

Evaluation and Strategy Recommendations: A Review of High School Resilience Efforts in Indonesia in The Implementation of Zoning Policies

Evaluasi dan Rekomendasi Strategi: Tinjauan Atas Upaya Resiliensi Sekolah Menengah Atas di Indonesia dalam Realisasi Kebijakan Zonasi

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Alma'idah Hayuning Sesanti^{1*}, Ali Imron¹, Sunarni¹

¹ Universitas Negeri Malang, Malang, Indonesia

*E-mail: almaidah.hayuning.2301328@students.um.ac.id

Abstract

In Indonesia, the New Student Admissions (PPDB) zoning system, regulated by the Minister of Education and Culture Regulation Number 17 of 2017, continues to spark debate. This policy aims to improve access to education by minimizing travel distances, reducing transportation costs, and facilitating parental involvement. However, it also presents challenges, such as declining quality in prestigious schools, reduced student motivation, and perceived inequities in the system. This article explores the impact of the zoning policy on senior secondary school (SMA) levels. It highlights its benefits and drawbacks while proposing solutions to enhance school quality resilience using the PDCA (Plan-Do-Check-Act) cycle. Employing a descriptive qualitative approach, the study reviewed 42 articles from Publish or Perish, BASE, Google Scholar, and Semantic Scholar. The findings underscore the need for targeted strategies to address the policy's shortcomings and optimize its implementation to ensure equitable and high-quality education for all.

Keywords: Zoning policy, resilience, PDCA cycle.

Abstrak

Di Indonesia, sistem zonasi dalam Penerimaan Peserta Didik Baru (PPDB) yang diatur oleh Peraturan Menteri Pendidikan dan Kebudayaan Nomor 17 Tahun 2017 terus memunculkan perdebatan di kalangan masyarakat. Kebijakan ini bertujuan untuk meningkatkan akses pendidikan dengan mengurangi jarak perjalanan, menekan biaya transportasi, dan mempermudah keterlibatan orang tua. Namun, kebijakan ini juga menghadirkan tantangan baru, seperti penurunan kualitas di sekolah favorit, berkurangnya motivasi belajar siswa, dan ketidakadilan yang dirasakan dalam sistem zonasi. Artikel ini bertujuan untuk membahas dampak dari kebijakan zonasi pada tingkat Sekolah Menengah Atas (SMA), menyoroti manfaat dan kekurangannya, serta mengajukan solusi untuk meningkatkan ketahanan kualitas sekolah menggunakan siklus PDCA (*Plan-Do-Check-Act*). Penelitian ini menggunakan pendekatan deskriptif kualitatif, dimana penelitian ini mengulas 42 artikel yang diperoleh dari Publish or Perish, BASE, Google Scholar, dan Semantic Scholar. Temuan menunjukkan bahwa perlunya strategi terarah untuk mengatasi kekurangan dari kebijakan ini dan mengoptimalkan implementasinya guna memastikan pendidikan yang adil dan berkualitas bagi semua pihak.

Kata Kunci: Kebijakan zonasi, resiliensi, siklus PDCA.

1. Introduction

Education is a systematic process that aims to impart knowledge, skills, values and attitudes to individuals through various methods such as teaching, training, and experience (Mustoip, 2018). In human life, education provides a foothold for leading a better life and achieving life goals. The strategic role of education is what makes every country in the world, including Indonesia, renew its education system continuously, in order to ensure that the education provided to students every year is of higher quality (Mustiningsih & Kusumaningrum, 2018; Kusumaningrum et al., 2019). It is also a response to evolving social, economic and technological dynamics and an effort to create a more educated, skilled and globally competitive society.

In Indonesia, one of the reforms in the field of education that is still being studied and has caused pros and cons is the policy on the New Learner Admission (PPDB) process through the Minister of Education and Culture Regulation (Permendikbud) Number 17 of 2017 which regulates the zoning system (Kemendikbud, 2017). Since the issuance of this regulation, the PPDB process in Indonesia has used the zoning system based on several principles, namely objectivity, transparency, responsibility, and fairness. Zoning is a new student admission system based on the radius and distance of the student's residence to the intended school (Purwanti et al., 2019). The creation of this policy is motivated by the spirit of equalizing the quality of education in Indonesia, so that students with good grades do not only gather in certain schools (Pangaribuan & Hariyati, 2019). According to the Expert Staff of the Minister of Education and Culture in the socialization of PPDB in 2019, the zoning policy aims to support schools to prepare their graduates to have skills following the demands of the 21st century, such as (a) communication skills, (b) creativity, (c) cooperation, and (d) critical thinking and problem-solving (Mashudi, 2019; Raharjo et al., 2020)

Since its launch in 2017 until now, the zoning policy has presented pros and cons in the community. Several positive and negative impacts are felt by all parties, not only parents and students but also the school, in this case, the principal and teachers (Mashudi, 2019). One of the schools that felt the positive impact of implementing the zoning policy is SMA Negeri 14 Bekasi, in the form of increased cooperation and coordination between schools and the surrounding community, faster and easier problem solving, reduced risk of student visits, increased student discipline, and a more open student admission process (Rachmadhany et al., 2021).

On the other hand, some schools experience negative impacts from the zoning policy, such as SMA Negeri 1 Pekalongan. Based on the results of interviews and documentation, before zoning was implemented, the lowest score of students admitted to SMA Negeri 1 Pekalongan was 35.00 (an average of 8.75 per subject). However, after the implementation of zoning, the scores of students admitted to SMA Negeri 1 Pekalongan varied greatly, ranging from 13.00 to 38.70. This variation in grades creates new problems, such as a lack of confidence in low-grade students, ultimately decreasing their learning motivation and skills (Saradifa & Yulita, 2019).

In addition, the World Talent Ranking 2023 results from the Institute for Management Development (IMD) show that Indonesia's Human Resources (HR) competitiveness score in 2023 reached 51.13 points, placing it in 47th place out of 64 countries. The score has increased from 45.16, which Indonesia achieved. However, compared to 2019, Indonesia's HR competitiveness score is still 3.34 points lower. From 2020 to 2022, Indonesia's HR competitiveness score declined and only rose again in 2021. This is proof that the zoning system has not been able to improve the quality of education in Indonesia, especially when compared to other ASEAN countries, such as Singapore with a score of 79.96 points, Malaysia with 62.03

points, and Thailand with 54.31 points in 2023. The following graphic image of Indonesia's HR competitiveness score rate is based on the IMD ranking results.



Figure.1. Graph of Indonesia's HR Competitiveness Score Rate (2019-2023)

IMD states that Indonesia is still weak in several aspects, such as the ratio of education funding to Gross Domestic Product (GDP), the ratio of students and teachers, female labour force participation, student mobility from abroad to Indonesia, and education assessment based on the PISA test. IMD uses three considerations in its ranking: investment and development of human resources, the ability to attract human resources from abroad, and the readiness of domestic human resources (Institute for Management Development, 2023; Rizaty, 2024). The gap between the initial goal of the zoning policy, which is to produce graduates who can master 21st-century skills, and the facts presented by several research results and international ranking results related to zoning policies that have not been able to make significant progress, encourages researchers to evaluate how the positive and negative impacts of zoning implementation are, as well as the extent of school efforts to resilience the quality of learning and graduates. In contrast to existing research, in this article, we will offer a strategy model that schools can implement based on the *Plan-Do-Check-Act* (PDCA) cycle in *Total Quality Management* (TQM) studies.

The PDCA cycle is a highly relevant framework for evaluating and recommending strategies related to high school resilience efforts in realizing zoning policies in Indonesia. The PDCA cycle's importance lies in its ability to provide a systematic and sustainable approach to analyzing, implementing and optimizing strategies. The *Plan* step enables data-driven planning and in-depth problem identification, including the challenges schools face under the zoning policy. The *Do* step encourages the implementation of designed solutions focusing on concrete steps. Meanwhile, *Check* provides a mechanism to evaluate the performance and effectiveness of the strategy based on measurable success indicators. Finally, the *Action* stage ensures follow-up through continuous improvement to achieve optimal results. Due to its flexibility, this cycle supports adaptation to the dynamics of zoning policies and the needs of each school, creating a strategic approach that is responsive, accountable and results-based.

2. Review

Literature searches were conducted using four *search engines*. After typing in several keywords by specializing the search for articles only from 2019-2024, first on *Publish or Perish* appeared as much as 100 literatures, then on *openknowledgemaps (BASE: All Disciplines)* found 71 literatures, then on *Google Scholar* found 326 literatures, and finally, on *Semantic Shoolar* found 34 literature so that in total researchers found 531 literature. The restriction of literature to articles published between 2019 and 2024 in this study is based on the relevance and context of the zoning policy for senior high schools in Indonesia. The zoning policy has undergone significant developments in recent years, with various policy updates and responses from stakeholders, including schools, government and communities. Articles within this timeframe are expected to reflect the current dynamics, including challenges, opportunities and best practices in the implementation of the policy. In addition, this period includes the impact of the COVID-19 pandemic on the education system, providing additional insights into how zoning policies are implemented in challenging circumstances.

From this literature, 100 similar literature and 153 literature that were not journal articles (some of which were theses, theses, accompanied, final assignments, guides, and web pages) were removed, leaving 278 literature. In the *openknowledgemaps search engine*, the researcher could not specify the year limit, so 7 literatures were removed and 271 literatures remained. Finally, several categories were applied in order to leave only those literatures that fit the topic and the researcher's needs, namely: (a) the research was conducted at the high school level, (b) the research discussed the impact of zoning policy in education or discussed the school's strategy in maintaining its quality amid the implementation of zoning policy, and (c) the research was conducted using quantitative or qualitative methods. From the elimination process using these categories, 42 suitable literatures were found.

Table.1. Zoning Policy Impact Literature

No.	Identity	Results
1	(Yasmin, 2023)	The positive impact of the zoning policy is that teachers will develop their creativity. Then, the negative impact is that favorite schools are forced to accept students with low learning ability or speed, so teachers and students are prone to conflict.
2	(Pramono et al., 2024)	Implementing the zoning policy at the public high school level in Malang City has gone well. However, there are still obstacles, such as in the aspects of communication and information.
3	(Risna et al., 2020)	The zoning policy facilitates students' closer access to schools. However, the general view is that the approach to schooling is uneven, causing a decrease in student morale, increasing the number of underserved students, and creating confusion in finding alternative schools when the primary choice is not accepted at the intended school.
4	(Werdiningsih, 2020)	The optimistic view of the community towards the zoning policy is that it facilitates access to education and can equalize the quality of schools. However, the opposing view is that the zoning policy can reduce the quality of education and inhibit students' freedom to choose the school they want, impacting students' learning motivation.
5	(Triana, 2023)	One of the weaknesses of the zoning system is the limited school quota in student admissions, so the government needs to take steps to meet the community's need for education. One of them is to increase the capacity of school quotas by adding classrooms, human resources, and infrastructure needed to implement education.
6	(Adisti et al., 2024)	The benefits of the zoning policy are expanding access and educational opportunities, reducing student transportation costs and easing disparities among

		students within a school, making it easier for parents to choose schools for their children through zoning, and reducing congestion. However, the zoning system is prone to manipulation, causes difficulties in adapting students to new environments, presents limited school choices, is considered unfair to high-achieving students, and can reduce student morale due to difficulty getting into favorite schools.
7	(Rattrisulla & Ibtu, 2020)	People are dissatisfied because high grades become meaningless when the zoning system is implemented in schools. Policymakers and education coordinators must carry out their duties effectively, as there are still shortcomings in policy socialization, zoning, internal monitoring, and consistency of policy implementation.
8	(Melati et al., 2023)	Schools in zones with little interest tend to experience declining student numbers, impacting the quality of school resources such as teaching staff and facilities. Conversely, schools located in high-interest zones face the problems of overcrowding and a lack of adequate facilities.
9	(Handayani & Kewuel, 2023)	The impact of zoning on students includes demotivation to learn, psychological pressure in heterogeneous classes, psychosocial pressure, and challenges for students living in the suburbs. Parents feel that the zoning system is unfair to students who excel.
10	(Pratama, 2020)	Before the zoning system was implemented in 2017, the average student score for science classes was 24.04, and for social studies classes, it was 22.52. After the system was implemented in 2018, the average student score for science classes increased to 24.33; for social studies classes, it was 21.67. In 2019, the average score of students in the science class reached 27.78, and the social studies class reached 22.53.
11	(Fathurrochman, 2021)	In principle, zoning facilitates access to education services. However, on the other hand, zoning can reduce the quality of schools, so it is not appropriate if it is applied at the State Aliyah Madrasah level, especially in Rejang Rejang Lebong State Aliyah Madrasah. Therefore, the zoning policy must be accompanied by efforts to equalize educational facilities and infrastructure.
12	(Madiana et al., 2022)	The advantage of zoning policy is that it increases the effectiveness of students' learning process, while the disadvantage is that it decreases students' motivation to learn. Challenges in implementing zoning include many prospective new students and parents who lack understanding of technology, lack socialization, uncertainty in the law, and confusion regarding clear guidelines on the validity of the parent or guardian transfer pathway.
13	(Pusvitaningrum, 2020)	In the Tayu sub-district, the main factors underlying the community's views on the zoning system in school selection were implementing the zoning policy and the school enrollment process. Meanwhile, in the Margoyoso sub-district, the main factors underlying the community's view of the zoning system in school selection are the community's perception of the school's reputation and the implementation of the zoning policy.
14	(Hayanuddin et al., 2024)	The implementation of the zoning policy in the Admission of New Learners (PPDB) at SMA Negeri 4 Wajo, Maningpajo District, Wajo Regency, has been carried out following the provisions of Permendikbud No. 44/2019, and the available resources are adequate to support all activities.
15	(Febri et al., 2024)	The Board of Education in West Sumatra has not functioned optimally in improving the quality of education because it is constrained by the busy schedules of its members and the limited budget for operational activities. Apart from routine meetings, members of the education council only gather when there are problems that require urgent resolution.
16	(Rafsanjani & Budiati, 2016)	There are many cases of cheating in zoning-based New Learner Admission (PPDB) by manipulating moving family cards (KK). Parents still rely on reputable schools' scoring systems and reputations in the PPDB process. Some parents feel that the zoning system inhibits their children's freedom to choose a school.
17	(Sabrina & Ishak, 2019)	The influence of the Pekanbaru City Education Office's implementation of the zoning system, which prioritizes distance as the main factor in PPDB, causes variations in the interpretation of zoning rules. This results in an implementation that does not follow the provisions; the Certificate of Inability (SKTM) allows

		guardians of students from outside the zoning to enter and potentially threatens some children from getting a place at school.
18	(Widayanti & Rosdiana, 2019)	SMAN 22 Surabaya has successfully implemented the New Student Admission (PPDB) with a high level of interest. Despite facing obstacles in the community partner and inclusive pathways, PPDB at SMAN 22 Surabaya still proved effective. Efficiency in the criteria of human resources, time, cost, and facilities are indicators of success that can be noted.
19	(Wandra et al., 2021)	While the zoning system facilitates access to education and reduces quality disparities between schools, it also presents the risk of reducing school quality, especially at the senior high school level and limiting students' freedom of choice. Therefore, equal distribution of educational facilities and infrastructure is needed as part of the zoning policy.
20	(Ula & Lestari, 2019)	Implementing the zoning system can reduce congestion around the school environment, although many students score below the KKM as a result. Zoning can improve learning strategies for teachers, but some students may have difficulty understanding the material. For the community, zoning simplifies the process of finding a secondary school, supervising children, and reducing transportation costs and the distance to school. However, there is still a lack of socialization about zoning, and there is misuse of data to register in the zoning system.
21	(Asmendri & Hendris, 2022)	After implementing the zoning system, SMA Negeri 1 and SMA Negeri 5 of Payakumbuh City lost their reputation as excellent schools because they now have students with diverse ability levels.
22	(Ristiananda & Megawati, 2023)	The 2020 PPDB in East Java high schools is held online through various channels, including zoning, affirmation, parental/guardian duty transfer, achievements in competitions or awards, and achievement channels. Meanwhile, PPDB for vocational schools is carried out through the affirmation route, transfer of parents/guardians, achievements in competitions or awards, and the regular route.
23	(Syahfitriani, 2022)	Riau Islands Province has an imbalance between the number of teachers and students. The ratio of teachers to students is 1:41 for primary schools, 1:37 for junior high schools, 1:32 for senior high schools, 1:51 for vocational schools, and 1:31 for special schools.
24	(Mashudi, 2019)	The zoning system in East Java supports equal distribution of human resources (HR) quality in two main aspects. First, it ensures the availability of uniform-quality human resources in each region. Second, the zoning system increases a region's ability to compete in attracting investment.
25	(Rahadian et al., 2021)	Since the implementation of the zoning system, parents can no longer compete to enroll their children in SMAN 60 Jakarta unless they live within the designated radius zone. Some parents support the zoning system because it makes school access easier for their children. However, some parents are concerned that the neighborhood around the school may influence their children negatively.

Table.2. Literature on School Resilience Efforts

No.	Author and Year	Findings
1	(Fathonah, 2024)	SMA Negeri 1 Sebatik's strategy to implement independent learning. Principals and teachers support each other in realizing the ideal concept of independent learning. However, according to the principal, implementing independent learning requires government support through teacher training and administrative improvements.
2	(Sintya & Fitriana, 2024)	Student selection in the Special Region of Yogyakarta (DIY) is based not only on distance but also on combined scores, including the results of the Assessment of Standardization of Education (ASPD). Policy strategies include legitimacy, support, operational capability, and public value.
3	(Lubis et al., 2024)	SMAN 2 Percut Sei Tuan implements the Merdeka Curriculum, which emphasizes flexibility for teachers and students in shaping students' superior character. As a driving school, the principal's role is supported by supervision and training for teachers, while technology and financial assistance support learning infrastructure. Teacher participation in curriculum development overcomes challenges in preparing for creative

		learning. The concept of paperless and exhibition of students' work also strengthens independent learning in the driving school.
4	(Abnis, 2021)	Teacher professional development strategies include various measures such as changes in thinking, reduction of bureaucracy, in-house training, internship programs, collaboration with other schools, distance learning, graded and specialized training, short courses, in-house coaching, further education, discussion of educational issues, participation in seminars and workshops, research activities, writing teaching materials, developing learning media, developing technological or artistic works, and participation in annual professional meetings.
5	(Hidayah, 2024)	The quality resilience of SMA Negeri 4 Karimun involves five main aspects: academic learning, life skills, religion, quality of teachers and staff, and improvement of facilities and infrastructure. These programs are aimed at students, teachers, and school staff and involve the participation of parents and the surrounding community. Improving the quality of education is reflected in the achievements of students and graduates, both academically and non-academically (extracurricular).
6	(Ristiananda & Megawati, 2023)	Policy consistency and leadership credibility in implementing the zoning policy in East Java Province are considered good, but further evaluation is needed to overcome technical constraints and uneven internet access.
7	(Iqbal et al., 2023)	At SMA Negeri 9 Makassar, the Merdeka Belajar Program is implemented through a series of activities such as the National Assessment, National Standard School Examination (USBN), preparation of Learning Implementation Plans (RPP), and New Student Admission (PPDB). This is a school commitment to developing students' character, abilities, and participation in various aspects of evaluation and learning.
8	(Novianto & Abidin, 2023)	Madrasah Aliyah Muhammadiyah 2 Kedungkandang Malang implements the Merdeka Belajar Curriculum (KMB), which focuses on the academic field and encourages students' skill development activities outside the curriculum. The RTC approach at Madrasah Aliyah Muhammadiyah 2 Kedungkandang Malang emphasizes context-appropriate, interactive, and project-oriented learning.
9	(Sari & Dewi, 2023)	The challenges of PPDB at SMA Negeri 4 Kisaran that were identified were the lack of effective socialization and coordination related to the zone pathway and the lack of efforts to convey information thoroughly. Adequate educational facilities, social media involvement, and community understanding of the exam policy are supporting factors in improving the effectiveness of the policy implementation.
10	(Nurzamsinar et al., 2023)	Fiqh teachers at MAN 2 Polewali Mandar welcomed the Merdeka Belajar concept. Even though initially there was uncertainty and a change in mindset from the previous curriculum, the teachers overcame these obstacles through training, workshops, and consultations with experienced parties.
11	(Dewi, 2023)	SMAN 1 Tumpang actively implements innovative learning approaches, including the use of modern technology in the classroom, student involvement in research projects, and 21st century skills training. In addition, SMAN 1 Tumpang also creates diverse extracurricular programs to facilitate the development of students' non-academic skills.
12	(Asananjaya et al., 2022)	After analyzing the pattern of distribution and coverage of education services in Temanggung District, it can be concluded that the distribution of public senior high school education facilities in Temanggung District is at an adequate level. However, it still faces challenges related to the availability of classrooms and uneven distribution. Therefore, it is necessary to reconsider the zoning policy in Temanggung District.
13	(Widjajanti & Mariyo, 2022)	Madrasah Aliyah Muhammadiyah 2 Kedungkandang Malang implements strategic management in accordance with national education standards, focusing on clarity of cooperation, authority, and coordination. Promotion and admission of new students are done through electronic media, and the

		selection process involves academic aspects and reading and writing the Quran. A culture and code of conduct are established to create a good learning environment.
14	(Rachmadhany & Matin, 2021)	SMA Negeri 14 Bekasi has socialized PPDB through various strategies by understanding the policy objectives and facilitating online and offline registration. In addition, all facilities and infrastructure, along with funds, have been well prepared. The school's strategy is to use the Van Meter and Van Horn implementation model.
15	(Savitri & Rahaju, 2021)	PPDB in Surabaya State Senior High Schools is following the regulations, but other factors, such as social, economic, and political conditions, have become obstacles. The school and community hope that the zoning area can be expanded to reduce discrimination and facilitate access to quality education.
16	(Lubis, 2021)	The involvement of the principal, stakeholders, and teachers who share the same vision at SMA 14 Bukit Raya Sub-district Pekanbaru City underlines the importance of preparing students' psychological and physical conditions before the learning process to improve the quality of education.
17	(Aini & Wicaksono, 2020)	SMA Negeri 1 Semarang emphasizes the importance of academic and non-academic achievement as part of the school culture. The school's positive image is established through the success of alumni who have achieved great achievements. The extracurricular activities program also significantly supports developing students' skills in various fields.

The collected articles are then grouped into the concept of Plan-Do-Check-Action (PDCA) because researchers will formulate solutions for improving schools' quality after implementing the zoning policy. The collected articles are then grouped into the concept of Plan-Do-Check-Action (PDCA) because researchers will formulate solutions for improving schools' quality after implementing the zoning policy.

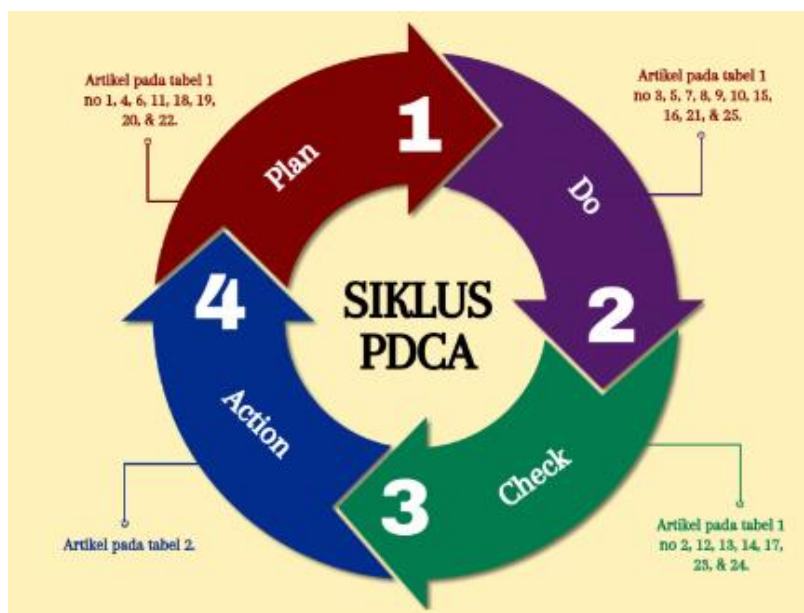


Figure.2. PDCA Cycle in Strategy Recommendation

3. Research Methods

This research was conducted using a descriptive qualitative method through a literature review. Therefore, the research was conducted by tracing the results of previous studies and supporting documents and then analyzed based on the focus of the problems to be examined by

researchers, namely related to the impact of zoning policies on schools and school resilience efforts in maintaining their quality. The literature review in this study uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guide (Alase, 2017; Fan et al., 2022; Ilma et al., 2022).

The literature search used four search engines: Publish or Perish, openknowledgemaps (BASE: All Disciplines), Google Scholar, and Semantic Scholar. However, the research results displayed are limited to 2019 to 2024 because this study aims to examine the development of the impact of zoning policies from year to year. The keywords used in the article search are: (a) the effect of zoning policy on school quality, (b) school efforts in zoning policy, (c) school quality improvement in zoning policy, (d) zoning policy and school quality, (e) the impact of zoning policy on school quality, (f) school efforts to improve quality in zoning policy, (g) school strategies in zoning policy. The level of education chosen is senior high school (SMA) because the resilience of schools in maintaining the quality of learning and graduates at this level is very important to prepare superior generations who will continue to higher education or work (Burke et al., 2023; Luo et al., 2023; Sun & Lim, 2023).

4. Results and Discussion

4.1. Results

The education zoning policy has complex positive and negative impacts that require in-depth attention in its evaluation and handling. Positively, the zoning policy can facilitate access to education services by reducing the distance students travel to school, thus helping to equalize the quality of education in various regions. In addition, this policy can also save students' transportation costs, reduce congestion around schools, and make it easier for parents to send their children to school through zoning channels (Ula & Lestari, 2019; Widayanti & Rosdiana, 2019; Werdiningsih, 2020; Fathurrochman, 2021; Wandra et al., 2021; Ristiananda & Megawati, 2023; Yasmin, 2023; Adisti et al., 2024).

However, some negative impacts need to be considered. One is the decline in the quality of favorite schools due to the acceptance of students with low learning ability or speed. This can lead to internal conflicts between teachers and students. Moreover, it reduces the overall quality of education. In addition, the zoning policy can also result in a decrease in students' learning motivation, especially for those who feel limited in choosing schools according to their interests and achievements (Rahadian et al., 2021; Asmendri & Hendris, 2022; Rafsanjani et al., 2016; Handayani & Kewuel, 2023; Febri et al., 2024; Melati & Lodan, 2023; Pratama, 2020; Rattrisulla & Ibtu, 2020; Risna et al., 2020; Triana, 2023).

Another concern is the inequity in the zoning system, where high-achieving students may feel limited in choosing schools that match their potential. In addition, students transferred to schools according to zoning may have difficulty adapting to the new environment, affecting their academic performance and social interactions. Factors that influence the negative impact of zoning policies include the lack of effective socialization and information to the community, manipulation of the zoning system, lack of adequate educational facilities and infrastructure, and vagueness in the implementation of zoning policies, such as the rules for moving parents or guardians (Bafadal et al., 2019; Bafadal et al., 2020; Nurabadi et al., 2020). Therefore, there needs to be more serious efforts in overcoming these negative impacts, such as increasing policy socialization, improving the quality of educational facilities, and stricter monitoring of the

implementation of zoning policies (Mashudi, 2019; Sabrina & Ishak, 2019; Pusvitaningrum, 2020; Madiana et al., 2022; Syahfitriani, 2022; Hayanuddin et al., 2024; Pramono et al., 2024).

4.2. Discussion

So far, several schools have successfully implemented strategies to maintain and make their quality resilient after implementing the zoning policy so that these schools can organize learning with good quality despite the increasing heterogeneity of students. After conducting a literature search, researchers grouped the literature into Table 1 and Table 2 to be analyzed using the PDCA cycle, which is part of Total Quality Management (TQM), so that it can be an improvement recommendation for schools that have not been able to resilience their quality in the midst of changes brought by the zoning policy. TQM is a management approach aiming to improve product, service, and process quality continuously. In the field of education, TQM seeks customer satisfaction, both internal customers, such as principals, teachers, education personnel, and students, as well as external customers, such as parents, communities, government, and industry (Fatmasari, 2012; Ismail, 2016; Niarti et al, 2016; Othman, 2018; Hidayah, 2024).

An educational institution is said to be of quality if it can provide satisfaction to both types of customers (Deeboonmee & Ariratana, 2013; Herawaty et al., 2019; Singphen et al., 2019; Friedman, 2020; Jarl et al., 2021; Prasetyo & Anwar, 2021; Baglama et al., 2022; Alfiyaturrohmaniyyah, 2023). In achieving customer satisfaction, process management principles such as the Plan-Do-Check-Act (PDCA) cycle are needed as a quality management system in various sectors, including education. The PDCA method consists of four phases or stages, namely planning (Plan), implementation (Do), testing (Check), and action (Act). The planning phase includes setting goals and processes to achieve certain results, the implementation phase is the steps to achieve these goals, the testing phase is the process of monitoring and evaluating according to specifications, and the action phase is taking steps to improve results according to the targets or specifications that have been set. The PDCA method helps to create a future-oriented, flexible, logical, and reasonable plan in all plans made to improve service quality and management in education (Patel & Deshpand, 2017; Wang et al., 2018; Huan & Mohamad Nasri, 2022).

In implementing the zoning policy in several schools, there is a strong connection between the PDCA concept and the literature search results. The first stage in PDCA is planning (Plan), which is relevant in the context of zoning policy formulation to improve access to education and equalize school quality. Studies show that zoning policies aim to facilitate access to education services for communities and improve the quality of human resources by equalizing the distribution of teachers. This planning process involves strategic thinking to ensure that the policy can provide optimal benefits for all relevant parties, such as students, teachers, parents and communities (Ula & Lestari, 2019; Widayanti & Rosdiana, 2019; Werdiningsih, 2020; Fathurrochman, 2021; Wandra et al., 2021; Ristiananda & Megawati, 2023; Yasmin, 2023; Adisti et al., 2024).

The next step in PDCA is implementation (Do), where the zoning policy is applied in the field. Although some studies show that the implementation of the zoning policy has gone well in some schools, there are still practical obstacles that need to be overcome, such as communication problems and ineffective information delivery. This implementation stage is important to ensure that the policies that have been designed can be carried out correctly following their original objectives and have the expected impact (Rahadian et al., 2021; Asmendri & Hendris, 2022; Rafsanjani et al., 2016; Handayani & Kewuel, 2023; Febri et al., 2024; Melati & Lodan, 2023; Pratama, 2020; Rattrisulla & Ibtu, 2020; Risna et al., 2020; Triana, 2023).

After the implementation stage, the next step is to check or evaluate the impact of the zoning policy on various related parties. Studies assessing multi-stakeholder satisfaction with the zoning program show that although there are positive impacts, such as facilitating access to education, there is still dissatisfaction from some parties, especially the community, who feel the policy has not been optimal in its implementation. This checking stage is key to understanding the extent of the success of zoning policy implementation and identifying areas that need to be improved or enhanced (Mashudi, 2019; Sabrina & Ishak, 2019; Pusvitaningrum, 2020; Madiana et al., 2022; Syahfitriani, 2022; Hayanuddin et al., 2024; Pramono et al., 2024).

Finally, the action stage in PDCA refers to the corrective measures and strategies taken based on the evaluation results. Strategies that can be implemented to improve school quality after implementing the zoning policy can be done through various approaches. First, support from the government is essential, including the implementation of teacher training and administrative improvements, as seen from the implementation of the independent learning concept at SMA Negeri 1 Sebatik in North Kalimantan (Ansori, 2017; Burhanuddin et al., 2007; Sumarsono et al., 2019; Raharjo et al., 2021; Hendra & Turrahmi, 2022). In addition, the adoption of a holistic student selection policy, as practiced by several schools in the Special Region of Yogyakarta (DIY), can also improve the quality of students admitted (Fathonah, 2024; Sintya & Fitriana, 2024; Abnis, 2021; Ristiananda & Megawati, 2023; Novianto & Abidin, 2023; Nurzamsinar et al., 2023; Asananjaya et al., 2022; Rachmadhany & Matin, 2021; Lubis, 2021).

The independent curriculum is also an effective strategy because it allows teachers and students to shape their superior character, as seen from SMAN 2 Percut Sei Tuan, which successfully implemented the curriculum. Professional development of teachers with various training and coaching programs is also an important part of efforts to improve the quality of education, as shown by his research (Burhanuddin, 2007; Burhanuddin, 2018; Hadi et al., 2022; Shidiq & Dewi, 2023; Suroso et al., 2023). In addition, the active participation of parents and communities in programs to improve the quality of education, as in SMA Negeri 4 Karimun, also contributes significantly to the resilience of school quality. The use of technology and innovation in learning, as well as periodic policy evaluation and adjustment, are also integral to the strategies that can strengthen school quality after implementing the zoning policy (Lubis et al., 2024; Hidayah, 2024; Iqbal et al., 2023; Sari & Dewi, 2023; Dewi, 2023; Widjajanti & Mariyo, 2022; Savitri & Rahaju, 2021; Aini & Wicaksono, 2020).

5. Conclusion

The zoning policy has a significant positive impact in facilitating access to education services, reducing student transportation costs, and helping to equalize the quality of education in various regions. However, there are also negative impacts of implementing the zoning policy. Some of these include decreasing students' learning motivation due to restrictions on school choices according to student's interests and achievements. Factors that cause this to happen are the lack of effective socialization, manipulation of the zoning system, and unclear policy implementation. Therefore, serious efforts are needed, such as increasing the socialization of the policy, improving the quality of educational facilities, and stricter monitoring of the implementation of the zoning system policy. After the zoning system's implementation, school quality can be improved by applying the PDCA cycle, implementing a holistic student selection policy, professional development of teachers, active participation of parents and the community in improving the quality of education, and the use of technology and innovation in learning.

6. References

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