

## Evaluation of School Zoning Policy in Improving Accessibility and Quality of Education in Sidoarjo Regency

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### Abstract

This research aims to evaluate the zoning system of education implemented by the Sidoarjo Regency government to accept students who live within the closest radius of the school. The zoning policy aims to provide equal opportunities for every child to receive quality education. This research employs a qualitative method, with data collection through interviews and documentation. The results show that State Junior High School (SJHS) 1 Krian and State Junior High School 2 Wonoayu meet the indicators of effectiveness, adequacy, and accuracy in the zoning policy, but do not meet the indicators of equity and responsiveness. The indicators of accessibility and quality of education indicate that adequacy, responsiveness, and accuracy are appropriate, while effectiveness and equity are still lacking. The education program is still in the adjustment process, which means that access for children with special needs is not yet optimal. Although the zoning policy has successfully improved accessibility and quality of education in both schools, there are still shortcomings due to parents' lack of understanding of this policy. Therefore, more in-depth education is needed to enhance public understanding of the zoning system.

**Keywords:** Accessibility; Policy Evaluation; School Zoning Policy; Quality of Education

### 1. Introduction

Zone regulations enforce the zoning system. All local governments are required to accept prospective students who live in the radius of the zone closest to the school, with a certain percentage of students accepted (Saharuddin et al., 2020). The zoning policy is implemented based on the Minister of Education and Culture Regulation Number 14 of 2018, replacing the Ministerial Regulation Education and Culture Number 17 of 2017 concerning the Acceptance of New Students. To ensure that every child has the same opportunity to obtain a quality education at a school close to his home. The implementation of the zoning system policy is also a problem in Sidoarjo Regency. The policy is regulated in the Sidoarjo Regent's Regulation Number 20 of 2024 concerning the second amendment to the Sidoarjo Regent's Regulation Number 50 of 2022 concerning the policy for admitting new students to kindergartens, elementary schools, and junior high schools in Sidoarjo Regency.

The zoning strategy is expected to overcome educational inequality, which has long been an obstacle to the education system in Sidoarjo. However, implementing the zoning policy must be separated from various problems, such as the government needing to be equal enough to provide educators and schools. As a result, this policy only benefits students closer to certain schools that are considered superior (Ilmi & Maulidiya, 2024). Apart from that, parents and students still feel dissatisfied with the zoning system because they feel they are not getting the quality of education that matches their expectations (Anwar, 2022). Many parents still believe that the best state schools are in the city center, so they try to find a way for their children to go to school outside their area of



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residence. That becomes an additional problem due to the community's incomplete understanding of the zoning system (Mujahidah et al., 2024).

Regarding this problem, a solution is certainly needed as an effective strategy to keep zoning fair. The implementation of the zoning system needs to be accompanied by the quality of facilities and infrastructure, as well as the quality of teaching staff in each school. This reflection must be a particular consideration for the government in updating zoning policies (Nanggala, 2020). The zoning system will be used to ensure that schools in every zone are of high quality and meet the needs and preferences of the local community, not just in certain areas. By accelerating the establishment of such quality schools in every zone and making quality education accessible to everyone, it is necessary programs to improve teacher quality, improve facilities and infrastructure, improve the teaching and learning process, and increase student activity are needed to achieve these goals. (Fiddini et al., 2023) By using an evaluation process, the new policy will correct and perfect errors in the old policy and not cause new problems (Sabrina & Ishak, 2020).

Some previous research related to school zoning policy research is an analysis of zoning policies that rob schools of their rights and students' rights in education. The results of this research suggest that zoning policies have been able to eliminate educational inequality in the labeling of favorite schools but not inequality in the quality of a school (Mareta et al., 2021). Furthermore, research conducted by (Triwiniastuti & Sulasmono, 2020). The aim of this research is to evaluate the zoning-based Acceptance Of New Students (AONS) program at SJHS 2 Pabelan Semarang Regency by assessing the existence of discrepancies or gaps between central government program standards and the actual AONS conditions that occur. The next researcher, namely (Murni & Haritani, 2024) showed that parents' perceptions of zoning policies were successful in creating an even distribution of students in various types of schools. The quality of an institution, however, is not solely determined by the zoning policy but also by the leadership system and strategy of the school principal. This underscores the integral role of school leadership in improving the quality of schools in the zoning era (Hidayah, 2024). The next researcher by (Ningrum et al., 2022) concluded that the implementation of this zoning showed a positive impact because children living closest to the school were prioritized, saving transportation costs, and at the same time eliminating favorite schools.

The zoning system is enforced using a zone system, where the local government is obliged to accept prospective students who live in the zone radius closest to the school, with a certain percentage of students who will be accepted. The zoning policy must be separated from various problems, such as the number of teachers and schools, which still need to be revised. The implementation of zoning system is implemented to ensure that every child has the same opportunity to obtain quality education at a school close to their home in the hope of being able to overcome the problem of educational inequality, which has long been an obstacle to the education system in Sidoarjo Regency.

## **2. Research Methods**

The method applied by the author in this research is a qualitative research method with a descriptive analysis approach, which is used as a natural method carried out according to field conditions. The qualitative descriptive method means analyzing, describing and summarizing various conditions and situations using information collected from observations and interviews about problems researched in the field (Meutia, 2020). Researchers conduct qualitative research by conducting activities objectively regarding the subjective reality being studied. In this case, subjectivity is defined as applying to the reality being studied in the sense that the reality is seen from the point of view of those being studied (Adlini et al., 2022). This research seeks to describe facts and phenomena related to policies by the Ministry of Education and Culture and evaluation of the implementation of the zoning system in Sidoarjo.

This research was conducted at 2 State Junior High Schools in Sidoarjo Regency, namely Public Junior High School 1 Krian and State Junior High School 2 Wonoayu. The school was chosen based on the highest and average school index values in Sidoarjo Regency. Data collection techniques are the main aim of research to collect data, so data collection procedures are the most crucial step in research. In this research, data collection was carried out by observation, in-depth interviews, and documentation. The data obtained will be discussed thoroughly by comparing it with theoretical concepts supporting the discussion of this research's problems. Researchers made observations by visiting State Junior High School 1 Krian and State Junior High School 2 Wonoayu. Interview sessions were conducted with the principal, teachers, and students' parents. The interview was conducted by asking several questions regarding the purpose of the zoning system, the flow of implementing the zoning system in Sidoarjo Regency, challenges in its implementation, and solutions.

Data analysis techniques are used to process and analyze the collected data and turn it into systematic data. The basic principle of data analysis techniques is to process and analyze data sets into systematic, orderly, structured, and meaningful data. According to Dunn, the theory used in this research is policy evaluation theory. In his book *Public Policy Analysis*, he overviews policy evaluation criteria. He states that several rational choices

can be considered decision criteria for solving policy problems. There are six criteria for evaluating policies: effectiveness, adequacy, equity, responsiveness, and accuracy (Mandarlangi & Alamsyah, 2024)

### 3. Results

#### Evaluation Of Zoning System Policy

The zoning system policy is a breakthrough issued by the government. This policy aims to accelerate the distribution of educational quality in educational units in Indonesia (Sidik, 2024). The system policy for accepting new students in Sidoarjo Regency is implemented online. Everything from the school department needs to be accepted. That means that the problem of obstacles no longer exists. It is just that schools are asked for verification or direct observation; usually, problems are found in the affirmation route. When observing in the field, some are capable but register on the affirmation route. For the zoning system, no problems were found because everything runs according to the system.

**Table 1.** Research Results Per Indicator at SJHS 1 Krian and SJHS 2 Wonoayu

Criterion type	Question	SJHS 1 Krian	SJHS 2 Wonoayu
<b>Effectiveness</b>	How do schools measure the success of the zoning system policy in Sidoarjo Regency?	The zoning system has been arranged based on the system; therefore, this system is correct. All processes are done online and based on the system. We and the teachers do not need to organize it; God willing, this zoning is excellent.	It worked because there were no problems. Everyone near the school can be accommodated and does not cause upheaval in the community, which means success.
<b>Adequacy</b>	Does the zoning policy ensure the school has sufficient resources to meet student needs?	Zoning policies ensure that each school in various zones has adequate facilities and resources. Schools also conduct assessments to evaluate the adequacy of facilities and learning materials.	The number of students accepted by schools based on zoning has been adjusted to resources such as teachers, facilities, and materials taught so that they are sufficient.
<b>Equalization</b>	Is this zoning policy even in accepting students from various areas of residence?	Not all village environments are covered. Even though the house is close to the school, it is still limited by the radius. The distance ranges from 900 m to 1.3 km, so the weakness is that distance is critical. With this zoning, many children near schools need more motivation to study because it is based on distance alone. However, there is a distribution zoning program aimed at areas that cannot be reached, given a quota of 1 village per student	The students accepted generally only come from the area around the school. However, on the whole, the zoning policy has been quite successful in distributing it evenly by accepting students from several other villages.
<b>Responsiveness</b>	How do schools and parents respond to the implementation of the zoning system?	The response was positive from parents close to the school, and the response needed to be more suitable for those outside the zone.	The point is that if the residents near the school respond positively, it will not cause turmoil. Unlike in the past, many children who

		Unlike the previous policy, where grades determine results, children and parents compete to ensure good grades. Parents hope the government will create more new schools for students outside the zone. Some parents are neutral regarding this zoning; for example, some say that if their child wants to continue at dance school, they do not mind the zoning.	were close to the school but could not go to school became agitated. For now, not because those whose homes are close will be accepted at this school. However, some parents are neutral regarding this zoning; they cannot argue because there are rules, and we must follow them because maybe that is best for the government.
<b>Accuracy</b>	Is this zoning policy appropriate in dealing with the education problems in this area?	The government wants to facilitate children in the school environment to attend state schools. Economically, with this zoning, students' economic/financial costs are a little because it is close to the school. Socially, the aim is to reduce traffic density and mobility of people from one place to another and possibly reduce significant economic costs and accidents.	The zoning system can reduce educational disparities. The zoning system can improve the quality of education in all schools. Thus, disadvantaged schools can improve their quality, thereby reducing educational disparities.

Source: Interview data analyzed by Researchers, 2024.

### Accessibility And Quality Of Education At Sjhs 1 Krian And Sjhs 2 Wonoayu

Increasing educational accessibility can be done in various ways, such as reaching students in various regions rather than just focusing on one region and helping all students get an accessible education. Improving the quality of education can be done by providing learning materials that are easy to understand and up to date, improving students' critical thinking and problem-solving skills, and encouraging students to learn independently. Quality of education refers to the characteristics desired by students to motivate them to learn. The quality of education is also measured based on competent teachers, relevant curriculum, sound systems or governance and fair allocation of human resources.

The quality of education at SJHS 1 Krian is quality, where 24 extracurricular activities can support students' interests and talents. The quality of education at SJHS 1 Krian is considered very high, as seen from the 24 extracurricular activities supporting students' interests and talents. One of the extracurricular activities is the Education System by implementing the Pancasila Student Profile Strengthening Project (5 P). In addition, other supporting programs are implemented, such as child-friendly school programs, tolerance schools, anti-bullying schools, alert schools that carry out drug counselling, and early marriage. The quality of education is also seen in each school's infrastructure; here, the facilities and infrastructure are in accordance with national education standards. Similar to SJHS 2 Wonoayu, various programs to improve the quality of education are also carried out at the school, such as child-friendly school programs, tolerance schools, national-level "Adiwiyata schools", and mobilization schools. The program aims to realize the school's vision and mission, namely character, achievement, environmental insight, and creating a Pancasila student profile. School facilities and infrastructure also refer to national education standards and financing mechanisms. School Operational Costs from the Central Government, Regional Government, and Performance School Operational Assistance are given to driving schools or special programs the government has programmed.

**Table 2.** Research Results Per Indicator at SJHS 1 Krian and PJHS 2 Wonoayu

<b>Criterion Type</b>	<b>Question</b>	<b>SJHS 1 Krian</b>	<b>SJHS 2 Wonoayu</b>
<b>Effectiveness</b>	Are current educational programs successful in improving student learning?	With today's heterogeneous students, educational programs such as curricula tailored to students, namely the Merdeka curriculum, in this curriculum are different from before. Learning strategies, learning media and assessments are different. All teachers must improve their competence through independent learning activities, workshops, and training.	The Merdeka curriculum uses a differentiated learning system, so children are treated according to their needs based on the results of the initial learning assessment. From these results, it is known that this child is in the capable category, partially capable category, and less capable category. Different treatments will be tailored to their abilities based on the initial learning assessment results. In the Merdeka curriculum, there is also a P5 project to realize the character of students who are believers and others.
<b>Adequacy</b>	Are the teaching staff and facilities available at the school sufficient to support student learning?	Everything has been fulfilled, the teachers have met the qualifications, and some have even been transferred to other schools. For facilities and infrastructure, there are national education standards, and schools refer to the Minimum Service Standards, which complete and maximally support the student learning process both in and outside the classroom.	The infrastructure at SJHS 2 Wonoayu is not yet perfect, but we are committed to continuous improvement. The school program that is friendly to children with disabilities, such as the unique bathrooms, is not fully realized, but we are working towards it. Other facilities are optimal and adequate for learning, and the teachers here have met the qualifications.
<b>Equalization</b>	How can schools ensure equitable access and quality of education across all groups of students, including those from different backgrounds or those with special needs?	Education in public and private schools is the same. This school does not look at socioeconomic status in the sense that it does not look at children from low-income families, wealthy families, and educated families; even those who are not educated can all enter, and there is no distinction between them.	Schools do not discriminate against anyone; schools are also obliged to accept children with special needs; they cannot refuse them. This school also implements a tolerance school program, giving all our students equal access to quality education.
<b>Responsiveness</b>	How does the school respond to feedback from students and parents regarding the accessibility and quality of education?	Holding meetings between the school and the parents makes it easier for the school to respond to complaints from parents because many still think that grades are no longer a priority of the school; actually, grades remain as a reference. There is also a particular intelligence class here, so grades remain a reference besides character.	The school will accommodate it first and then explain the quality of education in the school. In improving the quality of education, the main thing is character because many parents still mistake grades for not being a priority. The school explains that grades are not the only measure of a child's success because we have to educate and train the child, and it is the teacher's job to teach, educate, and train. Indeed,

values are not the only thing that shapes children into successful children; they are the most essential character.

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<b>Accuracy</b>	Are the educational policies or programs implemented in schools appropriate for improving the accessibility and quality of education by considering student needs and the conditions of the surrounding environment?	The current education program focuses on improving the Project for Strengthening the Profile of Pancasila students and several other supporting programs, such as child-friendly school programs, tolerance schools, anti-bullying schools, population alert schools such as drugs, and early marriage where children will be given knowledge. In the future, the educational program will be appropriate and suitable for our students.	State Junior High School 2 Wonoayu has various programs to improve the quality of education, such as child-friendly school programs, tolerance schools, national-level "Adiwiyata schools", and mobilization schools. The aim is to realize the school's vision and mission, namely character, achievement, and environmental insight, to create a Pancasila student profile.
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Source: Interview data analyzed by Researchers, 2024.

#### 4. Discussion

##### EVALUATION OF ZONING SYSTEM POLICY

###### Effectiveness

Policy effectiveness can be measured by how much the program achieves its objectives. A program is considered adequate if it succeeds in achieving its goals. Policy effectiveness is measured based on its primary objectives: equal access to education and reducing educational disparities (Winantasari & Mustofa, 2024). From the findings of data in the field, it is clear that the implementation of the zoning system in Sidoarjo district, especially at State Junior High School (SJHS) 1 Krian, has been effective because the zoning system is by what is expected by the Government and the community. From the findings at SJHS 1 Krian, the zoning policy has reduced the distance students travel to school, so the zoning policy is effective. Implementing the zoning policy at SJHS 2 Wonoayu is also said to be effective because problems have yet to be found, where everyone near the school can be accommodated and does not cause turmoil in the community, so it is interpreted as successful. The results desired by the Sidoarjo Regency government and the parents and schools in the zoning system have been achieved. It can be seen that the Government wants to facilitate children in the school environment to attend the nearest state school to their homes.

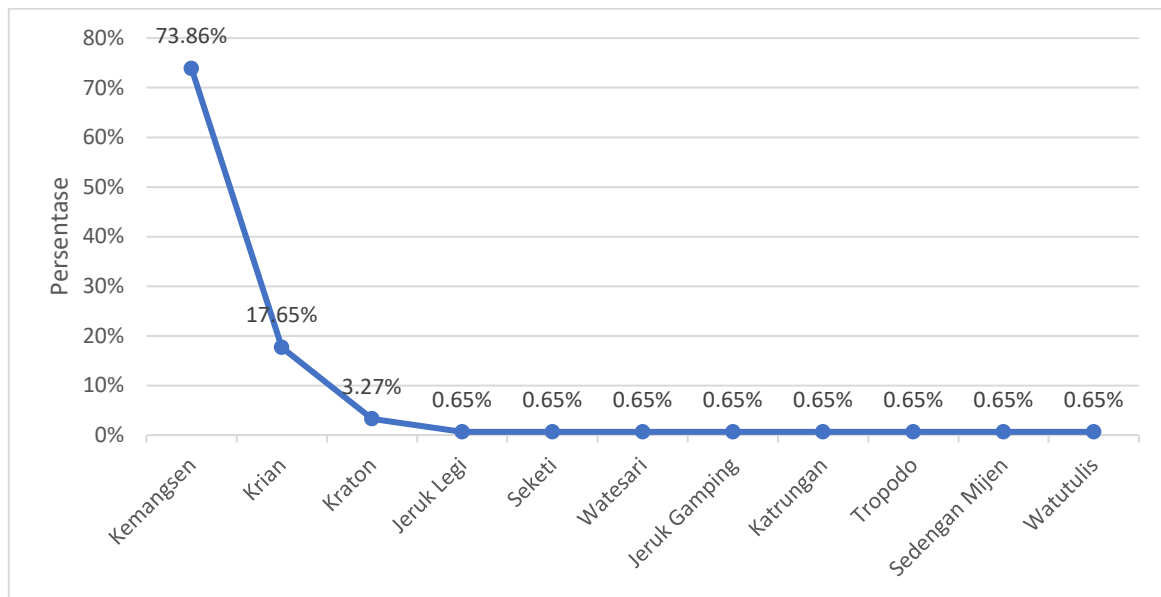
###### Adequacy

Adequacy can be defined when all needs are met. The main parameter for measuring program adequacy is when beneficiaries feel their needs are met. A program is successful if it meets public needs (Kurniawan et al., 2023). Based on research results, the existence of this zoning system has been considered positive by the community and beneficiaries. The information obtained shows that schools are beneficial in handling today's heterogeneous students. The learning system in Sidoarjo Regency now uses the Merdeka curriculum program; in this curriculum, the approach differs from before, and the learning strategies, learning media, and assessment are different. Zoning policies are made by considering the facilities and resources available at the school so that the number of students accepted receives sufficient facilities to support teaching and learning activities.

###### Equalization

Equity ensures every child gets the same opportunities without discrimination or inequality (Ula & Lestari, 2019). Equity also ensures that every child has access to facilities and support services equally. Policies focusing on equality are policies where results or efforts are distributed fairly. Equity can be seen from how all parties receive their rights equally or equally and feel judged (Putri et al., 2024). In the equality indicator, researchers obtain data presented in tabular form as follows:

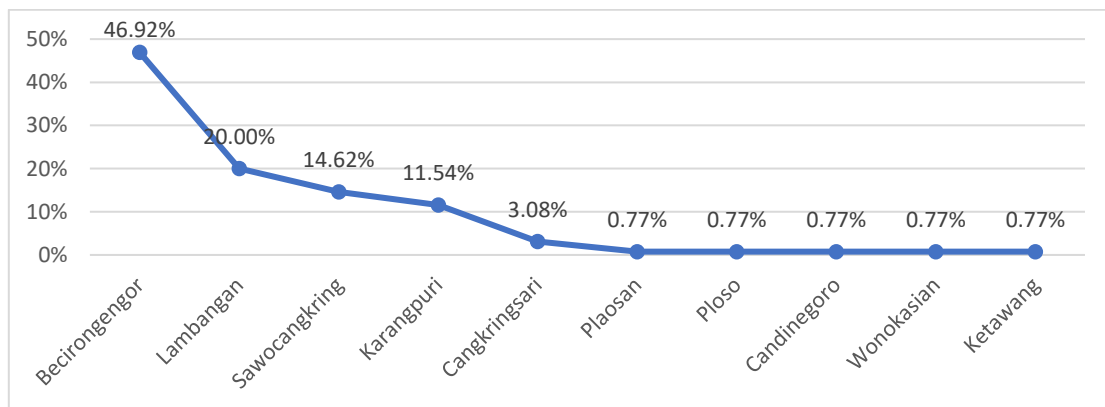
**Graph 1.** Number of Zoning Students SJHS 1 Krian



Source: Document Data in SJHS 1 Krian, 2024

Based on the data obtained by the researcher, the researcher was able to analyze that the distribution of zoning system at SJHS 1 Krian needed to be evenly distributed; this was shown in the high differences in students accepted between one village and another. However, in an interview conducted with the Principal of SJHS 1 Krian, he stated that this data is data that shows the fair distribution, whereas in the previous year, it only accepted two villages, whereas this year, there is a new admission system called equal zoning, this system applies to prospective students who live in villages that are far from the reach of the nearest State Middle School or are intended for areas that cannot be reached, given a quota of 1 village per student. In that case, equalization of the zoning system is still in the process stage.

**Graph 2.** Number of Zoning Students SJHS 2 Wonoayu



Source: Document Data in SJHS 2 Wonoayu, 2024

Meanwhile, researchers obtained this data from the equality indicators carried out at SJHS 2 Wonoayu. Based on the data obtained by the researcher, the researcher can analyze that the distribution of the zoning system at SJHS 2 Wonoayu is relatively even; this is shown in the comparison of students accepted between one village and another, which is not much different and almost even compared to other schools.

Regarding equality indicators in the zoning system, they still need to be used as evaluation material. The reason is that based on research conducted, it was concluded that indicators of equality in the implementation of zoning system policies in Sidoarjo Regency are still not evenly distributed. This is shown in the percentage between one village and another which shows differences in the high and low percentages. Not only that, several nearby villages are still not reached by the nearest schools in the area. However, a new system, the distribution zoning system, has been introduced as an additional alternative for students who want to enter state schools. This system aims to [explain the purpose and function of the new system in detail]

### **Responsiveness**

Responsiveness is defined as the reaction of the public or policy beneficiaries. The public's response to policies varies depending on the program's content or meaning. Good policies will receive a positive response from the public and vice versa (Ratnawati et al., 2023). The results of research conducted by researchers conducting interviews with parents or guardians of students at SJHS 1 Krian and SJHS 2 Wonoayu stated that the average parent responded that they disagreed with the zoning policy; for example, their bright child had good grades because zoning could not be entered. Meanwhile, some could be smarter, but their house is closed because it is a priority zone for children to enter. However, good responses came from parents who were close to the school. On the other hand, some parents are neutral regarding this zoning; they cannot argue because there are already rules, and we must follow them because that is best for the government. So, based on research on zoning system policies, schools, and the government are expected to be more responsive in providing education to parents because many parents still complain about not understanding the zoning system.

### **Accuracy**

Appropriateness means that policies are created and implemented in a way that suits local needs, situations, and contexts to produce desired results. Accuracy indicators evaluate whether the actions taken are truly relevant and beneficial to stakeholders, as well as how well the policy solves the problem (Sariri, 2024). Appropriateness is determined by the extent to which the policy matches the problem at hand. In the results of the findings made by researchers through observations, it can be concluded that zoning policies, which are regulations that control the use of land and the type of buildings allowed in a certain area, are quite appropriate to overcome gaps in access to education, but further changes are needed to overcome educational disparities. From an economic perspective, this policy is able to reduce costs incurred by parents and students due to the closer distance between home and school. In addition, zoning policies reduce traffic density, community mobility, and accident rates, while providing convenience for parents and students to easily track their children's academic activities. So the zoning policy is seen as the right step to overcome the problems of education in the region, both in terms of economy, society, and quality of education.

According to Dunn, through several indicators of policy evaluation theory, in evaluating zoning system policies in Sidoarjo Regency, it can be concluded that the effectiveness, adequacy, and accuracy indicators are appropriate. That is reinforced by the initial aim of implementing this system which answers this aim, namely that this policy can reduce costs incurred by parents and students because the closer distance between home and school is also able to reduce traffic density, community mobility, and the number of accidents so that can be said to be correct. However, the indicators of equality and responsiveness are still not optimal. The percentage of students accepted from one village to another differs considerably, and the response from parents is that many parents disagree with this zoning system because they think that even though their children are intelligent and have good grades, their homes are far away, so they cannot go to that school.

## **Accessibility And Quality Of Education At Sjhs 1 Krian And Sjhs 2 Wonoayu**

### **Effectiveness**

The effectiveness of a policy or program can be effective if the program or policy is successful in obtaining results that are in line with what the policymaker expected (Larasati et al., 2023). Based on a summary of information obtained from interviews, currently, the curriculum is adapted to the education system, namely using an independent curriculum where each student's learning is implemented differently according to the student's assessment results so that learning methods, learning strategies and assessments are adjusted to current educational policies. Explanation of the interview results above, the researcher can conclude that the effectiveness of accessibility and quality of education is still in the process of being adjusted; even though the results have been obtained, they are not yet optimal because some programs are still in the process of being adjusted so the recipients of the policy impact have not accepted them.

### **Adequacy**

Sufficiency is when all needs are met. The main parameter in measuring adequacy is when the beneficiary feels their needs are met. If a program can fulfil or answer public needs, then the program can be said to be successful (Kurniawan et al., 2023). In terms of adequacy indicators, researchers obtained comparative data on the number of teachers and education staff as well as students at SJHS 1 Krian and SJHS 2 Wonoayu as follows:

**Table 3.** Teacher and student data

<b>School name</b>	<b>Number of Teachers</b>	<b>Education Personnel</b>	<b>Student</b>
<b>SJHS 1 Krian</b>	47	10	1060



*Source: Document data processed by Researchers, 2024*

Based on the adequacy indicators, researchers also obtained data on school facilities or facilities and infrastructure which are presented in the following table:

**Table 4.** Facilities and infrastructure

Type of Infrastructure	SJHS 1 Krian	SJHS 2 Wonoayu
Classroom	31	24
Library Room	1	1
Laboratory Room	5	5
Practice Room	0	0
Leadership Room	1	1
Teacher's room	1	1
Worship Room	1	1
UKS room	1	1
Toilet Room	6	16
Warehouse Room	1	1
Circulation Room	0	0
Playground/Sports area	0	1
TU room	1	1
Counseling Room	1	1
Student Council Room	1	1
Building Space	1	2
All Facilities And Infrastructure	52	57

*Source: Document data processed by Researchers, 2024*

Based on this data, the number of teachers and education staff at SJHS 1 Krian and SJHS 2 Wonoayu is similar and has met the qualifications with school facilities or infrastructure. The big difference only lies in the number of classes and toilets. By the definition of adequacy, a situation can be said to be adequate if the amount or quantity meets needs; as seen in the facilities of the two schools above, both facilities and infrastructure and teaching staff resources are sufficient to support teaching and learning activities. The adequacy indicators related to accessibility and quality of education mean that students and teachers are adequate in learning activities and school facilities, and all students receive adequate facilities to support the learning process.

### Equalization

Equity in public policy means justice given and achieved by public policy targets. Based on the observations and interviews, the school succeeded in ensuring no difference in equal access to and quality of education at SJHS 1 Krian and SJHS 2 Wonoayu across all groups of students, including those from different backgrounds or those with special needs. That was conveyed directly by the principal of SJHS 2 Wonoayu during an interview, who explained that schools are obliged to accept children with special needs; they cannot refuse them. However, there is still no equality regarding access for children with special needs; for example, there are still no facilities such as bathrooms, but it is heading in that direction. That was then reaffirmed through an interview with the teacher at SJHS 1, Krian, who also explained that the school, accepting students, does not look at socio-economic status in the sense that it does not look at whether the child is from a low-income family, whether the child is from a wealthy family, whether the child is from an educated family, even those who are not educated can be accepted at that school. So, the equality indicators related to accessibility and quality of education are good, although not perfect.

### Responsiveness

Responsiveness in public policy can be interpreted as a response to certain activities. That refers to the response of public policy targets to implementing a policy. Policy responsiveness can be evaluated by measuring how far the policy can satisfy the needs and preferences of the community, as well as how effective the policy is in providing solutions to the problems faced by the community (Ratoe et al., 2023). The school tries to take various approaches with students and parents through socialization or meetings, where continuous feedback is received and used to make adjustments and improvements. There is a misconception among students' parents regarding the

understanding that current grades are not a priority; the school emphasizes that grades remain an essential reference. However, the school also emphasizes that a student's success is not measured by grades alone but by the character built through the teacher's learning process. The school tries to explain that the education given to students emphasizes character development, not just academic achievement, as the key to becoming a successful individual. Judging from responsiveness, the statements from the school and the student's parents were positive regarding implementing this educational program, indicating that the student's parents fully support learning for their children, meaning that the student's parents and the school responded well regarding the current educational program.

### **Accuracy**

The educational program currently implemented in schools is appropriate for meeting the needs of students and the surrounding environment. Educational programs such as child-friendly schools, tolerance schools, and anti-bullying schools provide provisions for students to coexist without discrimination. In addition, the students were also given provisions about the dangers of drugs and promiscuity through the population standby school program. In this good step, at that age, the students began to try new things that they feared would turn into bad things. The Pancasila Student Profile Strengthening Project Program helps improve students' non-academic skills. Many of the parents of students agree with the various educational programs held by the school, which means that the program is right on target to improve the quality of education at the school.

So, it can be concluded that the accessibility and quality of education in Sidoarjo Regency are determined through several indicators of policy evaluation theory. Dunn explained that the adequacy, responsiveness, and accuracy indicators are appropriate. That is evidenced by adequate facilities and educators, good responses from parents and students, and several appropriate school programs that can improve the accessibility and quality of education. However, other indicators, such as effectiveness and equity, are still not optimal. The current education program is still in the process of adjustment, so it is still not perfect, and equity is related to inadequate access to children with special needs.

## **5. Conclusion**

Accessibility of education is essential to ensure all students can obtain education quickly. Sidoarjo Regency has implemented zoning policies and the Independent Curriculum to improve the quality of education. However, responses vary from parents, where parents near the school are generally supportive, while parents outside the zone are often less satisfied. Some parents hope the government opens more schools, while others remain neutral depending on their child's needs. This policy is appropriate for improving the accessibility and quality of education. That means that the adequacy, responsiveness, and accuracy indicators are at maximum, but improvements are needed in the indicators of effectiveness and equity. Evaluation of zoning policies in Sidoarjo Regency has shown effectiveness in increasing access to education and reducing the distance students travel. This policy is also quite adequate in the use of resources, such as reducing transportation costs and increasing student attendance. The community and beneficiaries assess this policy as quite good, especially with the relevant implementation of the Independent Curriculum. However, equity still needs improvement due to differences in student enrollment between villages. Public responsiveness varied, with some parents disapproving that academic grades were no longer a priority. This policy is considered appropriate to overcome educational disparities, but further adjustments are needed to address existing disparities. The advice given by researchers regarding this research is that the government needs to conduct special studies, which involve in-depth research and analysis, to improve it by expanding zoning and tightening the system. Public understanding also needs to be given thorough education because there are still many who do not understand this policy.

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