the primary choice for the community, as we provide

high-quality education that meets their expectations.”

So it is true that the increase is related to the implementation of the zoning policy, which actually has a positive impact on Islamic educational institutions because they do not implement the zoning policy. Furthermore, the zoning policy does not limit these Islamic educational institutions from recruiting high-achieving students. As explained by DS, one of the teachers at the Madrasah Aliyah in Pasuruan Regency,

“The zoning policy offers us the broadest possible opportunity to recruit outstanding students, free from zone limitations. In the past, this policy hindered many prospective students who aspired to continue at their preferred SMAN. However, in our MAN, there are no such restrictions, so students who have achievements can register and join without any problems. Parents and students, increasingly feeling that they can access quality education without obstacles, find this to be a special attraction.”

Some of the interview results can be evidence that this zoning policy provides benefits to Islamic educational institutions. These benefits are caused by several factors, including (1) Islamic educational institutions can be the main choice for prospective high-achieving students in the surrounding area, especially in areas that do not have schools that can accommodate these students, (2) Islamic educational institutions can accept prospective students from various areas without any zoning restrictions, (3) Islamic educational institutions implement relatively simpler administrative procedures compared to the zoning system, which is considered complicated by some people, and (4) Islamic educational institutions are considered more transparent in providing access to information to the public.<sup>15</sup>

Several Islamic educational institutions currently feel that the opportunities available to them are very promising. This is due to the ability of madrasahs to attract and obtain quality student input. With this condition, madrasahs can compete effectively with various other educational institutions, both those under the Ministry of Education and Culture and with fellow madrasahs under the auspices of the Ministry of Religion.

The community's growing interest in selecting madrasahs for their children's education demonstrates the growing appeal of Islamic educational institutions. This happens because madrasahs not only emphasize academic education but also provide important moral and spiritual values. Thus, parents are increasingly convinced that madrasahs can provide comprehensive education.

Additionally, the absence of regional restrictions in accepting new students is becoming increasingly beneficial. This policy makes it easier for madrasahs to reach prospective students from various regions. Without geographical restrictions, madrasahs can expand the scope of student admissions, which in turn allows them to increase the number of students accepted. With this opportunity, madrasahs can not only grow in terms of the number of students but also improve the quality of education they offer so that they can compete with other educational institutions

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<sup>15</sup> Yayuk Zulaikah, Sokip Sokip, and Asrop Safi'i, "Peningkatan Akses Dan Pemerataan Potensi Lembaga Pendidikan Islam," *Jurnal Arjuna : Publikasi Ilmu Pendidikan, Bahasa Dan Matematika* 2, no. 3 (May 10, 2024): 61-72, <https://doi.org/10.61132/arjuna.v2i3.796>.

more competitively.<sup>16</sup>

However, some Islamic educational institutions exhibited a less enthusiastic response. The researcher's observation showed that Islamic educational institutions usually responded to the opportunity in a normal way. Several informants even stated that the opportunity to get quality students was not significantly different from previous years. This is because they accept all prospective students, both those with high and low talents. These educational institutions pledge to treat all students equally, without making any distinctions between them. Their top priority is students' eagerness to learn and grow.

In fact, Islamic educational institutions have a wider opportunity to attract prospective outstanding students due to the broader reach of enthusiasts, unlike public schools where zoning limits their enthusiast pool. With more enthusiasts, it will be easier for Islamic educational institutions to implement stricter selection in order to get quality input. Nearly every new student admission system regulates this selection process.<sup>17</sup> Therefore, Islamic educational institutions that benefit from the implementation of the zoning policy should seize this opportunity to recruit prospective high-achieving students.<sup>18</sup> However, Islamic educational institutions need to enhance their image from various aspects to ensure prospective students and parents have confidence in selecting the institution for their children's further education.<sup>19</sup>

Islamic educational institutions can attempt to improve their image from being merely a second choice to being the main choice. The institution's image greatly influences public interest, making a positive image an effective means of promotion.<sup>20</sup> (2) Improving the quality of human resources (HR) to provide educational services that are in accordance with the needs of the community. The quality of educational institutions heavily relies on the caliber of their educators and education personnel. Additionally, enhancing student acceptance patterns through bold marketing of superior programs and innovations in education is crucial. Additionally, Islamic educational institutions have the opportunity to implement effective marketing strategies to enhance their image, as these strategies can have a significant impact on the institution's reputation. Moreover, if the strategy can generate word-of-mouth promotion among parents of students, this is also one of the most powerful ways to spread the image of the institution.<sup>21</sup>

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<sup>16</sup> Heni Anggraini, "Manajemen Pengembangan Lembaga Pendidikan Islam Di Indonesia," *UNISAN JURNAL* 3, no. 10 (October 15, 2024): 13–24.

<sup>17</sup> Permana Octofrezi, "Menakar Kebijakan Pendidikan Nasional Dan Pendidikan Islam Di Indonesia Era Reformasi (Presiden Habibie Sampai Presiden Jokowi Jilid I)," *Al-Fahim : Jurnal Manajemen Pendidikan Islam* 2, no. 2 (September 16, 2020): 13–38, <https://doi.org/10.54396/alfahim.v2i2.89>.

<sup>18</sup> Risna Risna, Lisdahlia Lisdahlia, and Syamsul Edi, "Analisis Implementasi Kebijakan Zonasi Dalam Pemerataan Pendidikan," *JURNAL MAPPESONA* 3, no. 1 (February 28, 2020), <https://doi.org/10.30863/mappesona.v3i1.809>.

<sup>19</sup> Nur Husnul Khatimah, Wahyuddin Naro, and Yuspiyani Yuspiyani, "Analisis Kebijakan Pendidikan Sistem Zonasi Dalam Penerimaan Peserta Didik Baru," *Cendikia: Jurnal Pendidikan Dan Pengajaran* 2, no. 8 (July 8, 2024): 467–77, <https://doi.org/10.572349/cendikia.v2i8.2393>.

<sup>20</sup> Ririn Nuraini and Sri Ambarwati Cahyaningrum, "Strategi Public Relation Dalam Mengembangkan Citra Lembaga Madrasah Di MAN 2 Ponorogo," *Southeast Asian Journal of Islamic Education Management* 3, no. 1 (July 17, 2022): 123–42, <https://doi.org/10.21154/sajiem.v3i1.88>.

<sup>21</sup> Fera Indriani et al., "Strategi Pemasaran Pendidikan Dalam Meningkatkan Citra Lembaga Pendidikan Islam," *Jurnal Isema: Islamic Educational Management* 6, no. 2 (December 31, 2021): 131–48, <https://doi.org/10.15575/isema.v6i2.13656>.

## CONCLUSION

The implementation of the zoning system for accepting new students in Indonesia has a complex impact on Islamic educational institutions. Although this policy aims to create equal access to education, not all educational institutions feel the same benefits. Schools under the auspices of the Ministry of Education and Culture experience various obstacles, such as a decrease in the number of applicants and challenges in meeting student needs. Conversely, Islamic educational institutions, unencumbered by the zoning policy, perceive a flexible opportunity to draw in prospective high-achieving students.

It is important for Islamic educational institutions to take advantage of this moment by improving their image, improving the quality of human resources, and marketing superior programs. These steps aim to position Islamic educational institutions as the primary choice for the public. To compete with other educational institutions, we must prioritize the development of educational innovations. Overall, despite the challenges, Islamic educational institutions have outstanding potential to develop and face the dynamics of education in Indonesia better.

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