

Analysis of Educational Quality Equalization in Indonesia Through New Students' Admission by Zoning System

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Abstract

This paper aims to find the bright spots for implementing the new zoning system applicable to Indonesian education by comparing other countries that have already applied. Some other writers still have pros and cons with the zoning system, starting from the implementation, benefits, and even different things that affect the quality of education in Indonesia, namely the needs of teaching staff. To find a problem approach, the authors use theoretical references from Viennet and Pont. Data collection was collected from various education policy books, journals related to the zoning system, publications from the Ministry of Education and the Central Statistics Agency and then concluded as a result of the journal that was analyzed qualitatively. Developed countries have implemented a zoning system for schools to overcome conducive classrooms, but there are new problems facing developed countries today with zoning conditions. The implications of the developed countries' zoning system can be used as material for the evaluation of the Indonesian government to avoid the same thing. This paper concludes that equitable distribution of facilities and infrastructures, as well as the quality of teachers and the needs of the number of teachers, are important keys in implementing the zoning system to run as expected.

Keywords: educational reform, equality, human resources.

The Globalization era, shown by the technology improvement, requires basic change for various fields, such as economy, society, and culture, as well as the policy on educational quality. The constitutional foundation has become a commitment in the educational world to support the reform of the national education system. Many factors are involved in the

educational process, both direct and indirect. Educational activity has many complicated elements, such as political elements, economy, health, psychology, law, society, culture, and religion. Therefore, Indonesia needs to reform the educational world regarding several problems faced in national education, including disproportion of capacity, equal distribution of

education, educational quality problems, and educational relevancy (Hasbullah, 2015).

The Minister of Education and Culture made four new policies called the four main educational policy program “Freedom of Learning.” One of them is the policy about a zoning system in new student acceptance concern with the Minister of Education and Culture mandate No. 44 the Year 2019. The Minister of Education and Culture keeps using the zoning system with a more flexible policy to accommodate the imbalance of access and quality in various areas. The composition of new student acceptance of zoning path can accept students for 50 percent minimum, affirmation path is 15 percent minimum and displacement path is 5 percent maximize. For achievement path or another 0 to 30 percent left is adjusted to the condition of the area. The regional authority determines the final proportion and sets the zoning area. The Ministry of Education and Culture expects that the regional and central governments can work together to improve access and educational quality. Access equalization and educational quality need to be conveyed with another initiative by the regional government, such as teacher redistribution to the shortage of teachers. The policy of this freedom of learning aims to improve the quality of human resources. Therefore, the main focus of the zoning policy is access of educational services even

Besides access, the problem that needs to be solved by this policy is educational quality. From the policies issued, the Ministry of Education and Culture wants all schools in Indonesia to become their favorite schools (www.kemdikbud.go.id). In other words, the zoning policy is regarded as a solution to two main educational problems: access and educational quality. Essentially, education has two dimensions, i.e., justice and inclusion (OECD, 2008, p. 2). Justice concerns the individual and social condition of students, which should not influence their chances of getting an education. At the same time, inclusion

concerns the educational standard of equality for all.

The practice of education event is influenced by two factors such as supply and demand (Cummings, 2008, p. 66). The demand is on the government authority as the public authority provides education. Therefore, to reach the educational event, a balance between supply and demand is needed. One of the ways the government is taking action today is by applying the zoning system policy.

the condition occurring in the field today is the implementation of new student acceptance by zoning system reaps many problems as the application of new student acceptance zoning system creates pro and contra, where the problem of residence and school radius still becomes a controversy and the abuse of Fake Incapability Certificate (Wahyuni, 2018). On the other sides, according to Arifani dan Budi (2018), the zoning system is an effective program for educational quality and also has positive implications on environmental effects such as traffic congestion, air, physical, and children health pollution as well as the dependence on motorized transport change into more healthy ways. Regarding different side in the effort of decreasing the troubled continued education level based on the research in Bandung City conducted by Purwanti (2018) that the zoning system can improve the number of participants of troubled continuing education students, but it is not effective for decreasing the number of discontinue education for the children of troubled continue education facing the Globalization era which is showed by the technology improvement require the basic change for various field, such as economy, social and culture as well as the policy in educational quality. The constitutional foundation has become a commitment in the educational world to support reforming the national education system. Many factors are involved in the educational process, both direct and indirect. Many elements are complicated in educational activity, such as political elements, economy, health, psychology, law, society, culture, and

religion. Therefore, Indonesia needs to reform the educational world regarding several problems faced in national education, including disproportion of capacity, equal distribution of education, educational quality problems, and educational relevancy (Hasbullah, 2015).

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Method

The educational quality, even in Indonesia, has never been complete. This case will impact on the implementation of zoning policy. There are several phenomena that are always connected to the problem of educational quality. The

problems are 1) the lack of educational facility which is available; there are still many citizens especially school-age children that are not able to be accommodated in the educational system and institution; 2) the facilities and infrastructure between in village and city are far different; the facility and infrastructure in villages are still conventional meanwhile the facility and infrastructure in the city has been highly advanced; 3) the lack of teachers, in East area of Indonesia, besides the lack of facility and infrastructure, the lack of teacher still becomes a problem until now. Therefore, there are still many schools that need teachers from other areas; 4) there are many citizens who are below the poverty rate; though they live in the city, they cannot get an education since the children under age should work to help their parents.

This is the basic reason the problem still overlaps among the schools. The researcher needs to further know about the policy of the zoning system from an educational perspective in Indonesia. Besides that, the change of students' input on zoning policy changed how the headmaster's management process was conducted, mainly concerning keeping and improving the school's quality.

This analysis uses qualitative approach by phenomenology method. The phenomenology research method is used because this method is possibly the research to dig and describe the common meaning of a number of individuals about the experience of a phenomenon or concept (Creswell, 2015, p. 105). The phenomenological approach is related to the understanding of daily life and the intersubjective world of the life of participants. Phenomenological research tries to explain or reveal the meaning of concepts or phenomena of experience based on consciousness that occurs in some individuals. Phenomenology is done in natural situations, so there are no restrictions in interpreting or understanding the phenomena studied and researchers are free to analyze the data obtained.

In finding the linkage of the zoning system implementation problem, the author refers to Viennet and Pont's theory. This case is appropriate with the question, "How does education authority's understanding and response toward implementing the zoning system in the perspective of educational autonomy in Indonesia? The provincial district of Education followed up on this PPDB policy in accordance with the characteristics and conditions of their respective regions.

Data was collected through focus group discussions with 34 provincial education districts through a coordination meeting on Student Admissions (PPDB), each province represented by the head of high school and one staff. This discussion was held by the Directorate of School Development, Kemdikbud, in Jakarta from April 31 to May 1, 2020, through a video conference. On the first day, Thursday begins with an explanation of the Policy of Admission of Learners in the Zoning system. Then, on the second day, Friday, we continued with a group discussion and formulated the conclusions and follow-up of the policy in their respective regions. In interactive group discussions, the province is divided into 3 groups with the topic of PPDB policy implementation.

Data collection is done by pouring the results of discussions into the minutes and filling the instruments that have been provided. On the second day the interview was conducted to each participant, namely from 9.00 AM to 12.30 PM. Researchers conducted interviews on the form of zoning-based (PPDB) socialization, technical guidelines that the provincial education office has published, and the problems faced in implementing the policy and how to solve the problem. In addition to collecting data, researchers also conduct data validity testing through triangulation and member checks.

Data analysis is carried out continuously, taking place during the data collection and after the data collection is completed. In this study, structured and specific methods were analyzed by Moustakas (1994) (Creswell, 2015): 1.

Describing personal experiences with the phenomena being studied; 2. Make a list of important statements; 3. Take such important statements and then group them into units of meaning or theme; 4. Write a textual description (what is experienced) from the participant's experience; 5. Describe the structural description (how the experience occurred). Lastly, researchers presented data by grouping it by the appropriate theme and relating it to each other.

Findings and Discussion

Viennet & Pont (2017) explain that policy implementation is determined by several factors surrounding it, starting from intelligent policy design, inclusive stakeholder engagement, conducive institutional and societal context, and coherent implementation strategy. The framework explained by Viennet and Pont in educational policy emphasizes the strategy process, which is coherent with another factor determination. The implementation strategy is also influenced by the policy's design, social upheaval, and stakeholder engagement.

Students' parent involvement in making a local policy is often regarded as a problem because the bad policy is a description of parents' ideas, which is not innovative because of the values and parents' practice afield (Atikson, 2000). Though the involvement of stakeholders does not always create a perfect idea, each policymaker must determine the policy design from stakeholders as social construction supporting the politics in the context of combining paradigmatic authority with their capacity to reach common goals (Stone, 1989).

Policymakers of the zoning system in England or Education Action Zones (EAZ) found that the role of parents or parents was often overlooked and also restricted. In contrast, the interests of education professionals and a small number of parents who have been actively involved in social and political policy dominate the overall EAZ policy. (Simpson and Cleslik,

2002) stated that it is necessary for the implementation of EAZ to have the voices and ideas of the parents as the foundation of the policy because they are people who feel the direct impact of a policy. Simpson noticed that abandonment of students' parents' aspirations often happens because it is regarded as an impediment in the text of the policy and rhetoric of the Ministers in England. The research results can be evaluation material for the Indonesian government and officials in establishing a policy in the region.

The current scheme of implementing the zoning system in Indonesia is as same as the situation in New Zealand as one of the efforts to establish equality of quality in schools and provide comfort in classrooms for students. The zoning system on new students' admission was first implemented in Regulation of the Minister of Education and Culture No. 44 of 2019 which is expected to eliminate the image of favorite schools in order to equalize education, increase the teacher capacity, eliminate the practice of buying and selling chairs or illegal fees, and creating a heterogeneous classroom atmosphere. Based on the evaluation from the journal Waikato Region (2014), the case in New Zealand, the zoning system can have an impact on the development of the property business because of the factor of the best quality schools become the goal of all parents. Indonesia has not yet addressed the current problems faced by the New Zealand government; if the implementation of the zoning system in Indonesia aims to equalize education, then it needs an improvement in school facilities and infrastructure in each region. The distribution of teaching staff is also an important factor that is needed by the Indonesian government nowadays if they want to equalize the quality of education.

The benchmark for the success of education policy is its implementation. Grindle (Rusdiana, 2015, p. 132) states that "the actual policy implementation is not only limited to the mechanism of political decisions explanation into routine procedures through bureaucratic

channels but related to the conflict issue, i.e. who does obtain something in a policy, even policy implementation is a crucial thing, probably much more important than policy formulation". According to Ali Imron (2012:64) "policy implementation is the actualization of education policy concretely in the field.

Policy implementation must be done because the problems formulated in the formulation of policies require problem-solving through actions". It will be known through the implementation whether an alternative formulation of problem-solving is appropriate for the problem. Through the implementation also, whether after it has been applied, the implementation of alternative troubleshooting will cause new problems or not. The zoning system is a policy made by the government in the field of education as an alternative to the equality of educational quality.

One of the indicators of provincial understanding of the Regulation of the Minister of Education and Culture lies in the suitability of new students' admission line quotas between regulations made by local governments and the Regulation of the Minister of Education and Culture.

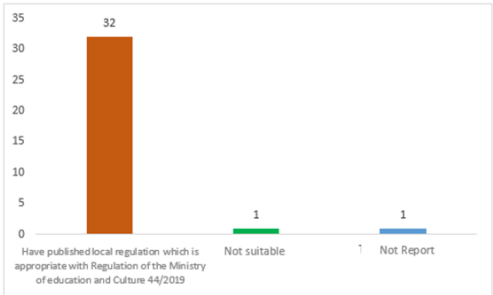


Figure 1. Education Authority's understanding toward the Regulation of the Minister of Education and Culture No. 44 Year 2019

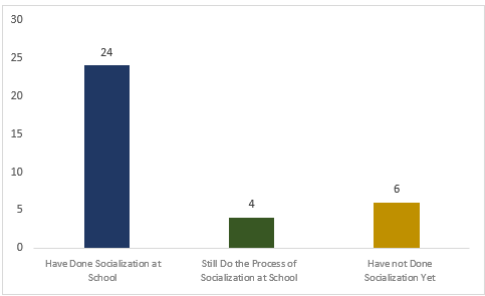


Figure 2. New Students' Admission Socialization in School

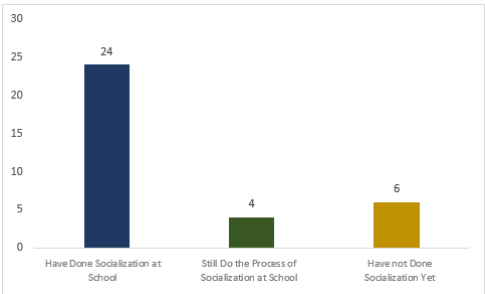


Figure 3. The Mechanism of New Students' Admission in 2020

The province's understanding of zoning policies is presented in Figures (1) and (2) below. These results indicate that the province has followed up through local regulations as a follow-up of zoning policy and socialization of new Students' Admission to school parties.

The path depends heavily on the school's capacity in one zona. The results of the cluster group discussion of all provinces on May 1st, 2020, can be summarized in determining the Zona's criteria as follows. First, the determination of zones based on blind spot areas or in densely populated areas of schools and residents. Second, in zoning determination, consider the number of junior high school graduates and the capacity of high school level with the number of study groups of 36 students. And third, based on the verification result of the study, group quotas and classes are carried out to maximize the role of private schools. To

minimize deposit practice through ombudsman involvement, the use of new students' admission online applications that are expected to be able to be transparent and sever personal communications from the service during new students' admission.

Based on Regulation of the Minister of Education and Culture No. 44 Year 2019 Article 21 the registration of new students' admission is done by using online mechanism by uploading the required documents suitable for the requirements to the new students' admission registration page that has been determined. The implementation of online mechanisms is the responsibility of local governments. New students' admission Registration System, in the case no network facilities are available, new students' admission is implemented through an offline mechanism by attaching a photocopy of the required documents which is suitable for the requirements. The mechanism of admission for new students in 2020 is still diverse, as presented in Figure 3 below. Based on these images mostly use a combination of online and luring.

The implementation of the zoning system by the government actually aims to equalize access and educational quality. The Ministry Of Education And Culture continues to use a zoning system with more flexible policies to accommodate inequality of access and quality in various regions. The composition of new students' admission of zoning pathways can accept students at least 50 percent, affirmation pathways at least 15 percent, and displacement pathways at a maximum of 5 percent. For the achievement path or the remaining 0-30 percent is adjusted to regional conditions. The perspective of the educational actors in this case is about zoning as follows.

1. Minimum zoning path 50%, including incapable and disability (inclusion)

a. Most provinces have already established zoning pathways according to the rules, including for disability (inclusion).

b. The amount of quota for disability varies depending on the policy of each region.

c. There is one province that is not suitable, i.e., Bangka Belitung, which is only 45%. One province has no data, i.e. Papua. One province that has not been confirmed related to zoning is South Sumatra. One province that is still under discussion is Maluku

2. Maximum 5 percent of displacement path

a. Some provinces issued Family Card policy established 1 year earlier, but some issued policies 6 months earlier such as DKI Jakarta. DKI Jakarta adjusts the dynamics of workers

b. The Family Card can be replaced with a Domicile Bouquet that must be authorized by the local RT and RW and which is legalized by the village head, that the concerned has lived 1 year

c. The provinces of East Kalimantan and Gorontalo stipulated that the family card could not be replaced with a domicile certificate because it was feared that there would be abuse in order to force the desired school entrance

d. DKI Jakarta can use a certificate of domicile which explains that she/he has been staying for at least the last 6 months

3. Affirmation path at least 15 percent

e. Students that are in poor families can be proven by participation in program handling of poor families.

f. All provinces already have policies related to this case, as well as various programs such as KIP and PKH.

g. The province also includes students with a Poor Information Card, a Poor Vulnerable Family Card, and those from Orphanage Children.

h. Specifically, in DKI Jakarta, there are Jakarta Integration and smart Jakarta cards. So they could use the evidence from one of them both.

4. Achievement path or remaining 0-30 percent

The outline, determination of achievement path through 2 (two) ways, namely:

a. Academic

1) Some provinces set this academic path at 25 percent (of the 30 percent quota) by considering several things, including the score of the last 5 semesters' report and the School's National Examination Score in the previous year (due to there being no UN in 2020).

2) East Java Province set the quota of event achievement path is only 5 percent, where academic is only 2 percent and the remaining 3 percent are non-academic; 25 percent remaining of achievement quota is used by using report value and National Examination value in 2019.

3) There are some provinces that have not determined the quotas for this achievement path, such as North Sumatra, West Nusa Tenggara, and Bengkulu provinces

4) For DKI, Jakarta Province has a different policy, namely a quota of 20 percent with details of academic pathways with a reported value of 10% and a non-academic 5 percent with a certificate and 5 percent for academic and non-academic students outside Jakarta.

b. Non-Academic

1) This non-academic pathway covers various fields including arts, sports, culture, language, religion, entrepreneurship, science, and technology

2) Not all provinces apply the same non-academic fields, it depends on the policy and characteristics of their respective regions.

3) These non-academic achievements from all levels such as Regency/City, Province, National, to International

4) The certificate as a supporting document must be issued by the recognized institution or institution in at least 6 months and no later than 3 years.

The government's implementation of the zoning system aims to even out the access and quality of education. The perspective of the educational actors in this case teachers and principals about zoning include: (1) facilitating access of educational services, (2) impact on school quality, (3) impact on high school level, (4) restrictions on students choosing schools, (5)

equitable access of educational facilities and infrastructure, and (6) impact on diversity.

1. Facilitating the Access of Educational Service

One of the purposes of the zoning policy is to even out access to educational services. From the perspective of the educational actor, the headmaster of Cerdas Senior High School said, "From an educational perspective, zoning policy is good because it facilitates people's access to school. People can go to school in their neighborhood". The opinion confirms that by implementing a zoning system provides the ease of access of education for the community.

The zoning system not only provides easy access to educational services but also benefits students since it can save time and money to go to school. Moreover, students can attend school near where they live. The statement is similar to the research found by Mandic et al. (2017:1) that explains that the school zoning scheme provides comfort for students to attend schools close to home. In addition, Saporito (2017) states that the assumption of zoning application is intended to minimize transportation costs. From the supporting statement of the two scientists, it can be said that zoning, besides can provide easy access to educational services for students around the school, also minimizes transportation costs for students.

2. Zoning of evening out School Quality

Another perspective besides facilitating access to educational services, zoning is also regarded as able to equalize the quality of schools. This case cannot be separated from the variation of student input received by the school. More varied students are accepted because the school only accepts students from the school zone. So inevitably, no matter the student's circumstances, as long as he/she comes from the school zone then he/she is acceptable. This case implies that the school's quality is equalized through two things: first, each school has the opportunity to obtain superior student input. Second, with the variety of students, it can

eliminate the label of favorite school that has been leprosy in the world of education.

There are two perspectives of equitable quality of schools in zoning including: first, each school has the opportunity to obtain superior student input. Second, with the variety of students, it can eliminate the label of favorite school that has been leprosy in the world of education. The statement is similar to the statement stated by Safarah and Wibowo (2018:206) that the "school zoning program is one of the effective programs of the government in realizing educational equality in Indonesia". Therefore, it can be said that zoning becomes an effective tool for equitable quality of education especially related to the equalization of student input.

3. Zoning of Reducing School Quality

Different from the previous perspective, which looked at zoning as a way to even out the quality of education, the third perspective, on the contrary, thought that zoning could reduce the quality of the school. The decline in the quality of schools occurs due to the school no longer compete to be favorite schools, as the following GC4 reveals: "The establishment of a zoning system makes the school is same. If all schools are same then it is feared cannot motivate the school to become superior or favorite".

Supporting the previous teacher statement, teachers are concerned about the declining school performance due to zoning. From the statement of the favorite high school teacher, the common thread is that favorite high school teachers are worried if the zoning system's implementation affects the school's quality, especially relating to the school input. This happens because the zoning system prioritizes residential areas over student achievement. So favorite schools cannot select outstanding students.

The perspective that zoning could decrease the quality of schools arises from the teachers' perspective at Cerdas Senior High School. This case occurs due to the zoning system prioritizes residential areas over student achievement. So

favorite schools cannot select outstanding students. Whereas, related to the quality of a school, Perdu & Sheetz (2008:70-72) outline four steps to form a quality. The researcher then adopts the four steps in the context of creating the quality of a school: First, school management should understand the expectations of stakeholders, especially in terms of public relations management and services. Second, management at the school level should be able to design products and services that are appropriate to the wishes of stakeholders. Third, provide services and facilitate well. Fourth, establish communication with school stakeholders. By considering those steps, schools should not have to worry about varying student inputs.

On the other hand, Ferry's research (2018) shows that in improving the quality of graduation, the things that schools can do include: first, program planning directed to the Certificate of Graduation and based on school self-evaluation and community satisfaction survey. Both programs' implementation is supported by the aspects of facilities and infrastructure, as well as parents' involvement in the program's implementation. The third is monitoring and evaluating the quality improvement program. Therefore, it can be said that whatever the input is, as long as the process is good, it will produce a good output as well. Moreover, according to Raharjo & Yuliana (2016:203), "the leadership of the principal is the most important indicator in realizing a pleasant superior school" by means that the students' input factor is actually not really influence in organizing a superior and favorite education.

4. The Challenge of Zoning Implementation in Senior High School Level

The fourth perspective states that the zoning system is unsuitable for the senior high school level. The field results showed that the zoning policy was implemented at the elementary or junior high school level. Moreover, for senior high school level is not appropriate". Some teachers argue that the zoning system suits primary and junior high schools more. This

opinion is certainly contrary to the practice of implementing zoning systems in other countries. In Japan, for instance, Sieja (2017) explained that the school zoning system regulates students from certain environments to attend public schools at the elementary, junior high, or senior high school level. Therefore, it can be said that the implementation of zoning in Indonesia has only been implemented at the senior high school level since this new policy is implemented gradually.

5. Zoning System Limits Students in Selecting School

The essence of the zoning system is that schools can only accept students residing in a school environment. Not only are schools limited, but students are also limited from enrolling and choosing a school that is close to where they live. According to field data, students are no longer free to choose the school as they wish, but they must be close to their school. The zoning system is considered unsuitable, it makes the nation's children become boxed, although the goal of this system is to decrease the transport fee, they become complete to be able to choose so it can be concluded that zoning limits students to choose schools and this is contrary to the principles of democracy prevailing in Indonesia. The implementation of the zoning system is considered to make limitations for students from choosing schools, and it is contrary to the prevailing democratic principles in Indonesia. In line with that case, Bunar (2010:68) stated that the zoning system has locked the opportunity for students to choose a school in a different place to where they live. This may be the case given that zoning wants to level the education of students around school.

6. Zoning Policy Should Be Accompanied with the Educational Facility and Infrastructure Equalization

Equitable access to educational services becoming the goal of the zoning system should also be accompanied by equalization of educational infrastructure. It is in line with the condition in the field that the government's

intention to accelerate equality is considered quite good because it relates to infrastructure in schools likened first so that if it wants an equalization of educational infrastructure to support the equality of education quality can be through the zoning system but also accompanied by efforts to equalize pre-existing facilities.

Zoning is considered effective if accompanied by equalization of educational infrastructure to support the equality of educational quality. In line with this case, Nepal research (2019) shows that the quality of clean and good air, good light, comfortable environment, safety, age and condition of building, and maintenance quality can affect the health, safety, and psychological condition of students. Furthermore, he outlined that policymakers should pay attention to the relationship between school infrastructure facilities and learning and student achievement. On the other hand, the research conducted by Liu (2017) stated that both the amount of funds and the number of teachers cause much inequality in different schools. It means that the existence of school infrastructure has contributed to the equality of school quality. From these two studies, it can be concluded that the equalization of educational facilities can improve the quality of education.

7. Zoning Destroys the Diversity

The implementation of the zoning system, on the one hand, wants to facilitate access to educational services for the community around the school; on the other hand, making the community become grouped in their respective environments. This case makes zoning perceived to undermine diversity. Another thing is that the zoning policy undermines diversity because the composition of students in schools is only students who come from school environments where the system is perceived to be contrary to multicultural themes or diversity raised by the government. In fact, the theme appears and is applied in education.

Some teachers consider the zoning system is contrary to the multicultural theme or diversity

raised by the government. In fact, the theme appears and is applied in education. According to the researchers, there are differences between multiculturalism raised in education and multiculturalism missing from the zoning system. In terms of multicultural education, it can still be run even if the participating students are in the same zone. Moreover, Indrapangastuti (2014: 13) revealed: "the role of teachers in the implementation of multicultural education includes building a paradigm of inclusive diversity in the school environment, respecting language diversity in schools, building gender sensitive attitudes in schools, building critical understanding and empathy for injustice and social differences, building anti-ethnic discrimination attitudes, respecting differences in ability and respecting age differences".

From the above statement, multicultural education can also be applied together with zoning policy. Moreover, the zoning system produces diverse student inputs so that the role of teachers in multicultural education above can be implemented. Supporting the previous statement of Rohman & Ningsih (2018) revealed: "Imparting a true multicultural education will produce a young generation in the era of industrial revolution 4.0 that is creative, innovative, and a generation of character, integrity and uphold tolerance in accordance with the national identity of the Indonesian nation". So that the diversity of students resulting from the zoning system can support multicultural learning and not reduce or even damage diversity.

Conclusion

Superior Human Resources became the main focus of the Indonesian government. Education reform in Indonesia, which has adopted many of the policies of developed countries, will still face

many challenges of change. Curriculum that prioritizes students to develop independently by providing space to explore as the education of advanced country implements. Several developed countries have provided space for schools to develop facilities and learning for learners to adjust to the region's state to national standards. The government in Indonesia can at least facilitate local governments by providing space and guaranteeing the development of facilities for schools to improve the quality of education.

Presenting schools of the same quality in each district is one of the current government programs. The distribution of teachers is considered crucial as a supporter of the zoning system because if we look at the developed countries that have established a zoning system for learners, it has implications for the housing gap. The equality of school quality is still unable to be resolved in many developed countries, so only parents with money can live close to the superior school zone. It is important for the Indonesian government to evaluate the zoning system previously applied to developed countries by providing equal facilities and infrastructure and certified teachers in order to create equitable education in Indonesia.

From the results of the study, the conclusions obtained are: (1) zoning facilitates access to educational services, (2) zoning equalizes the quality of schools, (3) zoning decreases the quality of schools, (4) zoning is not suitable to be established at the high school level, (5) the zoning system limits students in choosing schools, (6) zoning policy must be accompanied by equalization of educational facilities and infrastructure, and (7) zoning undermines diversity. These perspectives arise based on the understanding, feelings, and experiences that have been experienced with the habits of the zoning system.

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