Evaluation of Policy Implementation Admission New Students by Zonation System in Senior High School Bekasi District

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Abstract

This study aim is to evaluate: the condition of the strategic environment of the policy implementation, (2) the process of the policy implementation, and (3) the result of the policy implementation admission of a new student using the zonation system in SMA Negeri Kota Bekasi. The research method is a qualitative evaluation based on the countenance model developed by Stake. Based on research, Preparation for the implementation of the PPDB zoning system policy at SMAN Bekasi City is in a good category. The preparations that have been carried out are quite mature so that they can overcome various problems that arise at the beginning and increase the effectiveness of the implementation of the PPDB zoning system policy. The implementation of the PPDB zoning system policy at SMAN Bekasi City is in a good category. This is based on the fulfillment of the four aspects of the transaction stage in the countenance policy evaluation model. The implementation of the zoning system for the New Student Admissions (PPDB) policy at Bekasi City Public High Schools has positive and negative impacts. This positive impact can be in the form of increased cooperation and coordination between the school and the surrounding community, the faster and easier the problem solving is, the reduced risk that students have to face when traveling to school, the more disciplined students are, and the more open the admission process for new students. The negative impact is on the potential for greater negative environmental influence on students and the difficulty for students outside the school zoning to register, there is a tendency to decline in school academic achievement due to unequal abilities of students, and students tend to decrease in the discipline.

Keywords: evaluation, policy of implementation, school admission

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INTRODUCTION

The zoning system is a selection system for New Student Admissions (PPDB) by taking into account the distance to where new prospective students live. The objectives of this zoning system include ensuring equal access to educational services for students, bringing the school environment closer to the family environment of students, eliminating discrimination and exclusivity, and helping to calculate the resource needs of educational units.

According to the author's observations in the 2020-2021 school year on the second day of implementing the New Student Admissions (PPDB) with the zoning system, the Bekasi City Education Office was filled with parents of students who filed protests. This is since many errors were found in the location of the coordinate points so that parents could not register at the nearest school. Another problem that occurs in PPDB in Bekasi City is the inadequate use of the zoning quota, which should have been eighty (80) percent, only thirty (30) to forty (40) percent.

Another problem is the existence of several allegations of maladministration such as the absence of standard operating procedures (SOP) for New Student Admission (PPDB), fraud in the form of population administration, complaints about prospective students who are teachers' children who are accepted in a school without going through the Participant Admission mechanism. School admission (PPDB), and there are still requests for money from parents who shouldn't

Some of these problems indicate the need to research on the implementation of the new student admission policy through the zoning system in Bekasi City Public High Schools to find out the problems found as well as to identify aspects that can be developed to determine future policies. By using the Countenance evaluation model developed by Stake, this study compares the suitability of the implementation of the PPDB policy with the zoning system in public high schools in Bekasi City with the policy ideal criteria to assess the success of the policy. This evaluation model emphasizes that in an evaluation it is necessary to have a description (description) and consideration (judgment) about something being evaluated. According to Tyler in Akbar et al (2018), it is stated that evaluation is the process of determining to what extent the educational objectives are actually being realized.

Another definition, evaluation is a process to determine the extent to which educational goals can be realized. Sufflebeam et al (2002) stated that evaluation is generally associated with the assessment of goal achievement. Sufflebeam added that a useful evaluation is an evaluation that provides quality information to make and assess a decision. Scriven in Dwi (2017) explains: evaluation determines the merit, worth, or value of things, the evaluation process identifies relevant values or standards that apply to what is being evaluated, performs empirical investigation

using techniques from the social sciences, and then integrates conclusions with standards into an evaluation or set of evaluations. Worthen and Sanders in Mami (2018) state that: evaluation is the determination of the worth of thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or objective, or the potential utility of alternative approaches designed to attain specified objectives.

The focus of the research is the preparation for the implementation of the PPDB Zoning policy at the Bekasi City Public High School, the implementation of the PPDB Zoning policy at the Public High Schools in Bekasi City, and the impact of the implementation of the PPDB Zoning policy for the Bekasi City Public Senior High School. This study aims to determine the conditions for the preparation of the implementation of the PPDB zoning system policy in Bekasi City Public High Schools, the process of implementing the PPDB zoning system policy in Bekasi City Public High Schools, and the impact of implementing the zoning system PPDB policy in Bekasi City Public High Schools. Dye in Abidin (2012) mentions policy as the government's choice to do something. In line with that, Hasbullah (2015) argues that public policy is any decision made by the state as a strategy to realize the goals of the state. Rose in Hamdi (2014) defines policy not just as a decision but as a long process of several activities that are related and have consequences for those concerned. Meanwhile, Asiyah et al. (2017) wrote that public policy is a process of formulation, implementation and evaluation of policies that are continuous and interrelated, which is carried out by the government and stakeholders in managing and resolving various public affairs, public problems and existing resources for the benefit public.

Van Meter and Van Horn in Rusdiana (2015) reveal that policy implementation is the whole action taken by individuals or groups to achieve specified goals. Reinforcing the previous opinion, Lester & Stewart in Rawita (2013) stated that policy implementation means policy implementation in which various actors, organizations, procedures, and techniques work simultaneously to achieve policy goals.

Grindle in Rusdiana (2015) states that policy implementation is not only limited to the mechanism of elaborating political decisions but also related to issues of interest in a policy. In line with that, Imron in Pangaribun and Hariyati (2019) states that policy implementation is the actualization of educational policies in real terms in the field. Meanwhile, according to Quad in Pangaribuan and Hariyati (2019) in policy implementation, there will be interactions and reactions from a group of implementers, target groups, and environmental factors that cause pressure to emerge and are followed by transaction actions. The transaction that is meant by Quad is a response that will become feedback which will then be used in the next policy formulation.

Based on the opinions of the experts above, policy implementation is a series of processes that involve individuals or groups who are responsible for implementing policies but also involve groups of policy creators in the field which can directly or indirectly affect all parties involved and ultimately affect the impact. both the expected and the unexpected.

Researchers will conduct research that focuses on evaluating the implementation of PPDB policies with the zoning system in public high schools in Bekasi City. The difference with previous studies is in terms of research background, research focus, evaluation model used, and research object.

The evaluation model used is Countenance and according to Stake is the whole. This evaluation model emphasizes the implementation of two things that are the main points in evaluation, namely description and consideration. This model distinguishes three stages in evaluation, namely antecedents, transactions, and outputs. This model is described as follows:

Figure 1. Evaluation Model of Countenance Stake in Arikunto (2014)

Each matrix consists of two elements and three parts. The description matrix consists of intents (objectives) and observations (observations). After the description matrix is completed the evaluator moves to the judgment matrix which consists of standard and judgment elements so that a decision is finally obtained. According to Stake, a formal evaluation must pay attention to the circumstances before a policy is implemented, during the implementation process, and relate it to the impact. Stake thinking is known as anti-trend, transactions, and outcomes. PPDB policy regulations for Public Senior High Schools in Bekasi City are stipulated by Governor Regulation Number 16 of 2019 concerning guidelines for the Admission of New High School, Vocational School, and SLB Students in West Java.

Based on the Government Rules, for PPDB SMA there are three PPDB lines provided. First, the zoning route with a quota of 90 percent, consisting of 55 percent of the full distance, 20 percent of the economically disadvantaged family (KETM), and a combination of distance and academic achievement of 15 percent. Second, the achievement path with a 5 percent quota. The track of achievement in question can be in the form of UN achievements or non-UN achievements. Third, the path of moving parents with a quota of 5 percent is based on transferring tasks or following the workplaces of the prospective students' parents.

In implementing PPDB, prospective students who register at the SMA, SMK, and SLB education units organized by the West Java Provincial Government are free of registration fees. PPDB is done online through the Web-based PPDB application. Prospective students register through the intended school and follow the registration mechanisms and requirements that have been determined. As for the announcement of the election results online, it will be submitted to the school to be determined by each school.

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METHOD

This type of research is a descriptive study using a qualitative approach. This type of descriptive research according to Moloeng (2017) is a research procedure that produces descriptive data in the form of written words or is the utterance of the people being observed. This study uses a qualitative approach because the data collected in the field are data in the form of words or behavior, sentences and natural pictures, humans as instruments. Then the data is used to describe and explain the social phenomena that were studied in SMA Negeri in Bekasi City. To optimize research activities, researchers limited research to 5 (five) schools contained in Sub District 02, namely SMA Negeri 4, 10, 12, 14, and 20. The selection of Sub District 02 in this study was to pay attention to the affordability of the research location by the researcher.

Data collection techniques are as follows: interviews, Documentation Studies, and Observations (observations). According to Milles and Huberman in Sugiyono, (2016) there are three components of data analysis, namely (1) Data reduction, namely selecting and summarizing the data obtained and then focusing on matters relating to the implementation of zoning system policies in the Admission of New Students (PPDB) in Public SMA in Bekasi City, (2) Presentation of data. In qualitative research, data presentation can be done in the form of a brief description; charts, relationships between categories, flowcharts, and the like.

According to Miles and Huberman in Sugiyono (2015), it is stated that the most frequently present data in qualitative research is a narrative text, (3) concluding or verification. In table 1 below, there is a grid of research instruments.

Table 1. Grid of Research Instruments for Evaluation of PPDB Policy Implementation with the Zoning System in Bekasi City Public High Schools

Number	Komponen Evaluasi	Sub Component Evaluation	Criteria Evaluation Instrument	Instrument
1.	Antecedent (Initial Conditions)	a. Availability of Facilities and Infrastructure	Policy objectives are clearly defined	Documentation and interviews
		b. Availability of Fees	Policy Objectives for All Schools to implement PPDB with a Zoning System in accordance with the policies	Documentation and interviews
		c. Policy implementation planning	Availability of facilities and infrastructure	Documentation and interviews
		d. Policy Implementation	Availability of a budget	Documentation and interviews
2.	Transaction	a. Supervision of Policy Implementation	Implementation planning is compiled based on regulations	Documentation and interviews
		b. Policy Evaluation	Implementation of policies according to planning	Documentation and interviews
		c. Policy Results	The existence of monitoring of policy implementation	Documentation and interviews
		d. Achievement of goals for improvement	There is an evaluation of policy implementation	Documentation and interviews
3.	Outcomes	a. Availability of Facilities and Infrastructure	Policy outcomes are in accordance with	Documentation and interviews

			objectives and planning	
		b. Availability of Fees	There is the achievement of goals for further improvement.	Documentation and interviews

Evaluation model used as a reference is the Countenance evaluation model initiated by Stake. The model is quite comprehensive so that it fits the needs of policy evaluation which is complex and dynamic. According to the Countenance evaluation model, a formal evaluation must pay attention to the situation before a policy is implemented, during the implementation process, and relate it to the results. The three coverage aspects of evaluation are known as anti-trends, transactions, and outcomes (Arikunto, 2014).

RESULTS AND DISCUSSION

Research Results SMAN 4 Bekasi implements a PPDB zoning system. Under the policy of the West Java provincial government. The public can find out information about PPDB at SMAN 4 Bekasi by accessing the West Java Provincial Education Office website with the link <https://ppdb.disdik.jabarprov.go.id/>

Figure 2. Website for Access to PPDB Information at SMAN 4 Bekasi

The following is data about the school environment, which includes data on Teachers and Educators employment data on Students.

Table 2. Data on Teachers, Educators, and Students at SMAN 4 Bekasi

Number	Description	Teachers	Educator Employ	Total	Students
1	Male	19	18	37	449
2	Female	31	7	38	652
TOTAL		50	25	75	1101

SMAN 10 Bekasi is located on Jalan Flamboyan Raya Perum Harapan Indah, Medan Satria District, Bekasi City, West Java Province. The local government-owned school

was established based on the Decree No. 451.2 / 522 / Sosial which was issued on May 9, 1997. The school operation was determined through Decree No. 046 / O / 2001 with the school's operational date being 17th April 2001.

In order to implement PPDB in accordance with PPDB Technical Guidelines at 2020 High School in West Java Province, SMAN 10 has prepared online media in the form of a website that can be accessed on the official website of SMAN 10, namely at the link https://sman10kotabekasi.sch.id/page/cek_ppdb#. Prospective students guardians can access the link to find out registration announcements.

Figure 3. Website of SMAN 10 Bekasi

The following is data regarding the school environment, which includes data for Teachers and Educators employment, and student data at SMAN 10 Bekasi:

Table 2. Data on Teachers, Educators, and Students at SMAN 10 Bekasi

Number	Description	Teacher	Educator Employ	Total	Student
1	Male	19	11	30	478
2	Female	35	8	43	549
TOTAL		54	19	73	1027

In order to facilitate PPDB online, SMAN 12 Bekasi has a website that can be accessed by prospective students and prospective student guardians to find out about PPDB announcements at SMAN 12 Bekasi. The link from the website is <https://www.sman12-bekasi.sch.id/penglikasi-ppdb>.

Masukkan nomor pendaftaran kamu disini

input hanya digit angka saja

The following is data regarding the school environment, which includes data for Teachers and Educators employment, and student data at SMAN 12 Bekasi:

Table 4. Data on Teachers, Educators, and Students at SMAN 12 Bekasi

Number	Description	Teacher	Educator Employ	Total	Student
1	Male	17	5	22	355
2	Female	20	4	24	651
TOTAL		37	9	46	1006

In contrast to SMAN 10 and SMAN 12 which have features on the school website that can be accessed by prospective students and prospective student guardians to find out PPDB information, SMAN 14 directs access for this information to the West Java Education Office website. The link from the website is

<https://sekolah.ppdb.disdik.jabarprov.go.id/login>

Figure 5. Information Access for PPDB SMAN 14 Bekasi

The following is data regarding the school environment, which includes data for Teachers and Educators, and Student data at SMAN 14 Bekasi:

Table 5. Data on Teachers, Educators, and Students at SMAN 14 Bekasi

Number	Description	Teacher	Educator Employ	Total	Student
1	Male	11	11	22	506
2	Female	29	2	31	723

Number	Description	Teacher	Educator Employ	Total	Student
	TOTAL	40	13	53	1229

The SMAN 20 website does not have a simple PPDB result checking feature such as SMAN 10 and SMAN 12, nor does it point to the West Java Education Office website. However, SMAN 20 uses google drive facilities to convey PPDB selection information with a link

https://drive.google.com/file/d/1EwBmn1zGvf9f37UO6MeSq0F_xuUYK9_R/view?usp=sharing

PENGUMUMAN HASIL PPDB TAHAP 2 TAHUN PELAJARAN 2020/2021 SMA NEGERI 20 KOTA BEKASI

Pengumuman Hasil Seleksi PPDB Tahap 2 SMA Negeri 20 Kota Bekasi dapat dilihat pada tautan berikut :

Link : https://drive.google.com/file/d/1EwBmn1zGvf9f37UO6MeSq0F_xuUYK9_R/view?usp=sharing

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The following is data regarding the school environment, which includes data for Teachers and Educators, and Student data at SMAN 20 Bekasi:

Table 6. Data on Teachers, Educators, and Students at SMAN 20 Bekasi

Number	Description	Teacher	Educator Employ	Total	Student
1	Male	6	4	10	170
2	Female	11	2	13	216
	TOTAL	17	6	23	386

Based on the analysis of the results of interviews with research informants regarding the impact of the implementation of the PPDB zoning system policy at SMAN Bekasi above, a matrix of analytical findings can be prepared as follows:

Tabel 7. Matriks Temuan Analisis terhadap Dampak Implementasi Kebijakan PPDB Sistem Zonasi di SMAN Kota Bekasi

Evaluation Component	SMAN 4	SMAN 10	SMAN 12	SMAN 14	SMAN 20	Result
Policy Result	<ul style="list-style-type: none"> - The school has a positive and negative impact - The positive impact will be in the form of increased cooperation and coordination between schools and communities, as well as increased community support for school programs - The negative impact is in the form of a tendency to decrease the quality or academic 	<ul style="list-style-type: none"> - Has positive and negative impacts - The positive impact is the support from the surrounding environment for the school - The negative impact is the potential for the greater negative environmental influence on students when in the school environment 	<ul style="list-style-type: none"> -The school has positive and negative impacts -The positive impact of implementing the PPDB zoning system policy is the increased cooperation and coordination between schools and the surrounding community, reduced risk of students traveling to school, and faster problem solving processes 	<ul style="list-style-type: none"> - It has no negative impact - The positive impact that is felt is on a fairer and more transparent system of admitting new students in schools 	<ul style="list-style-type: none"> - There is no negative impact - The positive impact is in the form of increased student discipline, no longer the term favorite school, and faster trips that students have to take to school 	<p>The implementation of the zoning system PPDB policy has positive and negative impacts. This positive impact can be in the form of increased cooperation and coordination between the school and the surrounding community, the faster and easier the problem solving is, the reduced risk that students have to face when traveling to school, the more disciplined students are, and the more open the admission process for new students. The negative impact is the potential for greater negative environmental influences on students, difficulties for students outside the school</p>

Evaluation Component	SMAN 4	SMAN 10	SMAN 12	SMAN 14	SMAN 20	Result
	achievement of the school due to the uneven ability of students, as well as the tendency of students to decline in discipline		- The negative impact of implementing the PPDB zoning system policy is on students who are outside any school zone, who will have difficulty registering			zoning to register, there is a tendency to decline in school academic achievement and decrease student discipline.
Achievement of goals for improvement	-	- Regulation continues - Focus on increasing the capacity of junior high schools in implementing PPDB policies for the online zoning system	- Increased achievement path quota - Increase in financial assistance from the government	- Improved system to make it more stable - Providing an automatic lock feature to the system, so that when the registration time is over, the system can be	- Tetap ada PPDB secara manual di samping secara daring	the informants hope that the implementation of the next PPDB policy will be even better. Efforts to improve can be done by ensuring that the original SMP is really ready to implement the PPDB sonation system online.

Evaluation Component	SMAN 4	SMAN 10	SMAN 12	SMAN 14	SMAN 20	Result
				automatically locked		

Discussion

The application of the zoning system will encourage more equitable PPDB implementation, while at the same time reducing costs, time, and following the objectives of equitable access and quality of education. Through the zoning system, education is carried out by getting closer to the community because the majority of students come from the environment around the school (Perdana, 2019; Purwanti et al, 2018).

Based on the results of the data analysis in the previous section, it can be seen that the four SMANs in Bekasi which are the objects of this research have sufficient preparation to implement the PPDB zoning system by government regulations. PPDB committees and teachers who teach at SMAN 10, 12, 14, and 20 have an understanding of the objectives of the PPDB zoning system policy because of the intense socialization carried out by the government and coordination between SMA and SMP. Besides, the school also provides documents related to PPDB policies along with technical guidelines from the government, so that both the committee and teachers understand the contents and objectives of implementing the PPDB zoning system in the Bekasi City area.

Socialization is carried out in various ways, from meetings, interactions using VCOM, to utilizing digital media such as social media and websites. Thus, it is not only the internal environment of educational institutions that can know PPDB policies, but also the wider community. Clearly defined policy objectives are an important aspect of the policy implementation preparation phase. According to Purwanti et al. (2019), with clarity on the objectives to be achieved, the PPDB executing committee can carry out their duties in a directed manner, thereby increasing the likelihood of achievement of policy goals.

The results of data analysis also show that all SMANs that are the object of this study have implemented the PPDB zoning system. The implementation of the PPDB policy did experience various problems at the beginning, but due to the preparation and availability of adequate infrastructure, these problems can be resolved properly.

The third stage of the countenance policy evaluation model is an outcomes stage that analyzes two aspects consisting of policy results and achieving goals for improvement. Policy results are related to the impacts obtained from policy implementation. These impacts can be in the form of positive or negative impacts. The implementation of the zoning system PPDB policy has positive and negative impacts. This positive impact can be in the form of increased cooperation and coordination between the school and the surrounding community, the faster and easier the problem solving is, the reduced risk that students have to face when traveling to school, the more disciplined students are, and the more opening up the process of admitting new students. The negative impact is the potential for the

greater negative environmental influence on students and the difficulty for students who are outside the school zoning to register.

The positive impact of implementing the PPDB zoning system policy at SMAN in Bekasi is in line with the findings of research by Nurlailiyah (2019) which states that there are three positive impacts of implementing the PPDB zoning system policy, namely, first, students with the highest achievement are expected to be able to motivate other students as well as students. with good behavior can infect others. Second, the more competent the teacher will be able to improve student learning, the more competent the teacher is, the more competent the teacher is assigned to teach low-achieving students. Third, equitable quality education, children have the same opportunity to access quality education.

The negative impacts found by Nurlailiyah (2019) are different from this research. According to Nurlailiyah (2019), the implementation of the PPDB zoning system policy will cause students with below-average abilities to find it difficult to follow high-achieving student learning. Conversely, intelligent students must slow down their learning to accommodate other students .

The reality that the offline PPDB mechanism cannot be separated is also found by Wardhana & Supriyoko (2019), that even though the PPDB zoning system has been directed to be implemented online, in practice there is still an offline mechanism in PPDB. This is due to confusion over data input between the registrant independently and the school of origin, so that registration must be carried out offline to ensure there is no duplicate data. In other words, the offline mechanism in the PPDB zoning system that has been directed to be implemented online is the result of an imperfect system, which allows for multiple data input.

CONCLUSION

Preparation for the implementation of the PPDB zoning system policy at SMAN Bekasi City is in a good category. This is based on the fulfillment of the four aspects of the initial condition (antecedent) in the Countenance evaluation model. The preparations that have been carried out are quite mature so that they can overcome various problems that arise at the beginning and increase the effectiveness of the implementation of the PPDB zoning system policy.

The implementation of the PPDB zoning system policy at SMAN Bekasi City is in a good category. This is based on the fulfillment of the four aspects of the transaction stage in the countenance policy evaluation model. Bekasi City Senior High School has careful planning, can implement the PPDB zoning system policy according to the plan, implement supervision during the implementation process, and evaluate each end of the PPDB implementation.

The implementation of the zoning system for the New Student Admissions (PPDB) policy at Bekasi City Public High Schools has both positive and negative

impacts. This positive impact can be in the form of increased cooperation and coordination between the school and the surrounding community, the faster and easier the problem solving is, the reduced risk that students have to face when traveling to school, the more disciplined students are, and the more opening up the process of admitting new students. The negative impact is the potential for greater negative environmental influence on students and the difficulty for students outside the school zoning to register, there is a tendency to decline in school academic achievement due to unequal abilities of students, and students tend to decline in discipline.

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