

An Evaluation Of The Implementation Of The New SMA Student Admissions Zoning System In Medan City Using The Van Meter And Van Horn Policy Implementation Process Model

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Abstract

Since 2018, the Indonesian New Student Admissions Zoning System (NSAZS) implementation has both pros and cons. Research evaluation of the policy implementation process using the Van Meter and Van Horn models. This research uses a qualitative approach. The research data were collected through observation, in-depth interviews, and documentation. The research results showed the implementation of the zoning system has not been able to facilitate high-ability students by ignoring prospective students, underprivileged families, and prospective students who excel in academic and non-academic competitions who live outside the zoning area, even though the school is the closest school to their home. Interorganizational communication and enforcement activities are carried out in stages. Teachers teach students with significant gaps in ability and behavior.

Keywords: Zoning System, Van Meter, and Van Horn Model

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I. Introduction

The Indonesian people recognize the perception of a dichotomy regarding the categorization of schools for their children, namely "Favourite Schools" and "Ordinary Schools." This stigma has spread for a long time and is a burden to parents when they want to send their children to a higher level. Parents will be very proud if their child is accepted at their favourite school, and this brings high prestige and dignity to both teachers who teach at their favourite school. Because of the belief in the assumption of a favourite school, parents will sacrifice everything they have to get their children into that school (Martono & Soedirman, 2018).

Parents believe this favourite school will bring their children to a higher quality level of education and ensure their children are connected to better professional careers for their future (Yahya, 2018). Besides that, this belief makes parents plan various strategies, including "School Shopping" (Fadhli et al., 2020). The two terms have the same meaning of revealing mischievous acts committed by parents who can afford to pay more and pay bribes to school principals or other high-ranking officials, thereby ensuring that their children are accepted into their favourite schools.

Education services in Indonesia (including in Medan) seem to provide different treatments, where there are certain schools which are called ordinary schools or favourite schools. The school is considered capable of providing the best service that guarantees its students the ability to choose and continue to the next level of education and even determine the future of their careers. As a result, there are certain residents and community groups who cannot get quality education services due to geographical factors, transportation, accommodation, and other constraints due to the existence of excellent schools that are generally located in big cities (Kemendikbud, 2018).

In 2017 the Minister of Education and Culture, Muhadjir Effendy, felt uneasy with the stigma of this Favourite School; this would cause other public schools, which the government also financed, to lose quality to these favourite schools (Kemendikbud, 2018). As a manifestation of this unrest, on May 8, 2017, the Minister of Education and Culture decreed Regulation No. 17 the Year 2017 was enacted concerning New Students Admission in Kindergartens, Elementary Schools, Junior High Schools (Sekolah Menengah Pertama = SMP), Senior High School (Sekolah Menengah Atas = SMA), Vocational High Schools, or Other Forms of the Equivalent. In Chapter II Article 2, it is stated that the New Students Admission (NSA) aims to ensure that the acceptance of new students is carried out in an objective, accountable, transparent, and non-discriminatory

manner to encourage access to educational services. In Part Four of this Regulation, it is stated that the NSA used refers to the Zoning System. Since the enactment of this Regulation, NSA has been better known as New Student Admission Zoning System (NSAZS), in Indonesian it is better known as Penerimaan Peserta Didik Baru Sistem Zonasi (PPDB Zonasi).

This new policy (particularly in public schools) is intended to equalize access to education services for students, bring the school environment closer to the family environment, and eliminate exclusivity and discrimination in schools by assisting in the analysis of the calculation of the needs and distribution of teachers. The long-term vision of this new policy is an effort to offer education equity in Indonesia, also ensuring that every school has the same opportunity to be accepted by students, regardless of accreditation, facilities, infrastructure, teacher qualifications, administration, and most importantly, geographically (Batita, 2020).

Implementation of NSAZS Regulations still raises pros and cons. The pro side stated that school zoning helps equity, traffic in the morning becomes quieter, equalizes the quality of education, and prevents "selling seats," as well as developing students' skills. However, many also disagree that learning achievement is considered the most important particle of educational quality. It will be a serious problem because students with good grades have to move to and from other cities. Besides that, prospective students don't try enough (they are considered to get good grades) because they know that they will automatically be accepted at the nearest school; as a result, the quality of education is seriously threatened. Additionally, with zoning, students are given limited choices to find a match between the school environment and the conditions of the students (Kemendikbud, 2018).

The NSAZS system policy is a policy carried out by the government to prosper the people in the education sector, which is based on the Regulation of the Ministry of Education and Culture Number 17 in 2017 to Number 1 in the Year 2021. Based on the results of several studies above show, this zoning policy still has not gone well. There are cons and pro parties, and some research results also show results that are not encouraging. Regardless of the pros and cons, as well as research results that are not yet encouraging, in the 2023/2024 school year, the NSAZS Policy will be enforced in all regions of Indonesia (including in Medan City).

In North Sumatera, in the 2022-2023 academic year for the senior high school level, the NSAZS implementation refers to Permendikbud Number 1 in the Year 2021. It is accompanied by Technical Instructions issued by the North Sumatera Education Office in the form of a Decree of the Head of the North Sumatera Education Office No. 420/1800/PPDBSU/III/2022 concerning Technical Guidelines for Admission of New Students for Vocational High Schools, High Schools, and Special Education Units for the Province of North Sumatera.

The NSAZS Policy in Medan City has been implemented for five years. For the North Sumatera region, there has not been any research examining the implementation of the NSAZS policy, both at the level of (1) a description that describes how implementation is carried out, (2) monitoring is a policy analysis used to provide information about the causes and effects of policies, and monitoring are prerequisites for evaluation, and (3) at the policy evaluation level, where evaluation provides valid and reliable information about policy performance, namely how far NSAZS policy needs, values and opportunities can be achieved through public action. Evaluation reveals how far certain policy objectives and targets have been achieved (Dunn, 2000). The policy implementation process model developed by Van Meter and Van Horn focuses more on the policy implementation process. This model focuses on (1) policy standards and objectives, (2) policy resources, (3) inter-organizational communication and enforcement activities, (4) the characteristics of implementing agencies, (5) economic, social-political conditions, and (6) the dispositions of implementors (Van Meter & Van Horn, 1975). It is hoped that the selection of this model will result in a description of valid research findings and can be used as a basis for conducting an evaluation.

II. Literature Review

New Students Admission Zoning System (NSAZS)

The term "zoning" began to be used in 2017 in structuring the NSAZS, which refers to the Regulation of the Minister of Education and Culture Number 17 of 2017 concerning the Acceptance of New Students in Kindergartens, Elementary Schools, Junior High School (SMP), Senior High School (SMA), Vocational High School, or other equivalent forms. The definition of "zoning" is defined as the division or splitting of an area into several parts according to management functions and objectives (Kemendikbud, 2018). With the zoning system, everything - especially public schools - is prepared to provide quality education services evenly for community members in a certain area or area so that the "best children" do not have to look for the "best schools" that are located far from where they live.

The policy of NSAZS has been amended six times. This change concerns the percentage of the number of students who must be accepted from the zoning pathway. Based on the Permendikbud regulation Number 17, the Year 2017, Number 14, the Year 2018, and Number 51, the Year 2018, provides $\geq 90\%$ opportunities for

prospective students in the school zone or from the zoning pathway. On the Permendikbud regulation, Number 20, the Year 2019, and No. 44, the Year 2019, are $\geq 80\%$, and on Number 1, the Year 2021 is $\geq 50\%$.

Based on Permendikbud Regulation Number 1, the Year 2021 article 12, the registration pathway of the student admission zoning system includes (a) zoning, (b) affirmation, (c) transfer of duties of parents/guardians, and (d) the student's previous performance. In senior high schools (SMA), the SMA zoning pathway is at least 50%, the affirmation pathway is at least 15%, and the transfer task pathway for parents/guardians is at least 5% of the school's capacity. If there are remaining quotas from the three registration pathways, the Regional Government may open an achievement pathway.

Based on the Decree of the North Sumatera Education Office No. 420/2551/PPDBSU/ IV/2023, registration for the NSAZS for SMA is carried out online and in stages. The registration stage is carried out in two stages. The first stage consists of:

- a. Affirmation path: 20% (at least 17% for underprivileged families and at most 3% for persons with disabilities),
- b. Pathway of orders for parent/guardian and special tasks at most 5% (moving assignments at most 2%, children of teachers and children at most 3%),
- c. The academic score achievement path is 25%, consisting of the score report achievement card at 20%, academic competition achievement at 2%, and non-academic competition achievement at 3%.
- d. The second stage is specifically for the zoning pathway ($\geq 50\%$).

The objectives of the NSAZS are: (1) to provide the widest possible opportunity for the school-age population to obtain quality and equitable educational services; (2) to provide opportunities for students from underprivileged families, children of labourers, and people with disabilities to get the best educational services possible; (3) recruit new students with achievements in academic competitions (science and technology), and non-academic competitions (sports, cultural arts, religion, and scouting); (4) recruit new students who excel in the field of academic achievement; (5) provide opportunities for children of teachers/educational staff, health workers, and parents/guardians who change assignments to obtain the best possible educational services; and (6) provide opportunities for new students with special needs through inclusive education.

According to the Minister of Education and Culture, regional governments can better prepare technical guidelines and implementation instructions and have sufficient time to disseminate information to schools and the community. Furthermore, it was conveyed that the main consideration for the acceptance of new students is not academic qualifications. Even though that is also possible, according to the Minister of Education and Culture, the main consideration is the domicile of students with the school. There are indeed academic and transfer pathways, but they are emergency in nature (Kemendikbud, 2018).

Evaluation and Van Meter and Van Horn Policy Implementation Process Model

The definition of evaluation evolves depending on one's perception of the evaluation. A person's perception largely depends on the person's background, which includes study, education, and reflection on evaluation. According to (Kaufman & Thomas, 1980), evaluation is an attempt in which a person uses tests and measurements. The test itself is defined as the process of gathering information, and measurement is the process by which the collected data is compared with a standard. Evaluation is defined as a systematic investigation of various aspects of professional development or training programs to assess their benefits or uses (Brinkerhoff, 1983). Evaluation is a systematic process of determining the merits, value, or meaning of something. Evaluation usually provides information to make decisions about the fate of a program or policy (Phillips, 1991).

Policy evaluation is needed to determine whether the policy is needed and possible to implement, whether the policy is sufficient to meet the needs that have been identified, whether the policy has been carried out as expected, and whether the policy really helps people with what is needed. In other words, policy evaluation seeks to provide information about programs (J. Posavac & Carey, 1985). Evaluation plays several key functions in policy analysis. First and most importantly, evaluation provides valid and reliable information about policy performance, namely the extent to which needs, values, and opportunities have been achieved through public policy actions. Evaluation reveals how far policy objectives and targets have been achieved (Dunn, 2000). Based on some of the opinions above and related to the research plan, it can be stated that policy evaluation is a systematic process that includes data collection and comparison with certain standard measures, which is intended to assess a policy and provide information about policies to assist decision-makers in making decisions about policies.

Policy implementation encompasses those actions by public and private individuals (or groups) that are directed at the achievement of objectives set forth in prior policy decisions. It includes both one-time efforts to transform decisions into operational terms and continuing efforts to achieve the large and small changes mandated by policy decisions (Van Meter & Van Horn, 1975). They further explained that the implementation phase does not commence until the goals and objectives have been established (or identified) by prior policy decisions; it takes place only after the legislation has been passed and funds committed (or after a judicial ruling

and accompanying decree). The study of implementation examines those factors that contribute to the realization or non-realization of policy objectives. Implementation studies add a new dimension to policy analysis regarding how systems succeed or fail in translating general policy objectives into concrete and meaningful public services.

The implementation of the NSAZS as a policy can be carried out using various evaluation models, for example, the policy implementation process model developed by Van Meter and Van Horn (Van Meter & Van Horn, 1975), the formative-summative model developed by Scriven (Stufflebeam & Shinkfiel, 1985), the Four Levels model developed by Donald L. Kirkpatrick (Kirkpatrick, 1998); the Context Input, Process, Outcome model developed by Daniel Stufflebeam (Stufflebeam, 2000), etc. The selection of these models depends on the emphasis or focus to be revealed.

The policy implementation process model developed by Van Meter and Van Horn focuses more on the policy implementation process. This model focuses on (1) policy standards and objectives, (2) policy resources, (3) inter-organizational communication and enforcement activities, (4) the characteristics of implementing agencies, (5) economic, social and political conditions, and (6) dispositions of implementors (Van Meter & Van Horn, 1975). It is hoped that the selection of this model will result in a description of valid research findings and can be used as a basis for conducting an evaluation (Figure 1).

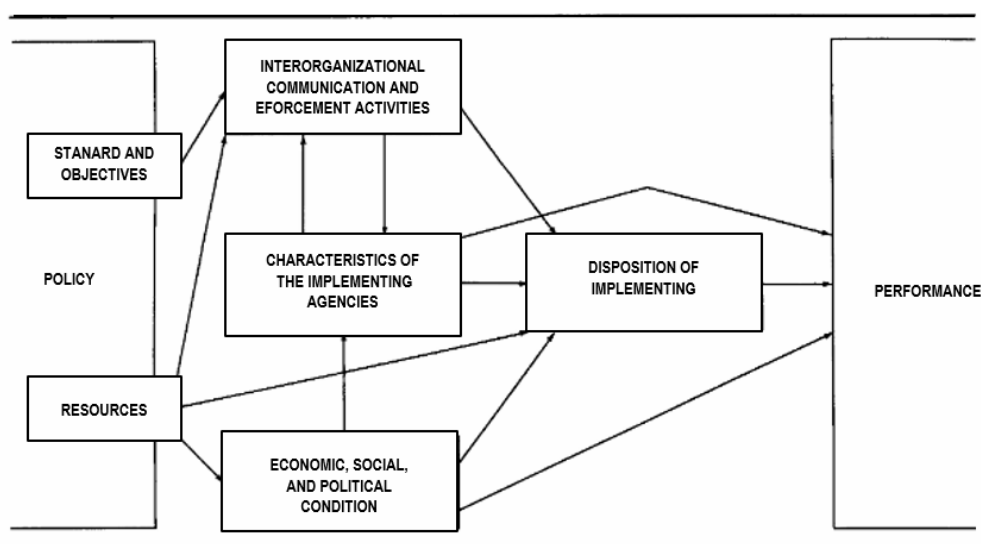


Figure 1
The Policy Implementation Process of the Van Meter and Van Horn Model

Policy standards and objectives elaborate on the overall policy decision. To ascertain whether policy implementation has been successful, one must determine the number of jobs that have been created and the extent to which the standards and objectives of the policy can be realized. Assessment of policy implementation is not only carried out based on standards and objectives but also on the availability of other resources that facilitate policy implementation. These resources may include funds or other incentives that might encourage or facilitate effective implementation.

Standards and objectives cannot be carried out unless they are stated with sufficient clarity so that implementors can know what is expected of them. Communication within and between institutions is a complex process. Successful implementation often requires institutional mechanisms and procedures, whereby higher authorities may increase the likelihood that implementors will act in a manner consistent with a policy's standards and objectives.

One of the factors that affects the effectiveness of implementation policies is the attitude of the implementor. If the implementors of the policy agree with the contents of the policy, the implementor will carry it out with pleasure. Still, there are different views, and the implementation process will experience many problems. Another factor that needs to be considered to assess the performance of public implementation is the extent to which the external environment has contributed to the success of the created public policies.

The five components of the model discussed above must be filtered through the perceptions of the implementor within the jurisdiction where the policy is delivered. Three elements of the implementors' response may affect their ability and willingness to carry out the policy: their cognition (comprehension, understanding) of the policy, the direction of their response toward it (acceptance, neutrality, rejection), and the intensity of that response.

III. Research Method

This study was a qualitative approach. Policy evaluation was carried out using a formal approach. The formal approach is an approach that uses descriptive methods to generate valid and reliable information regarding policy outcomes (outputs) and evaluates these results based on the objectives of the policy program that have been formally announced. The data collection model for implementing the NSAZS refers to the policy implementation process of the Van Meter and Van Horn model. The sampling technique used was purposive sampling, namely by choosing a favourite senior high school (SMAN 3 Medan) and an ordinary senior high school (SMAN 11 Medan) in North Sumatera, Indonesia. Data were collected through documentation and in-depth interviews with the teacher and the NSAZS Committee.

The research documents included: regulations of the regional office of education, regulations of the minister of education and culture, report cards of all students accepted from the achievement pathway, report card grades, distance from home to school from the zoning pathway, and placement test scores. Meanwhile, interviews were conducted with the committee, homeroom teacher, and teachers in mathematics, physics, chemistry, Indonesian, and English

IV. Results And Discussion

Implementation Process

The NSAZS Policy Implementation Process can be grouped into two activities. The first activity is the preparatory stage, which starts on March 30, 2023, and goes to May 13, 2023. The preparatory stage includes the establishment of the NSAZS decree, the technical socialization of the NSAZS Branch of the provincial education office to SMP, and coordination forums for local and regional leaders. In the activities of the preparation phase, the institutions involved are the Education Office, Ministry of Communication and Informatics, Centre for Education Quality Assurance, Regional Education Office Branches 1 – 14, SMP, and the Regional Leadership Communication Forum.

The second activity was done from May 8 2023, to July 3, 2023. The registration stage is divided into two stages. Stage I includes the registration and announcement stages for the affirmation pathway, the path for transferring parents and children of teachers/educational staff, the achievement pathway for report cards, and the achievement pathway for academic and non-academic competitions. Phase I activities were done from May 8 2023 to May 31, 2023. Phase I activities cover the registration simulation stage up to the announcement of NSAZS for non-zoning pathways. Phase II starts from June 1 to July 3, 2023. Phase II activities cover the Phase II registration stage to the announcement and re-registration of Phase I and Phase II NSAZS. The school hopes that re-registration will be carried out phase by phase, not at the end of Phase II simultaneously, and when re-registering, prospective students are asked to make a statement that they will continue to choose the school.

The implementation of the new student admission zoning system in Medan City as described above refers to the Decree of the Head of the North Sumatra Education Office No. 420/2551/PPDBSU/III/2023. The findings of this study are similar to research conducted by (Ariswati, 2021) where the implementation of the new student admission system in Jember refers to the regulations set by the Head of Office where the school is located

a. Attainment of Standards and Objectives of the NSAZS Policy

Determining the level of attainment of standards and policy objectives is carried out by assessing the extent to which NSAZS policy standards and objectives can be realized. Table 1 below presents NSAZS policy standards and their achievements.

Table 1
Standard and Realized Student Submission Pathway

No	Pathway	Standard	realized
1	Affirmation	20%	16.99%
	- Underprivileged families	≥ 17%	16.99%
	- disability	≤ 3%	-
2	Transfer of duties of parents/guardians	2%	1.39%
	- Transfer of parent/guardian duties	≥ 2%	0.83%
	- Children of teachers/educational staff	≤ 3%	0.56%
3	Achievements	25%	22.95%
	- Report score	20%	20.05%
	- Academic competition	2%	1.11%
4	- Non-academic competition	3%	2.79%
	Zoning	≥ 50%	57.94%

Table 1 shows that schools can properly realize the standards set by the technical guidelines for NSAZS implementation. Not all students who have been accepted into each of the pathways are re-enrolling. On

the underprivileged family pathway, 0.27% did not re-register; the report card score pathway was 2.22%, and the zoning pathway was 3.34%. Based on the results of interviews with several teachers, it is possible for students who do not re-register from the zoning and report card scores to choose another better school (favourite) than the school they left. Another reason is that the school they choose is just a favourite but has special religious characteristics (for example, going to the Madrasah Aliyah Negeri = MAN). This case happened because the announcement at the State SMA was earlier than MAN, thereby opening up opportunities for students who had been accepted at State SMA to choose another school that had religious characteristics (MAN).

Based on the standards (Table 1), it can be stated that objectives 2 to 6 (see page 3, paragraph 4) of NSAZS can be properly realized by schools. While the objective number 1 was not realized, it was due to the school conducting a placement test. This test is intended to group students according to their cognitive abilities and facilitate students according to their cognitive abilities. In determining students who will be accepted to realize objective number 4 (recruit new students who excel in the field of academic achievement), the school does not have a standard reference to see the academic scores of each school, so the committee uses only report card grades as a reference. The negative side of objective number 4 is that SMP will give report scores that exceed the student's actual abilities. This fact can be seen from the results of the placement test, where the average is 38.93 (for a score interval of 0 - 100).

The implementation trap of policy is that the policy objective is too vague or broad to be converted into action; the target specification is not clearly defined due to weak guidelines on how goals can be achieved or undefined standards or actions to be taken, either in implementing or in the target community (Mustari et al., 2021).

b. Resources of the NSAZS Policy

Besides the standards and objectives that can be used as a basis for assessing and evaluating a policy, it also makes available resources that facilitate the administration. The resources of policy may include funds or other incentives in the program that might encourage or facilitate effective implementation. Funds are usually not adequate (Van Meter & Van Horn, 1975). Other resources are human resources, regulations, and other facilities used to implement policy. Referring to the statements of Van Meter and Van Horn, funds and other incentives are not analyzed.

Goods and facilities are available in implementing the NSAZS policy, namely: Minister of Education and Culture Regulation Number 1, the Year 2021 concerning New Student Admission, Governor Regulations for New Student Admission, technical instructions, zoning maps, and determining the distance from domicile to school, network devices, links for checking documents, procedures, and technical verification instructions. The document that the school does not own is a database on the number of 9th-grade SMP students in the school zoning area.

The database document for the number of 9th-grade SMP students in the zoning area is a vital requirement that must be available. This database for the number of students will be the basis for schools to determine the number of students who will be accepted through the non-zoning route. In addition, this database can be used to expand or reduce the zoning area.

The human resources who handle the NSAZS at the school level are teachers who have previously been part of the NSAZS. In general, the implementing team had no difficulty implementing the NSAZS. Even so, the operator team felt bored if they had to check the validity of all the documents required for new student registration. They do it at random; if a dubious document is found, it will be traced further. Another very troublesome case is the address listed on the family card with different student coordinates.

There is a difference in the quality and quantity of NSAZS infrastructure between SMAN 3 (favorite school) and SMAN 11 (normal school). Favorite schools have better facilities. The socialization was carried out in a non-representative manner and was carried out at most in the three junior high schools closest to the school. Research conducted by Mustari et al. in Makasar (South Sulawesi) in 2021 shows that problems that arise during the process of Admission of New Students are the problem of infrastructure readiness for online registration and the lack of socialization of the NSAZS to prospective students and parents, making it confusing (Mustari et al., 2021).

c. Interorganizational Communication and Enforcement Activities

Interorganizational communication and enforcement activities can be observed in a series of NSAZS activities for the 2023/2024 school year of the North Sumatera Provincial Education Office (NSPEO). The role of schools in implementing the NSAZS is very small and can almost be said to be passive. The role of the Provincial Education Office is very dominant. In the preparatory stage, the Provincial Education Office (Kadis) carried out the following activities: stipulation of the NSAZS committee decision; (1) the NSAZS administrative preparation; (2) communicating with the Office of Communication and Informatics (Kominfo), Education

Quality Assurance Centre (BPMP), and Branch Education Offices (Cabdis); (3) Submitting the stipulation of the Governor's Decree regarding NSAZS Acceptance; (4) Meetings with Cabdis and school principals; (5) Presentation with the regional people's representative council of the education commission (DPRD Komisi E); and (6) Forum Group Discussion with Regional Leadership Communication Forums (Forkopimda). At the registration stage, the Kadis carry out the following activities: (1) registration simulation, (2) NSAZS registration, (2) Rating, and (3) Announcements. The activities carried out by the Cabdis offices are (1) technical socialization to SMP and twice-equivalent. School activities are: (1) checking the validity of documents related to the requirements of each new student admission pathway, such as family card data, residence certificates, coordinates of student residence, teacher decision letters, and others; (2) socialization to SMP and (3) re-registration of new students.

In addition to the SMA NSAZS Team having conducted socialization at several junior high schools, the NSAZS team also provided information desks at the school level. The information desk is the center of information for parents or guardians who do not yet understand the mechanisms and procedures for NSAZS or other matters related to NSAZS.

The implementation of NSAZS at the school level was successful, and it was easy to comprehend the mechanisms and procedures for implementing NSAZS. The implementation team includes teachers who have served in the previous year and the implementation of the NSAZS lasted for five years.

d. The Characteristics of the Implementing Agencies`

The number of NSAZS team members is sufficient, and their competence is also sufficient; besides that, they also understand the tasks they are responsible for. The team that has the most contact with student's parents or guardians is the socialization team, especially those at the information desk. The information desk team looks friendly; this is shown when they serve cases of incorrect document input on the application.

The things that are often asked of the help desk are how to register and the problems that occur during registration. In other cases, prospective students were not accepted because the coordinates differed from the family card's address. After being asked further, the prospective student makes a family card with his family near the school, while the person concerned lives with his parents, who are outside the school zoning area. To the family card fraud, the family card is necessary to emphasize that prospective students can only be on one parent's family card (sibling).

e. Economic, Social, and Political Conditions

NSAZS's funding sources are obtained from the Anggaran Pendapatan dan Belanja Daerah = APBD (regional budgets and spending opinions). The economic conditions (funds and incentives) available for implementing the NSAZS Policy at the school level cannot be traced. Data on the amount of incentives received by the implementing team was not obtained. Even so, the school-level implementation team continues to carry out its responsibilities under existing regulations. From the performance of the teachers who were entrusted with the NSAZS team, it can be seen that they are still enthusiastic. Policy resources that include funds or incentives are usually clearly inadequate (Van Meter & Van Horn, 1975). There are no obstacles in the aspect of financial resources/financing. Funding sources are obtained from the APBD organized by the East Java Provincial Education Office.

Social conditions about NSAZS policies: there are cons and pros. Those pros have lived in the school zoning area for a long time. For those who are pro, the NSAZS allows children to be accepted without trying hard because even their children with low academic achievement are accepted. Batita decreed that students with high-achieving grades would have less motivation to go to ordinary-quality schools in their zone and tend to feel inferior due to failing to enroll in their desired school (Batita, 2020).

This convenience or facility encourages parents or parties who are naughty to make a family card that enters the desired school zoning area. The NSAZS caused parents to conduct some fraudulent strategies to ensure their children would be accepted. Rahmad and Tarahita declare parents would even register their children with other families or their relatives whose houses are near the public schools. Therefore, switching family cards and changing the children's domicile indeed occurred (Fadhli et al., 2020).

To prevent things like this, the implementation of the upcoming NSAZS requires that the family card is not just the name of the prospective student listed on the family card but that the prospective student is really in the same biological family (siblings). The implementing team also must have the ability to detect and be given enough time to check the family card documents.

Teachers who were asked about the learning they felt when teaching students who were accepted through the NSAZS found it difficult to deal with students in the same class whose abilities differed greatly. On the other hand, teachers must also facilitate more capable students. On the other hand, they are also obliged to encourage students with low abilities. They hope that the NSAZS will be implemented with expansion, where schools will also be given the authority to conduct selection or test prospective students from all admissions

pathways (zoning, parental transfer, report card scores, academic and non-academic competition achievements, as well as low-income families).

The political conditions related to the implementation of NSAZS in North Sumatera were examined in the statement of the Governor of North Sumatera (Edy Rahmayadi) on July 27, 2032. He asked the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to evaluate the distribution of zones or the zoning system for New Student Admissions (NSAZS), which he considered unfair. He further said that this system inhibits outstanding students from getting into good schools because the zoning system limits it. "Infrastructure (education) in Medan is different. It is not possible to use zoning, which priority (students) will be taught later (accepted). In Jakarta, at the end and in the middle, the educational infrastructure is the same, and the quality of the teachers is the same. So, don't equate the conditions of areas that have been developed with regions that are trying to progress." He wants the admissions system to return to the old system, namely through a written selection. Thus, he continued, there would be healthy competition for all students to foster motivation for students to study hard to enter the school they wanted (Muhlis, 2023).

f. The Disposition of Implementors

The implementor's disposition can be observed from the three response elements (cognition, response direction, and response intensity) of team NSAZS, as well as teachers who teach students who are accepted through the NSAZS. The implementor team understands their duties and responsibilities and understands the implementation procedures, standards, and objectives of the NSAZS system. The direction of the teacher's response is to remind students to have sufficient abilities to make it easier for them to teach so that the target curriculum, or mastery of student material, is what is desired by the curriculum. The intensity of the teacher's response to students who were accepted through the NSAZS: their motivation and cognitive abilities were lower compared to students who were accepted by the NSAZS pattern before the NSAZS.

The findings of this study are in line with several previous studies. The New Students' Admission (here termed as NSAZS) aims to support Indonesia in equalizing education quality. Still, the NSAZS committee stated that there has been no change in education management both before and during the zoning system policy in NSAZS. Thus, there is no change in the quality of education (Safitri & Istiyono, 2022). It shows that during the 3-year program NSAZS was implemented, the academic performance of the students shows a decreasing trend, as can be shown by the national examination score from the database of the Ministry of Education (Fadhli et al., 2020). The main obstacle found with the implementation of the zoning policy for accepting new students was the finding that many students who were accepted had learning difficulties due to the absence of standard entrance scores for students that were applied at each school (Haryanti & Dindin, 2020).

V. Conclusions And Implications

Schools can properly realize the standards set by the technical guidelines for NSAZS implementation. Objectives 2 to 6 (see: page 3, paragraph 5) NSAZS can be properly realized by schools. While the objective number 1 was not realized, it was due to the school conducting a placement test. This test is intended to group students according to their cognitive abilities and facilitate students according to their cognitive abilities.

The implementation of NSAZS at the school level can be carried out well, and there are no difficulties in understanding the mechanisms and procedures for implementing NSAZS. It is because the implementing team at the school level is made up of teachers who have served in the previous year, and the implementation of NSAZS has been going on for five years. The number of NSAZS team members is sufficient, and their competence is also sufficient; besides that, they also understand the tasks they are responsible for.

Data on the amount of incentives received by the implementing team was not obtained. Policy resources that include funds or incentives are usually clearly inadequate. Even so, the school-level implementor team continues to carry out its responsibilities under existing regulations. The social conditions related to the NSAZS Policy: There are cons and pros. Those who are pros are those who have lived in the school zoning area for a long time. For those who are pros, the NSAZS provides an opportunity for children to be accepted without having to try hard because even children with low academic achievement are easily accepted. Those who disagree stated that high-achieving students would be less motivated to attend regular-quality schools in their zone and tend to feel inferior because they failed to get into the school they wanted. The intensity of the teacher's response to students who were accepted through the NSAZS: their motivation and abilities were lower compared to students who were accepted by the NSAZS pattern before the NSAZS.

Based on the research results, for the acceptance of students in the coming years, the NSAZS Policy is expected to be able to facilitate high-ability students by not ignoring prospective students in the zoning area, underprivileged families, prospective students who excel academically, and prospective students who excel in academic and non-academic competitions. The upcoming NSAZS is the Selective NSAZS. This zoning allows potential participants from the zoning area to register, but there is no guarantee that all will be accepted. The percentage of prospective students who are accepted in addition to entering their zoning area must also be

selected through a test organized by the school under the coordination of the Education Office. Based on the test, prospective students are grouped with fellow prospective students from the zoning area, and then ranking is carried out. Prospective students who meet the agreed standards are accepted for the Zoning pathway and, likewise, for other new student admission pathways.

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