

ANALYSIS OF EDUCATION ZONING POLICY IN SENIOR HIGH SCHOOLS: A SYSTEMATIC LITERATURE REVIEWImamul Masakin¹, Abd. Madjid²¹ Department of Islamic Education, Faculty Islamic Studies, Universitas Muhammadiyah Yogyakarta, Indonesia.² Doctoral Program of Islamic Educational Psychology, Faculty of Islamic Studies, Universitas Muhammadiyah Yogyakarta, Indonesia.**Corresponding Author:**

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2026**Abstract**

The education zoning policy at the high school (SMA) level in Indonesia aims to realize equal access and quality of education. However, implementing this policy still raises problems such as domicile manipulation, inequality of facilities between schools, and public dissatisfaction. This study aims to analyze the implementation and impact of high school education zoning policies through the Systematic Literature Review (SLR) approach. Data was obtained from 24 selected journal articles published in 2020-2024. The analysis results show that although the zoning system policy has strength in the efficiency of access and equitable distribution of students, there are still weaknesses in supervision, infrastructure, and public admission. Through a SWOT analysis, the combination of strengths and opportunities reveals the potential to enhance the zoning system through technological support and improved school management. Meanwhile, weaknesses and threats demand solutions through increased supervision, transparency, and enhancing the capacity of schools and communities. The implications of this study provide a basis for policymakers to design improvements to the zoning system that are more adaptive, equitable, and sustainable in the future.

Keywords: Education Zoning Policy, High School, Systematic Literature Review

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INTRODUCTION

The education zoning policy in New Student Admissions (PPDB) in Indonesia is meant to improve equitable access and quality of education. Through this zoning policy system, it is hoped that every student or student has the same opportunity to access quality education without being constrained by geographical or socioeconomic factors (Syakarofath et al., 2020). In addition, Zulfa et al. (2024) also stated that this zoning system policy aims to reduce gaps between schools and encourage equal access for students or students based on their domicile or area of residence.

The reality is that implementing the education zoning policy system in various regions shows that there are still many significant challenges, so it is far from successful. Some schools at the high school level have experienced a decline in student or student input quality, which impacts overall academic achievement (Mulyana et al., 2024). In addition, uneven infrastructure and educational facilities and manipulation of housing data carried out by students' parents are still available, so they become obstacles in implementing this zoning system. Mulyana et al. (2024) also stated that in Cimahi City, for example, the implementation of zoning has not effectively improved the quality of education at the high school level.

In addition, this education zoning policy impacts declining student learning achievement in several schools. As well as the impact of the zoning system, this shows that students who are accepted through the zoning route tend to have low learning motivation, which results in a decrease in academic achievement and discipline attitudes. The same thing also happens in the Special Region of Yogyakarta; namely, the implementation of this zoning policy system has an impact on the emergence of jealousy among students and parents, especially when students or students with high scores cannot enter their favorite school because they exceed the zoning limit (Wijayanti & Nurjaman, 2020). This shows that this zoning policy can cause dissatisfaction and social tension if it is not balanced with good communication and understanding.

Therefore, a thorough evaluation of this education zoning policy is needed by considering the educational infrastructure's access, quality, and readiness conditions. Government institutions need to ensure that the purpose of the zoning policy is to equalize access to education without sacrificing the quality of education itself. In addition, a collaboration between schools, the government, and the community, in general, is critical to support the success of this zoning policy and sustainably improve the quality of education.

Policy translated into policy means everything related to the administration of government. Thus, general policies are always associated with government decisions or decrees made by government organizations for order and society (Maruf & Rahmawati, 2022). Meanwhile, Karmila et al. (2020) stated that a zoning policy is a system or policy formed by the government for the admission of new students, which is enforced by determining the zone radius by the respective local government. Schools must accept prospective students domiciled in the nearest zone radius, with a certain percentage of students accepted.

This zoning policy aims to eliminate the predicate of favorite and non-favorite schools to create an equal distribution of the quality of education in all schools in Indonesia. In addition, (Nurlailiyah, 2019) stated that this education zoning policy aims to accelerate access to equitable distribution of quality education and is expected to be able to build awareness among education recipients, namely schools, families, and the community in general, that the responsibility of education is not only on one party but also on the shoulders of the community.

Starting in 2017, the Ministry of Education and Culture established a PPDB zoning system and then followed up on Permendikbud Number 51 of 2018, which required schools to accept at least 90% of prospective students who live in the radius of the nearest zone from the school, the achievement path with a quota of 5%, and the path of transferring parental duties as much as 5% of the school's capacity (Nurjaningsih, 2019). Pramono et al. (2024) stated that the government's policy regarding the zoning system contained in Permendikbud No. 1 of 2021 is

in the form of New Student Registration, which regulates zoning pathways to increase equitable access to education for the community. In addition, the legal basis for this educational zoning policy is contained in Permendikbud No. 14 of 2018 and Permendikbud No. 51 of 2019, which regulates the technical Admission of New Students (PPDB) through the zoning route.

This research was conducted to analyze anything that is the legal basis of the education zoning policy, analyze the positive and negative impacts of the zoning policy, and analyze the effectiveness of the policies that have been implemented in high school education by reviewing several sources such as journal articles, books, and relevant documents related to this educational zoning policy. This research will also examine several formulations of problems, such as the causes of controversy in the community related to the new student admission policy and how this education zoning policy can be applied fairly. In addition, the effectiveness of the zoning policy that has been applied to education is also a serious problem that will be discussed in this study. Sari & Dewi (2023) stated that implementing this zoning policy requires coordination between organizational structures, such as school principals, PPDB committees, and teacher councils, to identify criteria by school goals and policies.

LITERATURE REVIEW

Education Zoning Policy

The education zoning policy is a public policy instrument used by the government to regulate the distribution of students based on their proximity to educational institutions (Nurjaningsih, 2019). In the context of secondary education, this policy is institutionalized through various regulations such as Permendikbud Number 14 of 2018, Number 51 of 2018, and Permendikbud Number 1 of 2021, which regulate the mechanism for the admission of new students (PPDB) based on region (Prarono et al., 2024). Conceptually, the zoning policy aims to eliminate the dichotomy between elite and non-elite schools and expand access to equitable education for all citizens (Karmila et al., 2020). This policy also reflects the principle of distributive justice in education, as the state is present to ensure that every student has the same opportunities without being constrained by social and geographical factors.

Evaluatively, zoning policy can be categorized as a redistributive policy that aims to redistribute student enrollment so that it is not concentrated in certain schools (Amrina, 2022). Its implementation involves regulatory aspects, technical aspects of student admission, and social dynamics within the community, which are carried out through a zoning mapping system, quota determination, and domicile verification (Supraptiyaningrum & Muzayanah, 2020). A number of studies show that zoning can reduce transportation costs, improve student discipline, and expand access to education, but it also raises issues such as address manipulation and community resistance (Khafifah, 2024). This shows that the success of zoning policies is highly dependent on regulatory consistency and social support.

Equal Access and Quality of Education

Equitable access and quality of education are the main objectives of the national education system, which emphasizes that every citizen has the right to quality education without discrimination based on region or social background. Through this zoning policy system, it is hoped that every student or learner will have the same opportunity to access quality education without being constrained by geographical or socioeconomic factors (Syakarofath et al., 2020). In the context of zoning policy, equitable access means the accessibility of schools for students based on their place of residence, while equitable quality means equality in the quality of learning between schools (Mulyana et al., 2024). The zoning system is designed to distribute students more evenly so that there is no accumulation of high-achieving students in certain schools (Astrianingrum et al., 2022). In other words, this policy is aimed at strengthening social justice in education through a more proportional distribution of human resources.

In practice, equal access and quality through zoning are influenced by the distribution of students, educators, and educational facilities in each region (Rheza, 2024). In addition, uneven infrastructure and educational facilities, as well as manipulation of residence data by parents, continue to be obstacles to the implementation of this zoning system. The methods used include school area mapping, zoning quota arrangements, and technology integration in the PPDB system (Ristanti et al., 2022). A number of studies show that zoning can expand access to public schools and reduce education costs, but it has not yet fully equalized the quality between schools due to the continuing disparities in facilities and teacher quality (Khafifah, 2024). This confirms that equal access must be accompanied by policies to improve school quality in a systemic manner.

Implementation and Evaluation of Education Policy

The implementation of education policy is the process of translating formal policy into actual practice at the school and community levels (Maruf & Rahmawati, 2022). In zoning policy, implementation includes the preparation of technical guidelines for PPDB, management of the registration system, verification of domicile data, and distribution of students to schools (Pramono et al., 2024). This process involves many actors, such as the education office, schools, PPDB committees, and the community, so its success is greatly influenced by institutional coordination and human resource readiness (Savitri & Rahaju, 2021). Without strong technical and social support, the zoning policy has the potential to fail to achieve the expected goals of equity. Evaluation of the implementation of the zoning policy is generally carried out by measuring the effectiveness, efficiency, fairness, and transparency of the PPDB system.

Various studies show that zoning can improve access to education, but it still faces technical obstacles such as digital system disruptions, weak supervision, and low levels of socialization (Rachmadhany et al., 2021). In addition, the implementation of this zoning policy aims to eliminate the labels of favorite and non-favorite schools in order to create equal quality of education in all schools in Indonesia, but data fraud and parental resistance remain serious challenges (Khafifah, 2024). Sari & Dewi (2023) argue that the implementation of this zoning policy requires coordination between organizational structures, such as school principals, PPDB committees, and teachers' councils, to identify criteria that are in line with school objectives and policies. Therefore, the evaluation of the zoning policy needs to be directed at strengthening transparency, technological systems, and institutional capacity building so that this policy truly realizes educational justice.

RESEARCH METHOD

This study uses the Systematic Literature Review (SLR) approach to explore the latest developments related to the issue of Education Zoning Policy at the High School Level over the past five years (2020–2024). The primary data source is from a database with a high reputation, namely Google Scholar. Using the keywords "Zoning Policy" + "SMA," 7,980 relevant articles were found. The article selection process follows the PRISMA guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analysis). The initial stages are screened based on the year of publication, type of document, publication stage (only those that have been final), type of source (journal only), and open access. After that, the researcher subjectively assessed the quality and methodology of the articles to ensure they fit with the focus of this research. The selection process continues to the eligibility stage by reviewing each article's title, abstract, and full content. Articles that passed the final assessment were entered into the inclusion stage, with 24 selected articles further analyzed (see Figure 1).

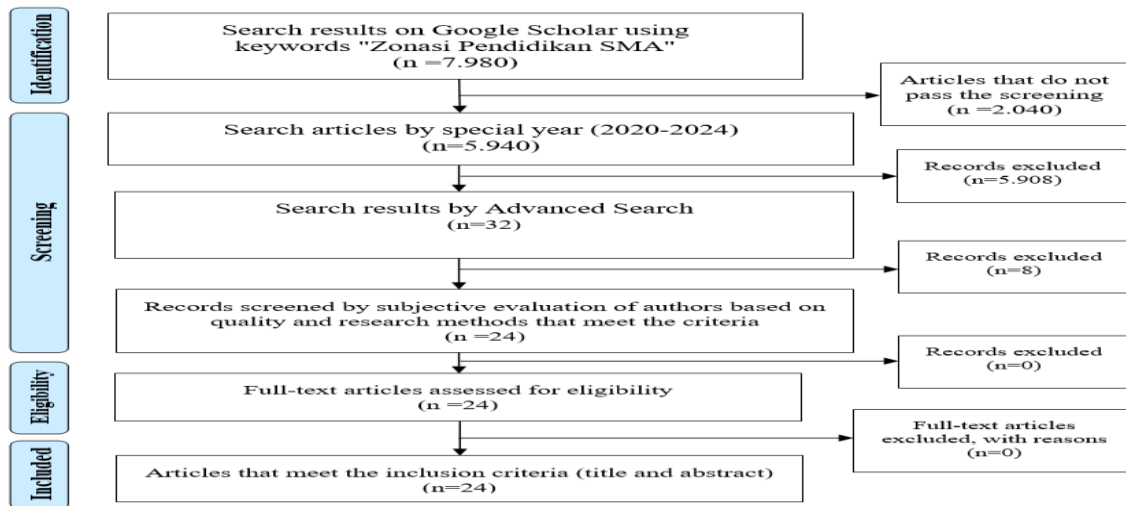


Figure 1. PRISMA Identification of Flowcharts and Selected Studies

RESULTS

Based on a review of 22 research articles, the implementation of the zoning system policy in New Student Admissions (PPDB) at the senior high school level aims to realise equal access to and quality of education and eliminate the stigma of favourite schools. Studies conducted in various regions of Indonesia show that this policy has had positive impacts, such as efficiency in terms of time and transportation costs for students. However, its implementation still faces various challenges, ranging from uneven socialisation constraints, disparities in the quality of infrastructure between schools, to data manipulation practices. Common findings from various articles indicate that although the objectives of this policy are noble, its implementation in the field has not been fully optimal. Therefore, a comprehensive analysis of the various research results is important in order to formulate recommendations for improvements to realise the ideal objectives of the zoning system more effectively and fairly.

Table 1. Summary of Research Study Review Results

Author and Year	Article Title	Research Methods	Article Analysis/Review
Pramono et al. (2024)	Implementation of Ministry of Education and Culture Regulation No. 1 of 2021 on Student Admission through a Zoning System to Ensure Equitable Access to State Senior Secondary Schools in the City of Malang	This study uses a qualitative method to understand the variables related to implementing zoning policies in Malang secondary schools.	Government policy contained in Permendikbud No. 1 of 2021, in the form of New Student Registration, which is regulated by zoning pathways, to increase the equal distribution of access to education for the community. Implementing this policy at the state high school level, especially in the zoning route in the city of Malang, has gone well. However, obstacles still result in this policy's lack of optimal target objectives. This research emphasizes the importance of disseminating structured information to increase public understanding of zoning policies in high school education. Overall, this study aims to ensure

Author and Year	Article Title	Research Methods	Article Analysis/Review
Aprian Jailani et al. (2024)	The Implementation of the Zoning System Policy at Junior and Senior Secondary School Levels in Remote Villages	This study uses a qualitative approach with a case study design followed by data collection, in-depth interviews, secondary data analysis, and literature review.	fair access to education for all communities related to implementing zoning policies at the high school level in Malang City. Applying the zoning policy system in this study aims to ensure equitable access to education at the high school level, especially in remote areas, despite facing unique challenges. Remote areas often lack adequate educational facilities, qualified teachers, and adequate government funding. However, in this study, the government is trying to deal with these challenges after challenges.
Febri & Wahyu (2024)	The Supervisory Role of the West Sumatra Provincial Education Board and Its Implications for the Zone-Based Student Admission Process at Senior Secondary School Level in West Sumatra Province in 2022	This research uses a qualitative descriptive method followed by data collection techniques, including interviews, observations, and documentation, to collect comprehensive information.	This research can be analyzed that the role of the Education Agency in improving the quality of education in West Sumatra Province has not been optimal. Nevertheless, the West Sumatra Province government, especially in education, continues to strive for the education board to play an active role in handling education policy issues. The author recommends improving the effectiveness of the education policy council in the supervision and transparency discussed regarding the zoning policy system in West Sumatra Province.
Savitri (2021)	The Implementation of the Zoning Policy for the Admission of New Students as a Means of Ensuring Equitable Educational Quality (A Study of State Senior Secondary	This study uses a qualitative approach using the literature study method to analyze the implementation of zoning policies. Data collection is based on secondary sources to understand the	This study shows that the zoning policy for new student admissions in Surabaya has been implemented adequately, reflecting the commitment to implementing the education zoning policy. However, some constraints remain, especially regarding resources and the socio-political and economic environment. This research also emphasizes the need for schools to improve the quality of Human Resources (HR) to support the success of the education zoning

Author and Year	Article Title	Research Methods	Article Analysis/Review
Supraptiyaningrum & Muzayanah (2020)	Schools in the City of Surabaya) Implementation of Minister of Education and Culture Regulation No. 51 of 2018 on the Zoning System for the Admission of New Students at State Senior Secondary School No. 3 Semarang	implementation of the zoning system. This research uses a normative juridical approach focusing on legal theory and regulation. Descriptive-analytical research is used to connect data with theoretical foundations.	policy. This study identifies the zoning system regulations in Permendikbud No. 51 of 2019 as key findings. SMA Negeri 3 Semarang implements various student admission pathways, including a zoning policy system and achievement pathways. This research also highlights the challenges in the education zoning policy system, mainly excluding students with high achievements. Then, this research discusses zoning policies that aim to improve the quality of education in Indonesia through fair student admissions based on the proximity of residence to school.
Nadia Tika Adisti et al. (2024)	The Effectiveness of the Education Department's Zoning Policy on State Senior Secondary School No. 3, Tanjungpinang	This study used a qualitative approach with primary and secondary data analysis methods. Primary data is interviews with staff representatives who work at SMA Negeri 3 Tanjungpinang City. The secondary data is information from the media, the internet, and other literature studies.	This article examines the effectiveness of the zoning system policy implemented by the SMA Negeri 3 Tanjungpinang education department, focusing on its impact on student admissions and educational equity. The study highlights the challenges faced, such as unbalanced competition among schools and the persistence of "superior" school labels, which affect student enrollment. This system of education zoning policy aims to ensure equitable distribution of education by mandating schools to accept a maximum of 50% of local students. The benefits of the zoning system include reduced transportation costs, improved student health, and reduced traffic congestion. The zoning policy is designed to address the education gap in Tanjungpinang by providing the option of a nearby school from the student's home.
Ayu Selia Megasari et al.	The Effectiveness of	The research approach	This article investigates the effectiveness of the zoning policy

Author and Year	Article Title	Research Methods	Article Analysis/Review
(2023)	the Zoning System Policy in the Admission of New Students by the Lampung Provincial Education Office	method uses qualitative descriptive. This qualitative descriptive method helps the researcher describe the theories used harmoniously with the data taken in the field; the researcher applies 3 data collection techniques, including observation, interviews, and documentation.	system applied to New Student Admissions at SMAN 2 Bandar Lampung, as mandated by the Lampung Provincial Education Office. Then, the zoning system policy in Lampung is implemented effectively at SMAN 2 Bandar Lampung, which is in line with the regulation of the Minister of Education. This article aims to assess the effectiveness of the new student admission process at SMAN 2 Bandar Lampung. The education zoning policy system also aims to eliminate the perception of favoritism among schools, promoting equitable quality of education.
Muhammad Octavian Qhuraydillah (2024)	Zoning Policies in the Fulfilment of Citizens' Right to Education	This study uses a descriptive qualitative approach to explore the implementation of zoning system policies to fulfill citizens' educational rights in Semarang City, focusing on SMA Negeri 1 and SMA Negeri 3 Semarang. This approach explores an in-depth understanding of access, services, benefits, disadvantages, weaknesses, and fraud in the education	This article explores the implementation of the zoning policy system in the admission of new students (PPDB) in Semarang City, focusing on the dimensions of weaknesses, fraud, services, access, profits, and losses caused. Although the zoning policy aims to improve the equitable distribution of education, the study's results show that its implementation is not yet fully effective. As a step for improvement, this study suggests several actions to increase the effectiveness of the zoning system. First, improving digital infrastructure and tighter oversight of data manipulation practices can reduce the potential for fraud. Second, there needs to be an increase in quotas in schools with high demand and the opening of new public schools in areas that lack educational facilities. Third, the student admission system must be diversified by considering academic achievement to provide

Author and Year	Article Title	Research Methods	Article Analysis/Review
Pebrisa Amrina (2022)	A Policy Perspective on the Zoning System in Senior Secondary Schools in Depok City	<p>zoning policy system.</p> <p>The method in this study uses a qualitative method, which is a method that describes a phenomenon through descriptions in the form of sentences and language that uses natural methods. Using a perspective approach, this study uses an empirically and normatively approach.</p>	<p>fairer opportunities for outstanding students.</p> <p>In the research of this scientific article, the existence of a zoning policy system in education, especially at the high school level, is undoubtedly expected to generalize the quality of education and dilute school favoritism in the future. Most parents fear their children will not get a quality education if they fail to be accepted into a public school with a reputation or status as a superior, favorite, iconic, or legendary school. From the above statement, every educational institution must apply quality education services, from physical to non-physical facilities, such as education and quality education personnel, to compete with other educational institutions, especially those that do not use zoning system policies and can produce quality graduates both academic and non-academic.</p>
Dhani Amar Rheza (2024)	Implementation of the Zoning System Policy to Promote Educational Equity in State Senior Secondary Schools in the City of Pangkalpinang	<p>This research uses a qualitative and descriptive approach and proceeds to the research location. The data collection techniques used are Observation, Wawancara, and Documentation. After data collection, the results can be analyzed by data presentation, and checking through the pre-field stage, field</p>	<p>This article shows that the lack of quality or quantity of public schools, from elementary to high school, the number of public schools is getting smaller, and the understanding of parents of prospective students is a separate obstacle for the government and educational units in schools to succeed this zoning system in the implementation of PPDB. On the other hand, the zoning system eliminates the gap between schools that are in demand or well-known and those that are public. This is the government's goal to equalize education in Indonesia. This system forms an equitable distribution of education to students and provides competent and equitable teaching staff in each existing school.</p>

Author and Year	Article Title	Research Methods	Article Analysis/Review
Yulinda U. Haning et al. (2024)	The Implementation of the Zoning System Policy in the Student Admission Process and Its Impact on Children's Equal Right to Education at State Senior Secondary School 2 Kupang	<p>activity stage, and data analysis.</p> <p>The research method used in this study is qualitative. In this qualitative research method, the researcher will describe all the researcher's results in detail based on observations and all records and documentation during the research process. In this study, the researcher aims to describe the implementation of the zoning system policy in PPDB and its impact on the equality of children's rights to quality education.</p>	<p>In this study, SMA Negeri 2 Kupang City has been accepting new students (PPDB) with a zoning policy system since the issuance of Permendikbud no. 14 of 2018 and during the implementation of the rules. Many benefits have been felt, both positive impacts such as time and cost efficiency felt by students due to the close distance from home to school, The decrease in student delays to school, the existence of equality to get quality schools, and many more positive impacts are felt. However, several negative impacts are felt, including the acceptance of new students by schools, which causes some students to end up enrolling in schools that are outside the zoning route.</p>
Fanda Astrianingrum et al. (2022)	Analysis of the Availability and Distribution of Upper Secondary Education Services in Purbalingga Regency in Light of the School Zoning Policy	<p>This study uses a qualitative descriptive research method. The primary source in this qualitative research is the data consisting of the location of the school, which is the distribution of schools, the number of</p>	<p>The results of the analysis of this article show that the education zoning system policy has been implemented in all State High Schools in Purbalingga Regency in 2021/2022 and is carried out online. The zoning system aims to accelerate the equitable distribution of education quality. This education zoning policy can eliminate the public perception of the existence of superior or non-superior schools. The admission of new students with a zoning system in the 2021/2022 school year is going well because all schools</p>

Author and Year	Article Title	Research Methods	Article Analysis/Review
		<p>students in each high school, and the policy of the zoning system. The data collection techniques used to determine the availability of high school education services in Purbalingga Regency are interviews and observations.</p>	<p>have a met quota. Schools have been fair in maintaining the quality of education. The zoning system does not interfere with Private High Schools where students who are not accepted into Public Schools will automatically register for Private High Schools. Each private high school has its way in each PPDB implementation.</p>
Kurniawan et al. (2024)	An Evaluation of the Zoning System Policy in Optimising Access to Education at Lower Secondary Level in Bandar Lampung City	<p>The method used in this study is a systematic approach to qualitative descriptiveness. Data collection, compilation, and analysis are part of the process. Choose a qualitative descriptive method with a foundation to describe and understand the impact of the zoning system policy in Tanjungpinang.</p>	<p>The results of discussions with parents of students about PPDB showed various views and feelings from parents. Many parents are satisfied with the policies implemented, especially if the process runs smoothly and transparently. However, some parents expressed concern and dissatisfaction because they felt unfamiliar with the use of technology if registration was done online. The occurrence of problems in the implementation of the zoning policy system is due to the lack of socialization and unpreparedness of students and parents in accepting changes in the education system, and parents feel that this zoning policy restricts them from choosing to attend a school of choice located in a distant location.</p>
Dhiah Kuswarini (2022)	A Zonation-Based Learning Management Strategy to Improve Educational Quality at State Senior Secondary School No. 11,	<p>This research approach uses a qualitative approach, qualitative inquiry. This approach was chosen because the researcher wanted to obtain</p>	<p>In this case, SMA Negeri 11 Bandung prepares a learning management plan based on the zoning policy by involving specific considerations related to the modalities owned (strengths and weaknesses), goals to be achieved, forms of activities, and elements of implementing activities, which are designed</p>

Author and Year	Article Title	Research Methods	Article Analysis/Review
	Bandung	a complete and holistic picture of the phenomenon being researched related to the educational zoning policy at SMA Negeri 11 Bandung.	integrally and sustainably by the context and learning conditions faced as a result of the implementation of the education zoning policy system at the high school level.
Risna et al. (2020)	Analysis of the Implementation of Zoning Policy in the Equitable Distribution of Education	The method used in this study is qualitative; it was chosen because its elaborative nature can easily help researchers dig deeper into information related to a research topic. This research also uses descriptive research that seeks to describe and interpret as it is about implementing zoning policies in the equal distribution of education.	Implementing this education zoning policy aims to accelerate the equitable distribution of quality education and is expected to synergize the tricenters of education. The education zoning system has not been appropriately implemented, and there are still many problems related to implementing the policy where the zoning policy has more negative impacts than positive impacts.
Muh. Taufiq et al. (2023)	School Zoning in the Effort to Ensure Equitable Access to Education: A Spatial Analysis of the Distribution of Upper Secondary Schools in the City of Parepare	This study uses an approach method in the form of a field trip to the research location conducted at a high school in the Parepare City area, South Sulawesi Province, and	This study shows that implementing the school zoning policy has contributed to the equitable distribution of spatial access to education in Parepare City, which is running smoothly. The school zoning policy system contributes positively to the spatial distribution of student respondents in their administrative area and around their zone coverage. The zoning policy system also plays a role in the formation of spatial

Author and Year	Article Title	Research Methods	Article Analysis/Review
Syahril Chaniago et al. (2022)	The Zoning System: Its Impact on Students' Motivation to Learn at State Senior Secondary School No. 10, Banjarmasin	The surrounding area. This study also uses the data analysis method/research variables to reinforce the approach used in this article. The research method used by the researcher in this study is descriptive quantitative. Data analysis using SPSS 20.0. The instruments used were a zoning system questionnaire with 20 questions and a student learning interest questionnaire with 25 questions.	structures in Parepare City in the function of city activities, especially in the characteristics of the service structure of its educational facilities with the scope of facility services consisting of 4 State High School zone centers serving 13 State Junior High Schools, and 95 elementary schools in the service hierarchy. Based on the articles studied, the zoning policy system regulates the mechanism for prospective new students according to the area of residence. The provisions of this zoning system policy are listed in articles 16 to 21 of Permendikbud No. 20 of 2019, where the school should accept at least 80% of prospective students who have a residential location from the radius of the area or area close to the school location.
Mutia Khafifah (2024)	Implementation of the New Student Admission Policy (PPDB) Based on the Zoning System at State Senior Secondary School 1 Hinai	The method used in this study is qualitative with a descriptive character. The qualitative approach with a descriptive character in this study is carried out because, in this activity, the researcher does not use numbers to collect data and provide an interpretation of the results.	Equitable distribution of education is a solution to achieve the quality of education so that it impacts the quality of Indonesian human resources, which are competent, characterful, competitive, and superior. The policy taken as part of the object of this research is a policy regarding the admission of new students through the education zoning policy system. Implementing the zoning policy system in Indonesia still has certain shortcomings and is still far from justice because of these shortcomings. Obstacles to implementing the zoning system in Indonesia are uneven facilities and infrastructure due to the disparity

Author and Year	Article Title	Research Methods	Article Analysis/Review
Zellinia Ristanti et al. (2022)	The Use of Geographic Information Systems (GIS) for Mapping the Distribution and Zoning of Schools within the New Student Admission System (PPDB) for State Senior High Schools in Bandar Lampung City	The quantitative descriptive method is used in this study. The quantitative descriptive method in this study is carried out by integrating spatial analysis using GIS techniques and field surveys, which are then followed by data collection methods and analysis of each piece of data collected.	of favorite and non-favorite schools, unclear information circulating, and still individuals committing corruption, collusion, and nepotism. The government implements a "zoning" system policy in the requirements for New Student Admissions (PPDB) stipulated in the Regulation of the Minister of Education and Culture, which reads, "Schools organized by local governments are required to accept prospective students who are domiciled in the nearest zone radius of the school by at least 75% of the total number of students accepted." This results in prospective students living in <i>blank spots</i> or remote areas experiencing difficulties in the PPDB process.
Fitri Rachmadhany et al. (2021)	Implementation of the New Student Admission Policy (PPDB) under the Zoning System at State Senior Secondary School 14 Bekasi	This study used a qualitative approach with secondary and primary data analysis methods. Secondary data is sourced from statistical data published by the Center for Education and Culture Statistics (PDSPK) and the Center for Education Assessment (Puspendik), which is related to data before and after	In this study, implementing the PPDB zoning policy system produced many positive impacts that are beneficial for the development of administrative procedures in the world of education. However, fundamental problems related to the system quality used in the PPDB process at SMAN 14 Bekasi must be addressed immediately. Based on this, the government needs to increase the allocation of funds for system improvements and ensure that SMAN 14 Bekasi involved in PPDB has adequate facilities and infrastructure.

Author and Year	Article Title	Research Methods	Article Analysis/Review
		<p>implementing the PPDB education zoning policy system. Meanwhile, primary data regarding the PPDB implementation strategy of the Zoning policy was obtained from discussions with the principal of SMA Negeri 14 and the Bekasi City Education Office.</p>	
<p>Dimas Eko Ardyannas et al. (2022)</p>	<p>Moda Transportasi dan Faktor Pemilihan Moda dalam Implementasi Kebijakan Sistem Zonasi: Studi Kasus SMA Negeri di Kecamatan Boyolali</p>	<p>This research method uses descriptive quantitative research, emphasizing numerical data (numbers) processed by statistical methods (Azwar, 2007). The quantitative research method was chosen to describe the existing situation factually and determine the influence of the selection factor of the mode of transportation on the mode of transportation.</p>	<p>The implementation of the zoning policy system is carried out simultaneously in each public school. Every public school must accept students based on the zoning policy system that the relevant government agencies have regulated. One of the primary considerations of the zoning system is student admission based on the distance between the school and the domicile of the student who will enroll. All high schools in Boyolali District carry out the implementation of this zoning system. The implementation of this policy has an impact on the characteristics of students accepted at SMAN in Boyolali District. This is because there is a difference in the admission system for new students for the regular route, which previously only used the high school entrance exam but now also has to meet the requirements of the education zoning policy system.</p>
<p>Parno Suparno & Wangsih (2023)</p>	<p>Implementation of the High</p>	<p>This research uses a</p>	<p>In general, the main stakeholders of schools mostly agree with the</p>

Author and Year	Article Title	Research Methods	Article Analysis/Review
	School Student Admission Zoning System in East Belitung Regency	descriptive method that intends to obtain a picture or painting in a systematic, factual, and accurate manner, which is then followed by an inductive approach to describe the reality in the field.	zoning policy system. However, when the zoning system is placed in a context outside the education system, such as with traffic congestion, the question arises of the suitability of the purpose with the factual reality in the community. This can be interpreted as the fact that although most respondents agree with the content of the zoning system, the community has not optimally accepted this zoning system.
Kris Setyaningsih et al. (2023)	Implementation of the Zoning System for the Admission of New Students	In this study, the researcher uses a qualitative descriptive approach, obtains data in the form of written and verbal words, and explains it in detail. This is followed by an analysis of all the data that has been collected.	This research explains that all related parties in charge have high enthusiasm for implementing the zoning policy system in the admission of new students. We also hope this system can help schools improve the quality and get students. The case study in this study is on the implementation of the zoning policy system in the admission of new students at SMA Negeri 3 Lais, which is very helpful for schools to get students because SMA Negeri 3 Lais is one of the schools that experience a shortage of students.
Asih Pangestuti (2021)	The Zoning System from an Educational Perspective	This study uses qualitative research methods. This method was chosen to get an in-depth overview of the zoning policy system from an educational perspective.	The teachers agreed with the zoning system because it had a positive impact. The positive impact of the zoning system is to increase the spirit of teaching. The case study that strengthens this article is that at SMA Negeri 1 Kebumen, optimizing the development of academic and non-academic potential by providing additional classes for students with low academic ability. The school will map students based on academic ability. For students with low abilities, special tutoring will be carried out so that they can adjust to the learning process in general.

Analysis of the Implementation of Zoning Policy at the High School Level

The implementation of high school zoning policies in various regions shows diversity. Pramono et al. (2024) noted that even though Permendikbud No. 1 of 2021 has implemented the zoning system in Malang City, the implementation process still needs improvement, especially in disseminating structured information to the community. Efforts have been made to ensure equitable access to education, but technical and social readiness has not been optimal. In remote areas, as studied by Aprian Jailani et al. (2024), the challenges of zoning implementation are more complex due to limited educational infrastructure and teaching staff. Local governments are trying to deal with this condition with a local approach, but limited facilities are still an obstacle to reaching the primary goal of equitable access to education.

Savitri (2021) noted that the implementation of zoning in the city of Surabaya shows the commitment of policy implementers but also faces several obstacles in terms of human resources and socioeconomic dynamics in the school environment. Policy adjustment to local conditions is the key to the sustainability of effective zoning. Some schools have also made institutional adaptations to deal with this policy. SMA Negeri 11 Bandung, as explained by Dhiah Kuswarini (2022), is developing learning management based on the zoning policy system. Strategic planning is carried out to address the diverse academic backgrounds of students who enter through the zoning system.

In West Sumatra, the supervision of the implementation of zoning policies has not been optimal. Febri and Wahyuni (2024) assessed that the role of the Board of Education has not been fully active in overseeing the running of zoning-based PPDB. This shows that the effectiveness of implementation depends not only on schools but also on cooperation between regional educational institutions. Research by Nadia Tika Adisti et al. (2024) shows that in Tanjungpinang, the implementation of the zoning system has helped the distribution of students. However, the influence of the perception of superior schools is still found. This shows that implementing zoning policies requires a better public communication strategy so that public understanding of the principle of justice in zoning can be formed and there is no longer a perception of superior schools.

In addition, the readiness of technology and human resources is the most important aspect of implementing zoning. Fitri Rachmadhany et al. (2021) stated that implementing PPDB at SMA Negeri 14 Bekasi still faces technical system constraints, thus affecting the smooth process of accepting new students. This emphasizes the need to improve digital facilities and technical training for schools. Muhammad Octavian Qhuraydillah (2024) emphasized the importance of monitoring and supervising the implementation of zoning policies so that there are no irregularities or fraud in its implementation as occurred in Semarang City, several indications of implementation weaknesses appear in the form of service incompatibilities, as well as the potential for manipulation of residential data that disrupts the justice of the system.

Policy adjustments are also carried out using internal school management strategies. As explained by Asih Pangestuti (2021) at SMA Negeri 1 Kebumen, teachers play an active role in adapting learning to the varied academic conditions of new students. This reflects local initiatives that support the constructive implementation of zoning. In addition, the research studied by Mutia Khafifah (2024) and Parno Suparno & Wangsih (2023) shows that even though the zoning system is administratively well run, public perceptions of this zoning policy are still diverse. This is an additional challenge in ensuring the sustainability of zoning policies in the future.

Analysis of the Impact of Zoning Policy at the High School Level: SWOT

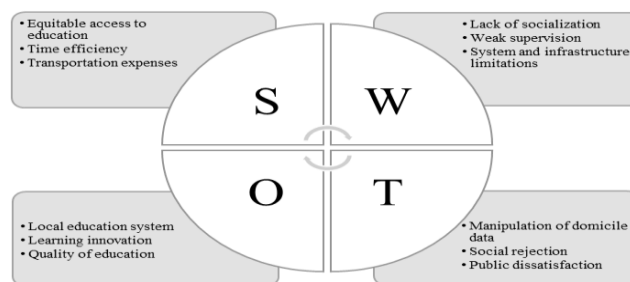


Figure 2. SWOT Analysis

a. Strengths

The zoning policy at the high school level has provided the initial foundation for equitable access to education geographically. As Pramono et al. (2024) show, implementation in Malang City, in general, has succeeded in providing equal educational opportunities for students around the school zone. Meanwhile, the implementation in Kupang, according to Yulinda U. Haning et al. (2024), also noted time and cost efficiency and decreased student delays because the school location is closer to home.

In addition, Supraptiyaningrum and Muzayanah (2020) state that the zoning system also opens opportunities for non-favorite or superior schools to get students or students in a relatively balanced number and quality. This can eliminate the dependence of public perception on excellent schools and promote equitable distribution of educational quality. Meanwhile, some school districts are adjusting to the condition of students after the zoning system, such as SMA Negeri 1 Kebumen, which provides additional academic guidance for students with low learning outcomes (Pangestuti, 2021). This shows that zoning also triggers the development of inclusive and adaptive learning systems.

b. Weaknesses

However, this zoning system policy also has many shortcomings and weaknesses. Fitri Rachmadhany et al. (2021) revealed that the limitations of digital systems and infrastructure affect the smooth implementation of PPDB at SMA Negeri 14 Bekasi. Meanwhile, Mutia Khafifah (2024) shows that the inequality of facilities between schools and the practice of manipulating domicile data are serious problems that threaten the integrity of the zoning policy system.

According to Risna et al. (2020), the negative impact of implementation is more or found than the positive side, which shows that the implementation of zoning policies has not been carefully planned. In addition, parents of students in Bandar Lampung complained about the lack of socialization and the difficulty of adapting the online registration system (Kurniawan et al., 2024). This indicates the lack of readiness of all parties to accept change. The zoning system can also lower students' enthusiasm for learning when they enter a school that does not meet their expectations, as shown by Syahril Chaniago et al. (2022) in Banjarmasin.

c. Opportunities

The zoning system policy opens up many opportunities for strengthening local education systems. Zellinia Ristanti et al. (2022) explain that technology such as *Geographic Information Systems* (GIS) can help map the distribution of schools and students to be more fair and accurate. This opens up much room for data-driven reform in education planning.

In addition, this policy can encourage schools previously less in demand by the community to improve the quality of their educational institutions. This can be seen in SMA Negeri 3 Lais, which previously experienced a shortage of students but was helped by the zoning policy system in increasing student admissions (Setyaningsih et al., 2023). The education zoning policy also encourages more integrated learning management, as happened at

SMA Negeri 11 Bandung, where this zoning policy system triggers the preparation of learning strategies based on students' backgrounds (Kuswarini, 2022)

d. Threats

The biggest threat to implementing zoning policies is the potential for public dissatisfaction with their children's educational choices that feel limited. The research was shown by Muhammad Octavian Qhuraydillah (2024), who revealed that this zoning policy is vulnerable to manipulation practices, cheating, and social rejection, especially when outstanding students cannot get into excellent or favorite schools due to zoning limits.

Parno Suparno and Wangsih (2023) also emphasized that most people agree with the principles of zoning policies. However, there is still resistance to its implementation, primarily when it is associated with non-educational factors such as congestion or the perception of school quality. Another threat is the emergence of dualism in the quality of education between public and private schools. As shown in the study of Fanda Astrianingrum et al. (2022) which states that students who are not accepted into public schools through the zoning route will switch to private schools if it is not followed by improving the quality of private school education, then educational inequality will still occur in other forms.

DISCUSSION

The zoning policy of high schools (SMA) shows excellent potential for equal distribution of the quality of education in Indonesia if strengths and opportunities are combined into a whole unit. Pramono et al. (2024) and Yulinda U. Haning et al. (2024) stated that this zoning policy successfully increased equitable access to education. In addition, school programs that show the strengthening of their institutional systems, such as those at SMA Negeri 1 Kebumen, which coaches low-achieving students, and at SMA 11 Bandung, which uses zoning policies for learning management, as contained in the research of Asih Pangestuti (2021) and Dhiah Kuswarini (2022)

On the other hand, the positive impact of this zoning system policy can also be expanded by the use of digital technologies such as *the Geographic Information System* (GIS) to map the fair distribution of students (Ristanti et al., 2022) and improve the quality of student admissions in schools that were previously less in demand by the community, as happened at SMA Negeri 3 Lais (Setyaningsih et al., 2023). This zoning policy has enormous potential to build a quality, fair, equitable, and inclusive education system if implementing this zoning policy works together with the strengthening of internal practices and technological advances that are developing today.

In addition, the challenges and obstacles to implementing the zoning system policy must be addressed immediately with realistic and strategic solutions. Technical problems such as the limitations of school digital infrastructure, the incompatibility of facilities, and the manipulation of domicile data continue to occur, as contained in the research of Fitri Rachmadhany et al. (2021) and Mutia Khafifah (2024) are considerable obstacles in the implementation of this zoning system policy as a whole. In addition, Kurniawan et al. (2024) stated that the state of implementation of this zoning policy system is also deteriorating in various regions because of the lack of socialization, data transparency, and quality human resource quality, which are fundamental threat factors to the current education system.

Threats such as public resistance to limited school choice contained in Parno Suparno & Wangsih (2023) and frauds that occur in the implementation of PPDB further suppress the effectiveness of this zoning system policy (Qhuraydillah & Alfirdaus, 2024). Therefore, the solutions that can be offered for the implementation of this zoning policy system are by strengthening the supervision system, transparency of the domicile system and data, increasing the capacity of technology and human resources in schools, and sustainable socialization to form a more positive public understanding of this zoning system policy as a tool for equitable distribution of quality and access to education.

CONCLUSION

Based on the results of a systematic analysis of the 24 research articles in the table, the zoning policy for education at the high school level has an ideal goal: to realize equal access and quality of education throughout Indonesia. However, in its implementation, this zoning policy is still colored by various challenges and obstacles, such as inequality in school infrastructure, limited human resources, weak supervision, and perceptions from the public. This shows that the implementation of the education zoning policy has not been fully effective in answering the challenges of national education.

The analysis of the education zoning policy implementation at the high school level shows that several regions have successfully adapted this policy creatively and strategically. However, not a few still face technical and social obstacles. The results of the SWOT analysis revealed that strengthening policies can be achieved by utilizing internal strengths such as the geographical proximity of students and opportunities such as technological support and good school management innovation. Meanwhile, weaknesses and threats such as manipulating domicile data and the public's negative perception of zoning policies must be addressed with strategic solutions such as increasing supervision, policy socialization, and equitable distribution of educational facilities and infrastructure. Therefore, the education zoning policy requires continuous evaluation, a contextual approach in each region, and synergy between the government, schools, and the community so that this education zoning policy can run effectively and fairly.

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