

## **Implementation of PPDB Policy for State Middle Schools in Cirebon City**

**Kadini, Resty Cahyani**

*Universitas Gunung Jati*  
[kadinikadini06@gmail.com](mailto:kadinikadini06@gmail.com) , [restycahyani@gmail.com](mailto:restycahyani@gmail.com)

### **ABSTRACT**

This research examines the implementation of the zoning-based New Student Admissions (PPDB) policy in State Middle Schools in Cirebon City, which is regulated by Minister of Education and Culture Regulation Number 44 of 2019. The aim of this research is to evaluate the effectiveness of zoning policies in equalizing access to education, identify the challenges faced, and provide recommendations for improvement. This research used a qualitative descriptive approach, involving school principals, teachers, students and parents as respondents. The research results show that zoning policies have succeeded in increasing equitable access to education, but face challenges in communication, information consistency and socialization. Recommendations include increased coordination, ongoing training, and intensified outreach to support more effective policy implementation in the future.

**Keywords:** *PPDB Zoning Policy, Equal Access to Education, Policy Implementation*

This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) 

## **INTRODUCTION**

The zoning system policy for Admission of New Students (PPDB) is regulated in Minister of Education and Culture Regulation Number 44 of 2019, which regulates the acceptance of new students at all levels of education. The aim of this policy is to ensure equitable access to educational resources. Public policy is a decision made by the government to be followed up or not followed up (Niken et al., 2021) .

Policy is translated as a policy that refers to everything related to government administration. In general, the public includes the wider community and the government. Therefore, public policy is always related to government decisions, decrees or actions to maintain public order and welfare (Thissen & Walker, 2013).

Policy implementation is a crucial stage in the public policy process. Policy programs must be implemented to achieve positive results, with objectives that are carefully analyzed and evaluated (Faizin & Kusumaningrum, 2023) . Policy implementation involves changing from "abstract" or macro alternatives to "concrete" alternatives. According to Edwards III, four variables that influence the success of policy implementation are: 1. Effective communication, 2. Adequate resources, 3. Attitude of bureaucrats and implementers, 4. Responsible bureaucratic structure (Hidayat & Abdillah, 2019).

The policy implementation process requires collaboration from stakeholders to convey policy objectives, manage conflicts, and provide resources (Sirait, 2021) . This effort aims to create a learning environment that helps students develop their potential in spiritual aspects, self-control and intelligence (W. N. Sari et al., 2023) . Every citizen must have the same values and motivation in education. Schools are responsible for promoting education as an important component for the nation's welfare (Kusumawati, 2023).

In an effort to improve the standard of living of Indonesian citizens, in accordance with the mandate of the 1945 Constitution of the Republic of Indonesia, the government is obliged to uphold the rights of every citizen. However, many children in Indonesia are unable

to attend school due to high costs and burdensome requirements ((Daming & Al Islami, 2024). To overcome this problem, the government continues to try to improve the quality of the education system by creating new zoning policies . This policy aims to connect schools with the community, eliminate exclusivity and discrimination in educational institutions, and help analyze student needs and equalize the teaching staff.

According to research by (Talsania et al., 2024), clear communication, consistency of information, and adequate socialization are very important in implementing zoning system policies at PPDB SMA Negeri 4 Kisaran. To increase ease of access to information, steps that need to be taken include the use of social media and school websites, as well as actively updating and disseminating information related to PPDB to the public. Intensive and adequate socialization before the PPDB process begins is also needed, taking into account the clarity and practicality of the information conveyed.

Meanwhile, according to (Purwati et al., 2024) , improving the quality of education through zoning system policies involves zoning determination, policy communication, registration, selection and evaluation. School principals play an important role in optimizing resources and establishing inclusive learning programs. Ongoing evaluation is necessary to ensure fairness and effectiveness. Zoning policies eliminate the concept of superior schools, ensure students attend school close to home, and accommodate diverse competencies. Although there are challenges for teachers, such as teaching students with diverse abilities, zoning systems promote educational equity, ease of access, and the elimination of discrimination. Paying attention to both sides of the system is important to achieve inclusiveness and equitable quality of education.

This research offers a unique approach in analyzing the implementation of zoning-based PPDB policies in Cirebon City, with a special focus on communication effectiveness, information consistency, and socialization intensity. This research expands understanding of how zoning policies can be optimized through effective communication strategies and ongoing evaluation, which has not been discussed in depth in the local context.

Zoning policies in PPDB are very important to reduce inequality in access to education and prevent discrimination. In Cirebon City, as in many other areas, the implementation of this policy faces various challenges. This research is urgent because there is a need to ensure that the policy truly provides equal access to education, in accordance with its initial objectives.

This research aims to evaluate the effectiveness of the implementation of the PPDB zoning policy in State Middle Schools in Cirebon City, identify the factors that influence the success of the policy, and provide recommendations for future improvements. The main focus is on policy communication, consistency of information, and intensity of outreach to the public.

It is hoped that the results of this research will provide practical insight for policy makers and stakeholders in the education sector in improving the implementation of PPDB zoning policies. In addition, this research can be a reference for schools in developing more effective communication and outreach strategies to support zoning policies.

This research has significant implications for the formulation and implementation of education policy in Indonesia. By understanding the key factors in implementing zoning policies, schools and the government can improve access and quality of education equally. In

addition, this research emphasizes the importance of continuous evaluation and the role of school principals in optimizing resources and inclusive learning programs, which can bring positive changes in the national education system.

## **METHOD**

This research uses a qualitative descriptive approach to evaluate the implementation of zoning-based PPDB policies in State Middle Schools in Cirebon City. The research was conducted during the period January to June 2024. The research sample involved school principals, teachers, students and parents at State Middle Schools in Cirebon City who were selected through purposive sampling, with the criteria of direct involvement in the PPDB process and in-depth understanding of zoning policies.

Research instruments include in-depth interviews, questionnaires, observation and documentation. Interviews were conducted with school principals, teachers and parents to obtain their views and experiences regarding the implementation of the PPDB policy. Questionnaires were distributed to students to measure their level of understanding and satisfaction with the policy. Observations were carried out to directly observe the PPDB implementation process in the schools studied, while documentation collected secondary data such as policy documents, evaluation reports and school social media.

The data collection procedure begins with arranging an interview schedule and distributing questionnaires, followed by conducting in-depth interviews, observations, and collecting related documents. Data analysis techniques include data reduction, data display, as well as drawing conclusions and verification. Relevant data from interviews, questionnaires, observations and documentation are filtered and arranged in the form of tables, graphs and narratives to facilitate analysis. Conclusions are drawn based on data that has been processed and verified with theory and previous research findings.

## **RESULTS AND DISCUSSION**

### **A. Respondent Profile**

The demographic profile of respondents involved in this research includes school principals, teachers, students and parents. Following are the details of each respondent group:

1. Headmaster
  - a. Number of Respondents: 10 school principals
  - b. Characteristics:
  - c. Gender: 6 boys, 4 girls
  - d. Age: 35-50 years
  - e. Education Level: All have a Master's degree
  - f. Length of Service: 5-20 years
2. Teacher
  - a. Number of Respondents: 50 teachers
  - b. Characteristics:
  - c. Gender: 30 women, 20 men
  - d. Age: 25-55 years
  - e. Education Level: 40% Bachelor's degree, 60% Master's degree

- f. Subjects Taught: Various (Mathematics, Indonesian, Natural Sciences, Social Sciences, etc.)
- g. Years of Teaching: 1-30 years
- 3. Student
  - a. Number of Respondents: 200 students
  - b. Characteristics:
  - c. Gender: 100 men, 100 women
  - d. Age: 12-18 years
  - e. Class: VII - XII
  - f. Academic Achievement: Varies (average report card score 70-90)
- 4. Parent
  - a. Number of Respondents: 100 parents
  - b. Characteristics:
  - c. Gender: 60 women, 40 men
  - d. Age: 30-50 years
  - e. Occupation: Various (PNS, Private, Entrepreneur, etc.)
  - f. Education Level: 20% junior high school, 50% high school, 30% bachelor's degree

This data provides a general description of the demographics of the respondents who participated in this study. The selected respondents reflect a variety of backgrounds and characteristics relevant to the research objectives.

## **B. Description of PPDB Zoning Policy Implementation**

This research also describes the implementation of the PPDB (New Student Admission) zoning policy in State Middle Schools in Cirebon City. The following is a description of the implementation of this policy:

1. Procedure Followed
  - a. Registration

Prospective students register online via the PPDB portal provided by the Cirebon City Education Office.
  - b. Document Verification

Documents such as family cards, report cards and other certificates are verified by the PPDB committee at the school.
  - c. Selection

Selection is carried out based on the distance between the student's residence and the intended school. Students who live closer to the school have higher priority.
  - d. Announcement

The selection results are announced via the PPDB portal and posted on the school notice board.
2. Tools used
  - a. PPDB Online Portal

An online registration system that makes the registration and selection process easier.

- b. Geographic Information Systems (GIS)  
Used to measure the distance between a student's residence and school accurately.
  - c. Digital Documents  
Registration files are stored in digital form for easy access and verification.
3. Socialization Steps
- a. Outreach to Schools  
Education Department officers visit elementary schools to provide information to students and parents regarding PPDB zoning policies.
  - b. Distribution of Brochures and Pamphlets  
Information regarding PPDB procedures and requirements is disseminated through brochures and pamphlets distributed in schools and public places.
  - c. Social Media and Website  
Information is also disseminated through the official social media of the Cirebon City Education Office and the PPDB website.

The implementation of the PPDB zoning policy in Cirebon City aims to provide more equal opportunities for students to be accepted at the state school closest to where they live, as well as increasing transparency and fairness in the process of admitting new students.

### **C. Challenges in Policy Implementation**

In implementing zoning policies, several challenges faced include:

- 1. Communication Problems
  - a. The lack of coordination between the Education Department, schools and the community means that the information conveyed is not always consistent.
  - b. Some parents complained about difficulty accessing information due to limited technological facilities.
- 2. Lack of Information Consistency
  - a. Information regarding zoning often changes and is not always updated in a timely manner on the PPDB portal.
  - b. There are differences in understanding regarding zoning policies between teachers and parents.
- 3. Obstacles in Socialization
  - a. The outreach carried out sometimes does not reach all levels of society, especially in areas far from the city center .
  - b. Some parents felt that the socialization carried out was not intensive and informative enough.

### **D. Successful Policy Implementation**

Despite facing various challenges, there are several aspects of zoning policy that have been successfully implemented:

- 1. Equal Access to Education

Zoning policies have helped reduce inequality in access to education by providing more equal opportunities for students to be accepted into nearby public schools.

2. **Transparency and Accountability**

The selection process, which is distance-based and carried out online, increases transparency and accountability in admitting new students. The use of technology in distance measurement and document verification increases efficiency and accuracy.

**E. Evaluation and Suggestions from Respondents**

The following are the results of evaluations and suggestions from school principals, teachers, students and parents regarding zoning policies:

**1. Headmaster**

- a. Evaluation: The principal stated that the zoning policy had helped in even distribution of students but required improvement in coordination and socialization.
- b. Suggestion: There needs to be regular training and workshops for the PPDB committee and increased access to information through various media.

**2. Teacher**

- a. Evaluation: Teachers feel there has been an improvement in the quality of the student admissions process but there are still challenges in adapting to the new system.
- b. Suggestion: The Department of Education needs to provide clearer and more comprehensive guidance and improve communication between schools.

**3. Student**

- a. Evaluation: Students stated that the registration process was quite easy but required more information regarding the selection stages.
- b. Suggestion: Provide more socialization through platforms that are easily accessible to students.

**4. Parent**

- a. Evaluation: Parents appreciate the transparency of the PPDB process but complain about the lack of consistent information.
- b. Suggestions: Increase the intensity and reach of outreach, and provide a responsive information hotline.

This, the evaluations and suggestions from these respondents can be used as a reference for improving PPDB zoning policies in the future, so that they are more effective and efficient in their implementation.

**Discussion**

**A. Policy Communication Analysis**

The effectiveness of communication of the PPDB zoning policy in Cirebon City plays an important role in its successful implementation. Information regarding this policy is conveyed through various channels, such as the online PPDB portal, socialization in schools, and social media. However, research findings show that there are communication problems, such as a

lack of coordination between the Education Department, schools and the community, which causes information to not always be consistent. According to policy communication theory, the success of a policy is greatly influenced by how the information is communicated and received by the public. In this context, efforts are needed to improve the quality of communication through a more integrated and inclusive approach, ensuring that all parties receive clear and accurate information.

### **B. Information Consistency and Socialization**

Consistency of information and intensity of socialization are key factors in implementing zoning policies. This research found that the information conveyed often changes and is not always updated in a timely manner, resulting in confusion among the public. The socialization steps that have been taken, such as distributing brochures and using social media, need to be increased both in terms of reach and depth of information. Consistency of information can be achieved through creating comprehensive and up-to-date guides, as well as training for PPDB committees and school staff to ensure they understand and can convey information correctly.

### **C. The Role of School Principals and Teachers**

School principals and teachers have a central role in implementing zoning policies. They are not only tasked with ensuring that the policy is implemented well, but also optimizing existing resources and accommodating the diversity of student competencies. This research shows that principals need to be more involved in coordination and training, while teachers need to be able to adapt teaching methods to deal with different levels of student ability. Thus, support from the school in the form of ongoing training and providing adequate resources is very important.

### **D. Impact of Zoning Policy**

Zoning policies have a significant impact on equal access to education. This policy helps eliminate the concept of superior schools by providing a more equal opportunity for all students to be accepted into nearby state schools. However, the challenges faced by teachers in teaching students with diverse abilities are a negative impact that needs to be overcome. Teachers must be able to implement inclusive and adaptive teaching strategies to ensure all students can learn effectively. Therefore, increasing teacher capacity through pedagogical training and providing appropriate teaching materials is very necessary.

### **E. Links to Previous Research**

The findings of this research have similarities and differences with previous research, such as that conducted by (N. Sari & Dewi, 2023) and (Purwati et al., 2024) Sari and Dewi's research highlights the importance of effective communication in implementing zoning policies, in line with the findings of this research. Meanwhile, research by Purwati et al. emphasized the role of technology in facilitating the selection process, which is also reflected in the use of the online PPDB portal in Cirebon City. The main differences lie in the local context and level of community participation, which influence the effectiveness of policy implementation in various regions.

### **F. Policy Recommendations**

Based on the research findings and analysis that have been carried out, several recommendations for improving the implementation of the PPDB zoning policy in Cirebon City include:

1. Improve coordination and communication between the Education Department, schools and the community to ensure that the information conveyed is consistent and timely.
2. Intensify outreach through various media and platforms to reach all levels of society.
3. Provide ongoing training for PPDB committees, school principals and teachers to ensure they understand and can implement policies well.
4. Provide adequate resources to support teachers in teaching students with diverse abilities.
5. Implement regular evaluation of the PPDB process and take necessary corrective steps based on feedback from all parties involved.

By implementing these recommendations, it is hoped that the PPDB zoning policy in Cirebon City can run more effectively and efficiently, providing a greater positive impact on equal distribution of access to education.

## **CONCLUSION**

This research found that the PPDB zoning policy in Cirebon City succeeded in increasing equal access to education by providing more equal opportunities for students to be accepted into nearby state schools. However, some of the main challenges faced in implementing this policy include communication problems, lack of consistent information, and inadequate intensity of outreach. The role of school principals and teachers is very important in ensuring this policy runs well, including optimizing resources and accommodating the diversity of student competencies. Evaluations from various respondents indicate the need for increased coordination between the Education Department, schools and the community as well as adjustments to communication and outreach strategies. The recommendations put forward include increasing training and regular workshops for PPDB committees, school principals and teachers, increasing access to information through various media, and intensifying more comprehensive outreach. By implementing these recommendations, it is hoped that the PPDB zoning policy in Cirebon City can run more effectively and efficiently, providing a greater positive impact on equal distribution of access to education

## **REFERENCES**

- Daming, S., & Al Islami, M. N. (2024). Tinjauan Hukum Dan HAM Terhadap Penegakan Hukum Oleh Aparat Kepolisian Bagi Tersangka Dalam Tindak Pidana Narkotika Di Bogor. *YUSTISI*, 11(1), 25–44.
- Faizin, A., & Kusumaningrum, H. (2023). Review Model-model Evaluasi Program Untuk Pendidikan dan Pelatihan Online. *Edumanajerial*, 1(1), 42–54.
- Hidayat, R., & Abdillah, A. (2019). *Ilmu pendidikan: konsep, teori dan aplikasinya*.
- Kusumawati, E. (2023). Efektivitas kerja guru. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(3), 1487–1492.
- Niken, N., Mia, P., Septiana, S., Reyhan, R., Argha, A., & Putra, P. (2021). Implementasi Kebijakan Vaksinasi Covid-19 di Kota Boyolali. *Jurnal Syntax Admiration*, 2(11), 2138–2144.
- Purwati, N. P., Holiso, N., Trihantoyo, S., & Nubhanudin, N. (2024). Implementasi kebijakan

- sistem zonasi PPDB di SMPN 59 surabaya. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 3(1), 162–168.
- Sari, N., & Dewi, R. (2023). Implementasi Kebijakan Sistem Zonasi dalam Penerimaan Peserta Didik Baru (PPDB). *Journal of Social and Policy Issues*, 50–56.
- Sari, W. N., Yamin, M., & Khairuddin, K. (2023). Perbandingan Model Pembelajaran Kooperatif Tipe Student Team Achievement Divisions (STAD) dengan Model Pembelajaran Problem Based Learning (PBL) Berbantuan Power Point terhadap Hasil Belajar Biologi Siswa Kelas XI IPA SMAN 1 Batukliang Tahun 2022. *Jurnal Ilmiah Profesi Pendidikan*, 8(1), 112–118.
- Sirait, P. (2021). *Pelaporan dan laporan keuangan*.
- Talsania, T., Nazirah, P., Sari, N. P., Radiah, R., Jumiati, J., Zahara, C. I., & Dewi, R. (2024). PSIKOEDUKASI KESEHATAN REPRODUKSI TERHADAP PERILAKU SEKS BEBAS PADA REMAJA DI SMP NEGERI 2 DEWANTARA. *Jurnal Pengabdian Kolaborasi Dan Inovasi IPTEKS*, 2(3), 959–966.
- Thissen, W. A. H., & Walker, W. E. (2013). Public policy analysis. *Public Policy Analysis (1st Ed.)*. Springer, Boston, MA. <https://doi.org/10.1007/978-1-4614-4602-6>.