Journal of Educational Research and Evaluation
Volume 6, Issue 3, 2022, pp. 619-628
P-ISSN: 2597-422x E-ISSN: 2549-2675
Open Access: https://doi.org/10.23887/jere.v6i4.52712

The Impacts of Zoning System Policies of New Students' Admission on the Education Quality Equalization

Dhamar Widya Safitri[1*], Edi Istiyono[2]

[1,2] Department of Educational Research and Evaluation, Graduate School, Yogyakarta State University, Indonesia

ARTICLE INFO

Article history:
Received Auguts 04, 2022
Revised August 05, 2022
Accepted September 30, 2022
Available online May 25, 2022

Kata Kunci :
Discrepancy, mutu pendidikan, PPDB, sistem zonasi

Keywords:
Discrepancy, education quality equalization, new students' admission, zoning system

ABSTRAK

Penerimaan Peserta Didik Baru (PPDB) memiliki tujuan untuk mendukung tujuan negara Indonesia dalam bidang pemerataan mutu pendidikan. Berdasarkan hal tersebut, diperlukan adanya penelitian untuk melihat dampak PPDB terhadap mutu pendidikan. Tujuan adanya penelitian ini adalah untuk: mendeskripsikan prosedur, mendeskripsikan pelaksanaan, dan mendeskripsikan dampak kebijakan PPDB sistem zonasi terhadap pemerataan mutu pendidikan SMP di Kabupaten Bantul, Yogyakarta. Penelitian kuantitatif ini dilakukan dengan model evaluasi kesenjangan. Responden yang terlibat adalah kepala sekolah, panitia PPDB, peserta didik, dan wali peserta didik di Kabupaten Bantul. Validitas yang dilakukan adalah validitas isi dengan reliabilitas menggunakan Cronbach's coefficient alpha. Analisis data yang digunakan adalah deskriptif kuantitatif dan uji kanonikal. Penelitian ini memperlihatkan bahwa kebijakan PPDB sistem zonasi tidak memiliki dampak yang berarti terhadap pemerataan mutu pendidikan pada tingkat SMP di Kabupaten Bantul. Kelengkapan peralatan pendukung proses belajar di SMP Negeri Kabupaten Bantul secara umum sudah tersedia dan berjalan dengan baik. Panitia PPDB menyatakan tidak adanya perubahan mutu pendidikan sebelum dan sesudah PPDB sistem zonasi dilakukan, sehingga tidak adanya perubahan mutu pendidikan.

ABSTRACT

New Students' Admission (here termed as PPDB) aims to support the Indonesia country in the education quality equalization. For this, there is a need for research to observe the impacts of PPDB on the education quality. This research aims to describe the procedure in the preparedness, implementation, and impacts of zoning system policies of PPDB on the education quality equalization in middle schools in Bantul Regency, Yogyakarta. This quantitative research was conducted using the discrepancy evaluation model developed by Malcolm M. Provus. The respondents involved included the principals, PPDB committee, students and students' guardians representing five zones as determined in Bantul Regency. The technique of collecting data was conducted using the questionnaires, interview and documentation. The content validity was carried out using Cronbach's Coefficient Alpha. Meanwhile, the data analysis used was the descriptive-quantitative and canonical test. This research on the implementation of PPDB using zoning system in Bantul Regency showed the following results: the zoning system policies in PPDB had no a significant impact on the quality equalization of education at middle schools in Bantul Regency. Overall, the completeness of the supporting equipment for the learning process at state middle schools in Bantul Regency has been available and and running well. The PPDB committee stated that there has been no change in education management both before and during the zoning system policy in PPDB. Thus, there is no change in the education quality.

1. INTRODUCTION

Education plays a very important role in the development of a country though in its implementation it cannot be separated from problems. A number of studies explained some of the education problems in Indonesia. Some of these problems include the existence of the school-age children that have dropped out of school and the emergence of school grouping based upon the school quality later on creating favorite and unfavorable schools (Miftakhuddin, 2018; Safarah & Wibowo, 2018). These problems are not in line with Poder's opinion stating that every individual in society should have equal opportunities in having education (Põder et al., 2017; X. Wu, 2017). The Indonesian government has made several educational policies to solve some of the existing educational problems. Education policy is a set of regulations made by the government in supporting education (Rusdiana, 2015), one of which is through the New Student Admissions (PPDB) based upon zoning system. The priority for PPDB is the mechanism in the network, as described in The Regulation of Minister of Education and Culture Number 1 of 2021

*Corresponding author.
E-mail addresses: dhamarwidya.2019@student.uny.ac.id (Dhamar Widya Safitri)

concerning Admission of New Students at the Kindergarten, Elementary, Middle, High and Vocational Levels. The students' selection through zoning system can be explained as a geographical area becoming a requirement for the students to choose a school (Machin & Salvanes, 2016; Phan, 2015; Yang et al., 2018). Students can only study at a school, which is in the same location where as they are living in (Q. Wu et al., 2016). Certainly, the division of school zones requires a policy that is similar with other schools in a certain area (Saporito, 2017). In general, the students' selection using zoning system purposely is to prevent the students to gather with the same background later on potential to create the less favorable schools (Põder et al., 2017).

In addition to Indonesia, several countries have even implemented zoning system in the student admission process. Student selection based on home location was carried out in Berlin, and Germany (Noreisch, 2007), elementary schools in China (Liu et al., 2020; Yang et al., 2018), and schools in the Atlanta area (Andreyeva & Patrick, 2017). The zoning system here refers to the admission of students based upon to the school's coverage area in the city (Machin & Salvanes, 2016; Phan, 2015; Saporito, 2017). Certainly, the selection applied has differences in the policy system. The Regulation of Minister of Education and Culture Number 1 of 2021 concerning Admission of New Students at the Kindergarten, Elementary, Middle, High and Vocational Levels explains that PPDB is carried out using zoning system by accepting the prospective students living in the same zone as the school. At least 50% of the entire students are accepted by the school. One of the areas applying the PPDB with zoning system is Bantul Regency, Yogyakarta. Through this zoning system PPDB, the government expects that the selection of student admissions can be carried out objectively, transparently and non-discriminatively to encourage the Indonesian state's goals in the quality equalization in education.

Good quality education will have an impact on various fields, including the economy, politics, and culture of a country (Cummings & Bain, 2017). Education quality can be improved through educational practices related to social life (Anttila & Jussila, 2017; Lazebnikova et al., 2019). Improving the education quality can be seen in the leadership of the principal, the education of the teachers, learning outcomes, the school atmosphere, and the influence of parents (Al Ahbabi, 2019). This opinion is in accordance with the opinion that the education quality can be seen in the input aspect (resources); process aspect (process of teaching and learning activities); and output aspect (learning outcomes) (Sahney et al., 2008). The importance of the education quality raises some questions about the importance of the education quality improvement (Warner & Burton, 2017). The well-known education quality standard is Total Quality Management (TQM) as a quality standard for the better education quality. TQM has an influence in improving the education quality (De Jager & Nieuwenhuis, 2005; Sohel-Uz-Zaman & Anjalin, 2016). Similar with TQM, Indonesia has educational quality standards as described in the National Education Standards (SNP) comprising the Content Standards, Educational Assessment Standards, Education Financing Standards, Graduate Competency Standards, Educators and Education Personnel Standards, Process Standards, Facilities and Infrastructure Standards, and Management Standards (Sani et al., 2015).

The student selection policy cannot be separated from several problems, one of which is related to the changes and falsification of home addresses (Noreisch, 2007; Ula & Lestari, 2020). Such falsification is done by parents of students who want their children to enter a certain school. The PPDB with zoning system that does not concern with the grades also has made the average National Examination (UN) scores decreased (Perdana, 2019). This declining average national exam score then has resulted in a decrease in learning motivation (Wahyuni, 2019) and in competitiveness among students (Ula & Lestari, 2020). Students who used to study hard to get high scores now no longer are less motivated to study for feeling that they will have been accepted in a school that has the same zone as their home. Through The Regulation of Minister of Education and Culture Number 1 of 2021 concerning Admission of New Students at the Kindergarten, Elementary, Middle, High and Vocational Levels explains that PPDB with zoning system purposely is to equalize the quality of education. The quality of education is significant for improving other fields. Until now there has been no research examining the impact of the PPDB zoning system on the quality of junior high school education in Bantul Regency. Research is needed to see if the government's goals have been achieved. Based on these studies, a research on the impact of the PPDB with zoning system in several middle schools in Bantul Regency related to the education quality is needed. The research subject selected was middle schools to facilitate the research process because of its smaller scope than high school. The middle school policy in Yogyakarta is regulated by the district government, while the high school policy is regulated by the provincial government. It is expected that this research at the middle school level can solve the problems of the secondary education level. This research was focused on the impacts of the zoning system for New Student Admissions (PPDB) on the equalization of education quality for middle school students in Bantul Regency. The aims of this study included: 1) to describe the administrative preparation procedures for the zoning system for the new Student Admissions (PPDB) policy in middle schools in Bantul Regency; 2) to describe the implementation of the zoning system on

New Student Admission (PPDB) in middle schools in Bantul Regency and 3) to describe the impacts of the zoning system in PPDB on quality equalization of education at middle school level in Bantul Regency, Yogyakarta.

2. METHODS

This is a descriptive-quantitative research used to explain how the impacts of the zoning system policy in New Student Admission (PPDB) on the quality equalization of middle school education in Bantul Regency based upon the data obtained in the field. This study of the impact of the zoning system policy of PPDB on the quality equalization of education used a discrepancy evaluation model developed by Malcolm M. Provus (Provus, 1969). The model has 4 stages including: 1) design stage, 2) Installed programme, 3) Process, and 4) Product (Wirawan 2016). The discrepancy evaluation model raises variables consisting of 1) input aspect; 2) process aspect; and 3) output aspect. The research was conducted in some middle schools in Bantul Regency from January to February 2022 with the zoning system PPDB policy in the academic year of 2021/2022 as the research object. There were 47 state junior high schools in Bantul Regency that participated in the zoning system PPDB, which were divided into 5 zones (zone 1, zone 2, zone 3, zone 4, and zone 5). In this study, samples were obtained using purposive sampling technique. The purposive sampling technique is a technique that requires consideration in selecting the sample area (Sukardjo & Sari, 2009). Based on several considerations, one school was chosen for each zone to represent each zone. These five schools were selected based on the average final score and the number of students admitted in the previous year was not much different. The locations of the five schools are also not too far apart so it is hoped that it will facilitate the research process. Meanwhile, the number of samples from the population in this study used the formula developed by Isaac and Michael (Sugiyono, 2015).

$$s = \frac{\lambda^2 . N . P . Q}{d^2(N-1)+\lambda^2 . P . Q}$$

Notes: λ^2 = margin of error (1%, 5%, 10%); N = population; P = proportion (0,5); Q = 1 – P (1 – 0,5 = 0,5); d = degree of freedom (0,05)

Further, calculation was carried out to determine the number of research samples for each school. Table 1 presents the sample number of subjects to be studied for each school based on the formula developed by Isaac and Michael.

Table 1. The Sample Number of Subjects for Each School

No	School	Location	The Sample Number of Subjects
1	SMPN 1 Pandak	Pandak (Zone 1)	66
2	SMPN 1 Bambanglipuro	Bambanglipuro (Zone 2)	72
3	SMPN 1 Jetis	Jetis (Zone 3)	60
4	SMPN 1 Banguntapan	Banguntapan (Zone 4)	71
5	SMPN 1 Sewon	Sewon (Zone 5)	66

Data collection techniques used in this study were conducted by questionnaires, interviews, and documentation. Questionnaires would be submitted to students and the 2021 PPDB committee at the school. Interviews were only used as data to support information obtained from the questionnaire technique. Interviews for this research were conducted with the parents of students who took part in the 2021 PPDB with zoning system. The documentation aimed to observe the implementation of the zoning system policy of PPDB and to see the documents related to the zoning system policy of PPDB. A closed questionnaire was used with 4 answer choices that respondents could choose from. Researchers need a criterion based on the scale and number of items used. In this evaluation study on the PPDB with zoning system, a Likert scale was used with 4 answer choices that respondents could choose from. The four answer choices include Strongly Agree, Agree, Disagree, and Strongly Disagree. Based on the results of the questionnaire, then the distribution category is needed. Table 2 presents the distribution category that used in this study.

Table 2. The Distribution Category

No	Formula	Category
1.	$X \geq M + 1{,}5\ SD$	Very Good
2.	$M + 0{,}5\ SD \leq X < M + 1{,}5\ SD$	Good
3.	$M - 0{,}5\ SD \leq X < M + 0{,}5\ SD$	Quuite Good
4.	$M - 1{,}5\ SD \leq X < M - 0{,}5\ SD$	Fair
5.	$X \leq M - 1{,}5\ SD$	Poor

(Azwar, 2019)

Notes: M = ideal mean $(\frac{1}{2} \times (maximum\ score - minimum\ score))$; SD = standard deviation $(\frac{1}{6} \times (maximum\ score + minimum\ score))$; X = mean score

Interviews for this research were conducted with the parents of students who took part in the 2021 PPDB with zoning system. The interview used was a structured interview with interview guidelines that had been prepared before the interview process was conducted. The documentation aimed to observe the implementation of the zoning system policy of PPDB and to see the documents related to the zoning system policy of PPDB. Documentation guidelines have also been prepared to facilitate researchers in obtaining documents that support the research process. Interviews and documentation were conducted to observe input aspects, process aspects, and output aspects in the PPDB policy of the SMP zoning system in Bantul Regency. Before the research instrument is used, validity and reliability tests are conducted. Content validity is validity that is tested for feasibility by a competent panel (expert judgment) (Azwar, 2019), using Aiken's V formula (Aiken, 1985). Validity results show results above 0.667 so that all instrument items are feasible to use. Reliability was carried out using the Cronbach Alpha (α) formula as a measurement of instrument reliability (Azwar, 2019). The Cronbach's Alpha values obtained were 0.833 and 0.946 (greater than 0.70) so they were reliable. From these data it can be concluded that all these instruments can be used as research tools.

3. RESULT AND DISCUSSION

Results

The evaluation process of the PPDB using zoning system required a number of appropriate variables to answer research questions. These variables included 1) input aspect; 2) process aspect; and 3) output aspect (Provus, 1969). The input variable included administrative completeness and human resources involved in the zoning system policy of PPDB in the middle schools in Bantul Regency. The process variable included the process of new students' admission using the zoning system in the network. Output variables meanwhile included the education quality, which can be seen in the National Education Standards (SNP). Both the input aspect and the process aspect had 11 statement items for committee questionnaires and 4 items for student questionnaires with answer choices ranging from 1 to 4. The similar number of items then made the success criteria for both aspects the same. Based on the number of all items on the student questionnaire, the highest ideal score was 16 and the lowest ideal one was 4, so the ideal mean value (M) was 1/2 (16+4)=10 and the ideal standard deviation (SD) was 1/6 (16-4)=2. Based on the number of all items on the PPDB committee questionnaire, the highest ideal score was 44 and the lowest ideal one was 11, so the ideal average value (M) was 1/2 (44+11) = 27.5 and the ideal standard deviation (SD)) was 1/6 (44-11)=5.5. Based on the ideal mean value and standard deviation, the criteria for success were presented in Table 3.

Table 3. The Success Criteria for the Questionnaire Results

No	Score		Category
	Students	Committee	
1.	$X \geq 13$	$X \geq 35{,}75$	Very Good
2.	$11 \leq X < 13$	$30.25 \leq X < 35.75$	Good
3.	$9 \leq X < 11$	$24.75 \leq X < 30.25$	Quuite Good
4.	$7 \leq X < 9$	$19.25 \leq X < 24.75$	Fair
5.	$X \leq 7$	$X \leq 19.25$	Poor

The Input Aspect

From Table 3 above, it can be seen that the success criteria for the questionnaire results were divided into 5 criteria, namely very good, good, quite good, fair, and poor. Based on the success criteria

shown in Table 3, the results of the analysis for the committee respondents and students for each aspect were obtained. Table 4 shows the results of the analysis for the input aspect for the sheet of committee's questionnaire and students' questionnaire.

Table 4. The Results of the Analysis for the Input Aspect

Category	Percentage (%)	
	Committee	Students
Very Good	82.4%	36.7%
Good	17.6%	52.8%
Quite Good	0%	9.4%
Fair	0%	1.1%
Poor	0%	0%
Total	100%	100%

Table 4 was then converted into a bar chart to show criteria that had a high percentage and a low percentage. The bar chart in Figure 1 shows the results of the analysis of the input aspect of the questionnaires for committee respondent and student respondent.

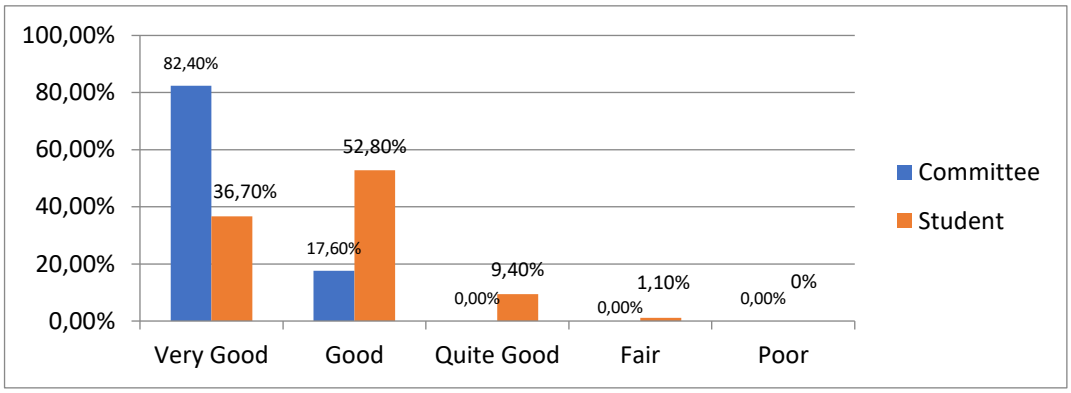

Figure 1. The Bar Chart of the Analysis for the Input Aspect

As shown in Table 4 and Figure 1, the results of the analysis of the input aspect for the committee respondents had the highest percentage of 82.40% so proving that middle schools in Bantul Regency have been able to prepare human resources and registration procedures very well for the implementation of the zoning system in PPDB. However, for the input aspect of the respondents, students were found in good criteria with the highest percentage of 52.8%. These results proved that students also saw that human resources and registration procedures have been well prepared. In addition to obtain the results of the analysis from the questionnaire, information was also obtained from the documentation and interviews with the guardians of the students. The registration procedure including general provisions, zoning determination, technical instructions, registration schedule, registration pathway, and registration procedures can be accessed by guardians of students on the PPDB website of Bantul Regency. The website has made it easier for guardians of students to access information about PPDB. Each school that implemented PPDB has prepared the facilities and infrastructure needed in the PPDB implementation including in preparing human resources. The human resources prepared by the school included the teachers and educators of the school concerned. Every teacher and educator had duties and obligations in the PPDB implementation process. The committee also had the task of assisting the guardians of students who had difficulty in the PPDB implementation process.

The Process Aspect

The analysis was conducted in the process aspect. Based on the success criteria as shown in Table 3, the results of the analysis for the committee respondents and students for each aspect were obtained. Table 5 shows the results of the analysis for the process aspect for the sheet of committee's questionnaire and the student's questionnaire.

Tabel 5. The Results of the Analysis for the Process Aspect

Category	Percentage (%)	
	Committee	Student
Very Good	58.8%	39.9%
Good	35.3%	52.3%
Quite Good	5.9%	7.5%
Fair	0%	0.3%
Poor	0%	0%
Total	**100%**	**100%**

Table 5 was then converted into a bar chart to show the criteria with a high percentage and the criteria with a low one. The bar chart in Figure 2 shows the results of the analysis of process aspect on the questionnaires of committee respondents and student respondents.

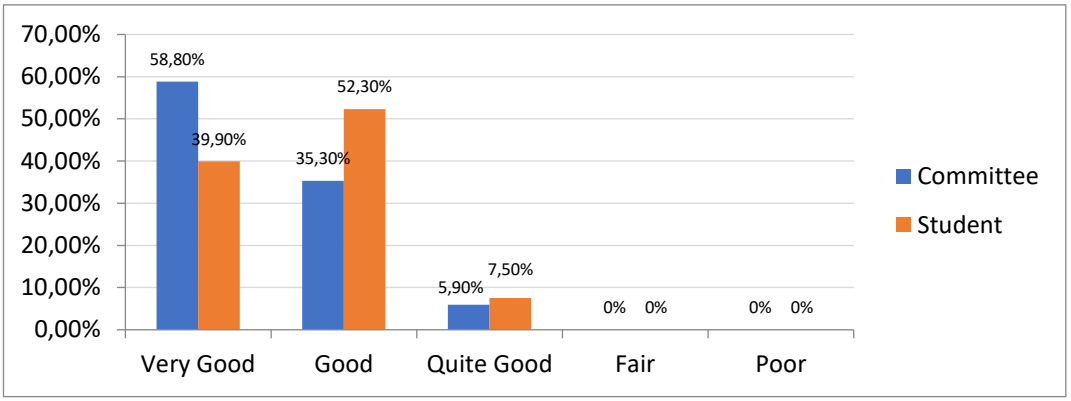

Figure 2. The Bar Chart of the Analysis for the Process Aspect

As shown in Table 5 and Figure 2, the results of the analysis of the process aspect for the committee respondents had the highest percentage of 58.80%, proving that middle schools in Bantul district have implemented the PPDB with zoning system very well. However, for the process aspect of the respondents, students were found in good criteria with a percentage of 52.30%. Students saw that the PPDB process was going well and needed some improvements such as the accessibility of the Bantul Regency PPDB website. In addition to obtain the results of the analysis from the questionnaire, information was also obtained from the documentation and interviews with the guardians of the students.The guardians of students experienced some difficulties in the registration process due to the lack of socialization and their limited competence to access the website. The school then anticipated this by providing assistance to the guardian directly at the school concerned. However, some guardians still found it difficult. The registration flow was considered so complicated with a large number of competitors. The zoning system limited the choice of schools to only a few schools that matched the house location. The guardians of students found it difficult to determine a school for students with the existing score and house location.

The Output Aspect

In the output aspect, analysis was carried out including normality test, linearity test, and multicollinearity test. These tests were carried out on the PPDB committee questionnaire sheet and student questionnaires with the help of SPSS 22. Table 6 presents the results of the normality test conducted on the committee and student questionnaire sheets.

Table 6. The Normality Test Scores

Respondents	Aspect	Tests of Normality
Committee	Input	0.051
	Process	0.325
	Output	0.085
Student	Input	12.3
	Process	10.6
	Output	7.1

From Table 6, the normality test scores for the committee respondents can be represented by the Kolmogorov-Smirnov scores. The significant value of Kolmogorov-Smirnov was used for samples below 50, according to the number of samples on the committee respondents below 50. In the committee respondent's questionnaire, the Kolmogorov-Smirnov score was found 0.051 for the input aspect, 0.325 for the process aspect, and 0.085 for the output aspect. It can be seen that the normality test scores of all aspects were more than 0.05 (> 0.05); thus, it can be stated that the committee's respondent data was normal. As shown in Table 6, the normality test scores of the student respondents' questionnaires can be represented by the coefficient of variance. The significance value of the coefficient of variance was chosen for a large number of samples. In the student questionnaire, the coefficient of variance was obtained by 12.3% for the input aspect, 10.6% for the process aspect, and 7.1% for the output aspect. It can be seen that the normality test scores for all aspects were below 30% (< 30%). Thus, the data of student respondents were normally distributed. The linearity test was carried out on the data of committee respondents and student respondents with the help of SPSS 22 whose analysis results were in the form of an ANOVA Table. In the linearity test, the value of Sig. Deviation from linearity was concerned. Table 7 shows the significance values for the linearity test.

Table 7. The Significance Values for the Linearity Test

Respondents	Aspect	Sig. Deviation From Liniearity
Committee	Input-Output	0.355
	Process -Output	0.702
Student	Input-Output	0.146
	Process -Output	0.059

As seen in Table 7, the significance values were divided into two: input-output and process-output for each respondent. The committee respondents had a significant value of 0.355 for the input-output aspect and 0.702 for the process-output aspect. Student respondents had a significant value of 0.146 for the input-output aspect and 0.059 for the process-output aspect. All significant values were then compared with the value of α (0.05). Based on the linearity criteria, all significant values were greater than 0.05 (> 0.05). Thus, the results of the data from the committee respondents and student respondents had a linear correlation between the input-output aspect and the process-output aspect. The multicollinearity test was carried out on data with committee respondents and student respondents using SPSS 22 whose output was in the form of a Coefficients Statistics table. In the multicollinearity test, it can be seen in the tolerance value and VIF values. Table 8 shows the significance value of the multicollinearity test.

Table 8. The Significance Value of the Multicollinearity Test

Respondents	Aspect	Collinearity Statistic	
		Tolerance	VIF
Committee	Input-Output	0.451	2.216
	Process -Output	0.451	2.216
Student	Input-Output	0.571	1.750
	Process -Output	0.571	1.750

As shown in Table 8, the collinearity statistic value was divided into two: tolerance value and VIF for each respondent. The committee respondents had a tolerance value of 0.451 and a VIF value of 2.216 for the input-output and process-output aspects. Meanwhile, student respondents had a tolerance value of 0.571 and a VIF value of 1.750 for the input-output and process-output aspects. Data can be stated not to have multicollinearity if the tolerance value is greater than 0.10 (> 0.10) and the VIF value is below 10 (< 10.00). Thus, the data of the committee respondents and students did not show multicollinearity for the input-output and process-output aspects. Hypothesis testing was conducted through canonical tests by looking at the correlation of input-output to process-output. The canonical test was conducted on both the committee respondents and student respondents. In testing the hypothesis, it can be seen in the t-value and Sig.of t values. The results of the canonical test analysis can be seen in Table 9.

Tabel 9. The Significance Value of Hypothesis

Respondents	Aspect	t-value	Sig. of t
Committee	Input-Output	0.75831	0.460
	Process -Output	1.17865	0.257

Respondents	Aspect	t-value	Sig. of t
Student	Input-Output	5.87397	0.000
	Process -Output	6.60585	0.000

As depicted in Table 9, the significance value of hypothesis testing for committee respondents as seen from the value of Sig. of t was 0.460 for input-output and 0.257 for process-output. All significant values were then compared with 0.05. Based on the significance value of the hypothesis test obtained, all significant values were found above 0.05 (> 0.05). Then, H_0 was accepted. These results indicated no significant impacts between input and process aspect on the output aspect for the committee respondents. Student respondents produced a significance value (Sig. of t) of 0.000 for input-output and 0.000 for process-output. All significant values were then compared with 0.05. Based on the significance value of the hypothesis test obtained, all significant values were below 0.05 (< 0.05); thus, H_0 was rejected. These results indicated a significant impact between input and process aspect on the output aspect for student respondents.

Discussion

The results of this research aim to describe the procedure, implementation and impacts of zoning system policies of PPDB on the quality equalization of education in middle schools in Bantul Regency, Yogyakarta. The steps conducted to reach the objective included the analysis of the input, process and output aspects. The input aspect includes administrative completeness and committee. The committee is needed to take care of the implementation and supervision so the PPDB can run well. Administrative completeness includes technical instructions, zoning determination, schedule, and implementation procedures. Administrative completeness can be accessed on the PPDB website of Bantul Regency. In addition, the Decree of the Head of the Education, Youth and Sports Office of Bantul Regency Number 134 of 2021 concerning Technical Guidelines for Admission of New Students for Kindergartens, Elementary, and Middle Schools in the academic year of 2021 also explains the administrative completeness and regulations regarding how to set the committee.

From the results of the input aspect analysis, the respondent of PPDB committee showed a very good category. Meanwhile, the respondent of students showed good category. The process aspect includes PPDB implementation activities in Bantul Regency. The 2021 PPDB in Bantul Regency will be implemented online. The PPDB implementation can be carried out independently by prospective students through the PPDB Bantul Regency website. The stages in implementing PPDB, including: registration, announcement, and re-registration, can be monitored directly through the website. Based upon the results of process aspect analysis, the respondent of PPDB committee showed a very good category; meanwhile, the respondent of students showed a good category. The process aspect includes PPDB implementation activities in Bantul Regency. The 2021 PPDB in Bantul Regency will be implemented online. The PPDB implementation can be carried out independently by prospective students through the PPDB Bantul Regency website. The stages in implementing PPDB, including: registration, announcement, and re-registration, can be monitored directly through the website. The canonical test was conducted in the output aspect. The respondent of PPDB committee showed an accepted hypothesis (H_0 was accepted); thus, it showed no significant impacts between the input aspect and process aspect on the output aspect for the respondent of committee. For the respondent of students, PPDB showed the refuted hypothesis (H_0 was refuted), thus showing a significant impact between the input aspect and process aspect on the output aspect for the student respondent. Simply, the PPDB implementation using zoning system for the respondent of PPDB committee had no an important role in the equalization of education quality. In contrast to the respondent of PPDB committee, the respondent of students showed that the PPDB implementation using zoning system had an important role in the equalization of education quality. Such difference was because the completeness of facilities and infrastructure and human resources in middle schools in Bantul Regency overall has been fulfilled and running well. The PPDB committee stated that there have no any changes in the education management both before and during the zoning system policies of PPDB. Thus, there have no any changes in education quality. Good quality education will have an impact on various fields, including the economy, politics, and culture of a country (Cummings & Bain, 2017). Education quality can be improved through educational practices related to social life (Anttila & Jussila, 2017; Lazebnikova et al., 2019). Improving the education quality can be seen in the leadership of the principal, the education of the teachers, learning outcomes, the school atmosphere, and the influence of parents (Al Ahbabi, 2019). This opinion is in accordance with the opinion that the education quality can be seen in the input aspect (resources); process aspect (process of teaching and learning activities); and output aspect (learning outcomes) (Sahney et al., 2008).

The importance of the education quality raises some questions about the importance of the education quality improvement (Warner & Burton, 2017). The well-known education quality standard is Total Quality Management (TQM) as a quality standard for the better education quality. TQM has an influence in improving the education quality (De Jager & Nieuwenhuis, 2005; Sohel-Uz-Zaman & Anjalin, 2016). Similar with TQM, Indonesia has educational quality standards as described in the National Education Standards (SNP) comprising the Content Standards, Educational Assessment Standards, Education Financing Standards, Graduate Competency Standards, Educators and Education Personnel Standards, Process Standards, Facilities and Infrastructure Standards, and Management Standards (Sani et al., 2015). The student selection policy cannot be separated from several problems, one of which is related to the changes and falsification of home addresses (Noreisch, 2007; Ula & Lestari, 2020). Such falsification is done by parents of students who want their children to enter a certain school. The PPDB with zoning system that does not concern with the grades also has made the average National Examination (UN) scores decreased (Perdana, 2019). This declining average national exam score then has resulted in a decrease in learning motivation (Wahyuni, 2019) and in competitiveness among students (Ula & Lestari, 2020). Students who used to study hard to get high scores now no longer are less motivated to study for feeling that they will have been accepted in a school that has the same zone as their home.

4. CONCLUSION

This research on the impact of the PPDB using zoning system on the quality equalization of education in middle school in Bantul Regency resulted in the following conclusions: 1) the implementation of the PPDB using zoning system in middle schools in Bantul Regency on the input aspect in the form of administrative completeness and the PPDB committee showed good analytical results. The administrative completeness of the PPDB using zoning system at middle schools in Bantul Regency has been fulfilled and accessible by all parties. 2) The implementation of the PPDB using zoning system in middle school in Bantul Regency in the process aspect in the form of the online PPDB implementation process showed good analysis results. The implementation of the online PPDB with zoning system has made it easier for the students' guardians to oversee the selection process. 3) The zoning system policy in PPDB showed no a significant impact on quality equalization of education at middle school level in Bantul Regency. 4) Completeness of infrastructure facilities and human resources in middle school of Bantul Regency in general have been available and running well. The PPDB committee argued that there has been no change in education management both before and during the zoning system policy in PPDB; thus, there is no change in the education quality. The results of this evaluation study can be used as consideration to improve the implementation of the zoning system PPDB so that it fits its aim. The zoning system policy in PPDB showed no a significant impact on quality equalization of education. A policy is needed so that the zoning system can be in accordance with the aims as determined. The recommendation that can be made is to improve the quality of teachers as a bridge to the knowledge of students.

5. ACKNOWLEDGE

The author would like to thank all those involved in this research, especially to the lecturers of Research and Evaluation of Education at Yogyakarta State University who have helped this research to run well. The author would also like to thank SMPN 1 Pandak, SMPN 1 Bambanglipuro, SMPN 1 Jetis, SMPN 1 Banguntapan, and SMPN 1 Sewon for allowing this research to be carried out at these schools.

6. REFERENCES

Aiken, L. R. (1985). Three Coefficients For Analyzing The Reliability And Validity Of Ratings. *Educational and Psychological Measurement*, *45*, 131–141. https://doi.org/10.1177/0013164485451012.

Al Ahbabi, N. M. (2019). Key stakeholders' perceptions about school improvement strategies in UAE. *Improving Schools*, *22*(2), 113–129. https://doi.org/10.1177/1365480218817983.

Andreyeva, E., & Patrick, C. (2017). Paying for priority in school choice: Capitalization effects of charter school admission zones. *Journal of Urban Economics*, *100*, 19–32. https://doi.org/10.1016/j.jue.2017.04.002.

Anttila, J., & Jussila, K. (2017). Understanding quality – conceptualization of the fundamental concepts of quality. *International Journal of Quality and Service Sciences*, *9*(3–4), 251–268. https://doi.org/10.1108/IJQSS-03-2017-0020.

Azwar, S. (2019). *Reliabilitas dan Validitas*. Pustaka Pelajar.

Cummings, W. K., & Bain, O. (2017). Modeling strategies for enhancing educational quality. *Research in Comparative and International Education*, *12*(2), 160–173. https://doi.org/10.1177/1745499917711546.

De Jager, H. J., & Nieuwenhuis, F. J. (2005). Linkages between total quality management and the outcomes-based approach in an education environment. *Quality in Higher Education*, *11*(3), 251–260. https://doi.org/10.1080/13538320500354150.

Lazebnikova, A. Y., Frantsuzova, O. A., Korosteleva, A. A., Kryuchkova, E. A., & Lobanov, I. A. (2019). Improvement of Education Quality: a Vital Condition for Schoolchildren Acquiring Life Skills. *7th IcCSBs 2018 The Annual International Conference on Cognitive-Social, and Behavioural Sciences*, 627–633. https://elibrary.ru/item.asp?id=42612169.

Liu, X., Qin, F., Zhou, X., Hu, X., & Zhang, Y. (2020). Are opportunities to equalize elite high schools discriminatory? Evidence from a quasi-experimental design. *Asia Pacific Education Review*, *21*(3), 351–364. https://doi.org/10.1007/s12564-020-09628-y.

Machin, S., & Salvanes, K. G. (2016). Valuing School Quality via a School Choice Reform. *Scandinavian Journal of Economics*, *118*(1), 3–24. https://doi.org/10.1111/sjoe.12133.

Miftakhuddin, M. (2018). Kecenderungan Putus Sekolah Difabel Usia Pendidikan Dasar di Jember. *Inklusi*, *5*(1), 95. https://doi.org/10.14421/ijds.050105.

Noreisch, K. (2007). Choice as rule, exception and coincidence: Parents' understandings of catchment areas in Berlin. *Urban Studies*, *44*(7), 1307–1328. https://doi.org/10.1080/00420980701302320.

Perdana, N. S. (2019). Implementasi PPDB zonasi dalam upaya pemerataan akses dan mutu pendidikan. *Jurnal Pendidikan Glasser*, *3*(1), 78–92. https://doi.org/10.32529/glasser.v3i1.186.

Phan, T. (2015). *Documentation for the School Attendance Boundary Survey (SABS): School Year 2013-2014*. National Center for Education Statistics.

Põder, K., Lauri, T., & Veski, A. (2017). Does School Admission by Zoning Affect Educational Inequality? A Study of Family Background Effect in Estonia, Finland, and Sweden. *Scandinavian Journal of Educational Research*, *61*(6), 668–688. https://doi.org/10.1080/00313831.2016.1173094.

Provus, M. M. (1969). *An Approach to Local Program Improvement and Development Pittsburgh Public Schools*. U.S. Departement or Health, Education & Welfare Office of Education.

Rusdiana, H. A. (2015). *Kebijakan Pendidikan (Dari Filosofi Ke Implementasi)*. CV Pustaka Setia.

Safarah, A. A., & Wibowo, U. B. (2018). Program zonasi di sekolah dasar sebagai upaya pemerataan kualitas pendidikan di Indonesia. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, *21*(2), 206–213. https://doi.org/10.24252/lp.2018v21n2i6.

Sahney, S., Banwet, D. K., & Karunes, S. (2008). An integrated framework of indices for quality management in education: A faculty perspective. *TQM Journal*, *20*(5), 502–519. https://doi.org/10.1108/17542730810898467.

Sani, R. A., Pramuniati, I., Mucktiany, A., & Syamsiyah, N. (2015). *Penjaminan mutu sekolah*. Bumi Aksara.

Saporito, S. (2017). Shaping Income Segregation in Schools: The Role of School Attendance Zone Geography. *American Educational Research Journal*, *54*(6), 1345–1377. https://doi.org/10.3102/0002831217724116.

Sohel-Uz-Zaman, A. S. M., & Anjalin, U. (2016). Implementing Total Quality Management in Education: Compatibility and Challenges. *Open Journal of Social Sciences*, *04*(11), 207–217.

Sugiyono. (2015). *Metode Penelitian Pendidikan pendekatan Kuantitatif, Kualitatif dan R&D*. Alfabeta, Bandung.

Sukardjo, & Sari, L. P. (2009). *Metodologi Penelitian Pendidikan Kimia*. FMIPA UNY.

Ula, D. M., & Lestari, I. (2020). Dampak Sistem Zonasi Bagi Sekolah Menengah Pertama. *Briliant: Jurnal Riset Dan Konseptual*, *5*(1), 10. https://doi.org/10.28926/briliant.v5i1.375.

Wahyuni, D. (2019). *Pro Kontra Sistem Zonasi Penerimaan Peserta Didik Tahun Ajaran 2018/2017: Vol. X* (Issue 14). Bidang Kesejahteraan Sosial Puslit Badan Keahlian DPR.

Warner, R., & Burton, G. (2017). *A fertile oasis: The current state of education in the UAE*. Mohammed Bin Rashid School of Government (MBRSG).

Wirawan. (2016). *Evaluasi : teori, model, standar, aplikasi, dan profesi*. Rajawali Press.

Wu, Q., Zhang, X., & Waley, P. (2016). Jiaoyufication: When gentrification goes to school in the Chinese inner city. *Urban Studies*, *53*(16), 3510–3526. https://doi.org/10.1177/0042098015613234.

Wu, X. (2017). Higher education, elite formation and social stratification in contemporary China: Preliminary findings from the Beijing College Students Panel Survey. *Chinese Journal of Sociology*, *3*(1), 3–31. https://doi.org/10.1177/2057150X16688144.

Yang, L., Wang, B., Zhang, Y., Ye, Z., Wang, Y., & Li, P. (2018). Willing to pay more for high-quality schools? *International Review for Spatial Planning and Sustainable Development*, *6*(1), 45–62. https://doi.org/10.14246/irspsd.6.1_45.