



# Community Perceptions of the Education Zoning System in Ambon City Maluku

Yunus Rahawarin<sup>1</sup>, Pieter Jacob Pelupessy<sup>1</sup>, Rais Rahman Haulusy<sup>1</sup>, Clementina O. M. Rumlus<sup>1</sup>, Johanis Talaperuw<sup>1</sup>

<sup>1</sup>Universitas Pattimura, Indonesia

 [yunusrahawarin2020@gmail.com](mailto:yunusrahawarin2020@gmail.com)\*

## Abstract

The educational zoning system aims to support equal access to quality education in society through the distribution of schools by region. This policy is also expected to reduce transportation costs for students and help less fortunate families. However, the implementation of the zoning system faces various challenges, such as the unequal quality of education in several regions and inequality in facilities between schools in one zone. This research uses a qualitative method with a case study approach. The type of data consists of primary data and secondary data. This research aims to understand the perceptions, attitudes, and expectations of the community towards the education zoning system policy to provide an overview of the pros and cons arising in the community regarding implementing this policy. The research results show i.) Community perceptions of the education zoning system, ii.) Community attitudes towards policy implementation, iii.) Community views regarding the effectiveness of zoning and iv.) Community expectations regarding the development of the zoning system. The results of this research show that there are diverse views among the community, both those who support and those who reject the zoning system. It is hoped that this research can become the basis for further studies to optimize education zoning system policies in a broader context.

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## INTRODUCTION

Education has an essential role in human development. In the current era of globalization, competition for education is increasing, making it one of the main needs. Education not only provides broad knowledge but also forms individuals who are wise in facing challenges and solving them (Putri et al., 2023; Hakim & Darajat, 2023; Hayati et al., 2024; Kirani & Najicha, 2022). The positive impact of education is not limited to individuals but, also contributes to the progress of society. In supporting access to quality education, the community has a strategic role in creating a conducive environment for children's education development. This support is an important foundation in efforts to equalize education and improve the quality of human resources.

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Education provides important lessons about the world around us, helping individuals develop a perspective in looking at life. Education does not only come from school, but also from lessons taught in everyday life (Angga et al., 2022; Binsa et al., 2022; Nasrowi, 2020). Apart from helping to eradicate false beliefs, education creates a clear understanding of things around us, while eliminating the confusion that often occurs. People with higher education will usually be wiser in solving problems because they have studied various knowledge and concepts in life. In society, there are various levels of education, so society has an important role in the development of children's education. Therefore, active community involvement in children's education, including synergy between the school environment, family, and community, is very necessary to create a quality generation (Faiz & Purwati, 2022; Humaeroh & Dewi, 2021; Lessy et al., 2022; Robingatin & Khadijah, 2019). In supporting access to quality education, communities, and families have a strategic role in creating a conducive environment for children's educational development.

The family environment also has a role in encouraging children that education is important for the future. Parents are not only tasked with motivating children to improve their learning achievements but also providing a place for children to complain about the various problems they face. This role is very necessary for the Indonesian nation to progress (Arwen, 2021; Ayuni & Wahjudi, 2021; Fajriati et al., 2022; Feranina & Komala, 2022; Hudi et al., n.d.; Mashudi, 2019). By providing educational support up to the tertiary level, parents contribute to creating a quality and competitive generation. In education policy, the zoning system has been implemented since the 2017/2018 academic year. Based on Minister of Education and Culture Regulation Number 17 of 2017 which applies to the acceptance of new students at various levels of education, from elementary school to high school. This policy aims to support equal access to quality education by distributing students by region. Apart from that, zoning policies also aim to reduce transportation costs for students and help disadvantaged families. However, in its implementation, the zoning system faces challenges such as disparities in the quality of education in various regions and disparities in facilities between schools in the same zone (Karmila et al., 2020; Nurviana et al., 2021; Puspita & Andriani, 2021; Rohmah et al., 2021; Silaswati, 2022).

Even though the zoning system has several weaknesses, the policy is still considered a positive step in increasing access to education and reducing educational disparities (Tantri & Ismira, 2024). The government needs to continue to improve and strengthen the zoning system to make it more effective in improving the quality of education and reducing the gap between favorite and non-favorite schools. This is a particular challenge in areas such as Ambon City and Central Maluku Regency, these areas consider the implementation of a zoning system which so far is still irrelevant to the conditions of the local community. This research aims to examine in depth the problems in implementing the educational zoning system, by It is hoped that it can be re-evaluated so that it can better answer the problems experienced by people in Indonesia.

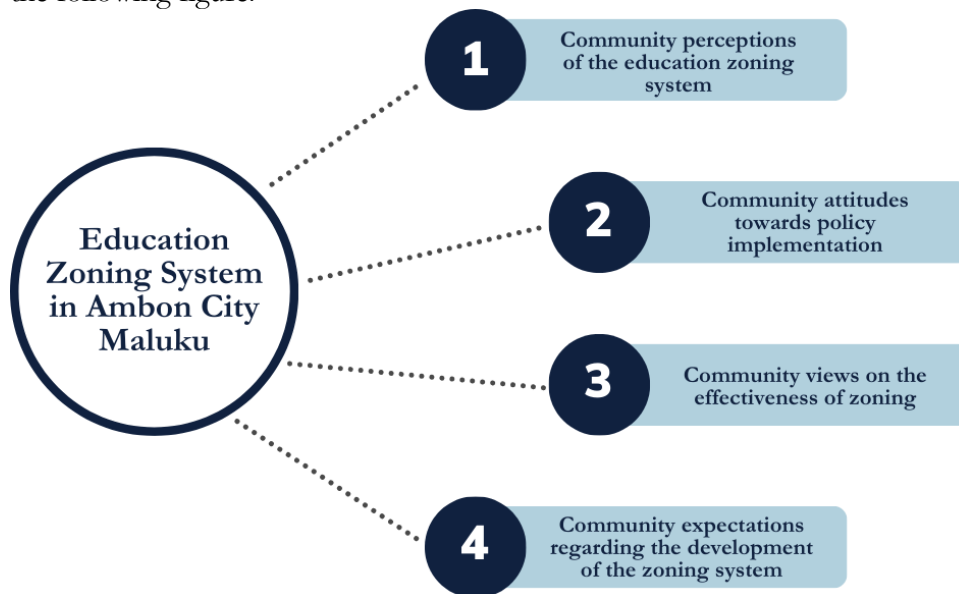
## METHODS

This research uses a qualitative method with a case study approach. The informants in this research were teachers, parents, community leaders, and school committees, through in-depth interviews who were selected using techniques purposive sampling (Febriani et al., 2023; Febriani et al., 2020; Nasution et al., 2023; Pasaleron et al., 2023; Putri et al., 2021; Rahmiati et al.,

2023; Wyananda et al., 2022; Yusnita et al., 2018). the research obtained information in the form of government education service policies regarding the zoning system for accepting new students in the city of Ambon. Data sources were obtained through in-depth interviews with some informants. The collected data was analyzed using the Miles and Huberman techniques. This research uses qualitative data consisting of explanations or descriptions obtained through the observation process, direct interviews with research subjects, and analysis of relevant documents. The data analyzed includes education department policies regarding the zoning system for accepting new students in Ambon City. Data sources consist of primary data obtained directly from observations, interviews, and documentation. Data collection techniques involve methods of field research.

## RESEARCH RESULT

Based on the data analysis, this research found five topics of discussion related to the education zoning system in Ambon City, Maluku, as illustrated in the following figure.



**Fig 1. Education zoning system in Ambon City, Maluku**  
**Community Perceptions of the Educational Zoning System**

In implementing zoning policies in Indonesia, accepting new students must focus on several aspects. First, the distance between prospective students' residences and schools must be under zoning provisions. Second, the results of the National Examination (for junior high school graduates), and third, the achievements of the students themselves. Based on this research, public perceptions regarding the education zoning system, and public knowledge regarding the implementation of the zoning system were also heard through the media/internet and from the school which was conveyed clearly so that the public understood this system well. The zoning system currently implemented invites pros and cons in the community. This was conveyed by the informant as stated in the following quote.

*The community states that the educational zoning system is something that is related to the distance between home and the target school, especially for state schools. Some say that this educational zoning system is a system that only accepts students at their residential location (Informant 1), the community feels that with this zoning system, students cannot attend the school of their choice because they are hampered by ability and distance from home so students cannot find a school that suits their interests and talents (informant 2)*

The various problems that arise in the educational zoning system give rise to responses from parents. They feel that this zoning system is unfair to some students who want to study outside (Winarti et al., 2023). The community views that the aim of implementing this zoning system is to distribute students evenly across all schools.

Similar to the zoning system applied to schools in the city of Ambon, elementary schools have zoning lines with other schools. So the majority of them continue their schooling based on the zoning route that has been determined, however, some choose to continue to schools that are not zoned route and they are accepted at that school. This statement was conveyed by the informant as follows.

*This zoning system is a policy from the government in the process of admitting new students to schools based on domicile or place of residence. The aim is to help people who have low incomes. so that children don't incur too much transportation costs when they go to school (informant 3), this zoning system determines the distribution of registration routes for new students based on the distance from their place of residence to the target school based on predetermined divisions. He thinks that this zoning system is very good because it opens up opportunities for students to get a school closest to where they live in order to promote student fluency in activities to get a good and smooth education (informant 4)*

### **Community Attitudes towards the Educational Zoning System**

The research found that the Dusun community considers the zoning system that is currently implemented to be quite good because schools in the Dusun can get students so that there is no inequality between schools in the hamlet and outside the area so that there can be equality among students. This was conveyed by the informant as follows

*...It's good for schools in the area, so they can get students because otherwise, everyone will end up going to superior schools (informant 5). ...So that in that area (Village) there are many students anyway so that other schools don't (not) lack students like that (informant 6)*

Based on the statement above, with the implementation of the zoning system in schools, the Dusun community continues to accept all government policies, even though they want their children to be able to attend superior schools. Policies related to the implementation of the zoning system decide that parents send their children to schools in their respective areas. Even though the zoning system influences students' choices, as parents they can only follow existing regulations (Werdiningsih, 2020). Meanwhile, the attitude of the Dusun community towards the issue of the education zoning system. This statement was conveyed by the informant as follows.

*In today's developments, the education zoning system currently being implemented is very good because it can lighten the burden on the community, in this case reducing transportation costs for children when going to school and also the distance between school and residence is also very close, only for ordinary people. Most people are still confused because the information system regarding education zoning is mostly via the Internet and other social media, even registration has to be done online, so some people are still unsure about this zoning (informant 7)*

The implementation of this zoning system raises pros and cons from various levels of society. Therefore, the community feels that the implementation of the zoning system is not very fair and equitable for students. This statement was conveyed by the informant as follows.

*The implementation of this zoning system is not fair, because in reality, every time new students are registered, there are always nepotistic practices, which are called insiders, this habit is not good because it is found that there are prospective students who enter*

*who do not meet the requirements of the zoning system but are accepted. This will greatly affect the admission quota in this zoning system. And will be very detrimental to the community, especially children who live around this school (informant 8)*

So this influences children in terms of school choice. This zoning system greatly influences children in choosing schools. This statement was conveyed by the informant as follows

*On the one hand, it really helps parents in terms of parents not spending too much on transport costs for their children, so that parents feel helped by this system (informant 9), Meanwhile, on the other hand, there are certainly children who feel disappointed because when they took the zoning selection test, they were not accepted into the school because of insider games that prioritized prospective students who came from outside the zone, thus greatly influencing the children's choices child (informant 10)*

In contrast to the statement of one community member who felt it was fair, one community member felt that the implementation of this zoning system was fair to him. The following statement was conveyed by the informant as follows.

*This system is very fair because this is a government program that aims to provide opportunities for all people to be able to obtain education equally regardless of the social status of the community (informant 11)*

### **Community Views Regarding the Educational Zoning System**

Based on research results, the community views the implementation of this zoning system as having opportunities and weaknesses in managing students well. "There are those who agree and there are also those who I don't agree with, for example, I agree. This statement was conveyed by the informant as follows

*Some people agree with this zoning system because it helps families who have economic constraints so that it can reduce the burden of costs incurred for round-trip transportation of children to school (informant 12)*

Meanwhile, the informant conveyed what he did not agree with about this zoning system as follows

*There are bad practices from individual teachers. This does not implement the zoning system properly and correctly but, rather prioritizes personal interests because it prioritizes prospective students who come from outside the zoning. If the main aim of this zoning system is to make it easier for children to get a school that is closer to where they live and can also help people from economic circles to reduce the burden of school fees for children perhaps this is the government's main priority. in implementing the zoning system in schools (informant 13)*

### **Community Expectations Regarding Improving the Quality of Education**

With the implementation of the educational zoning system, many parents have decided to send their children to school in their respective areas. Although many pros and cons occur in society regarding the zoning system policy that was implemented several years ago. The implementation of the admission of new students refers to Minister of Education and Culture Regulation No. 51 of 2018 which states that the admission of new students must be non-discriminatory, objective, transparent, accountable, and fair to encourage increased access to public education services not only in terms of quantity but, most importantly, the system. Education ensures that children in the hamlet have good and equitable quality education. This was conveyed by the informant as follows

*If it is related to improving the quality of the zoning system, it is first related to the education system. Second, regarding the teaching and learning process and related to the teacher, whether this teacher is qualified or not and the third is related to the students themselves, whether these students want to learn or not. Without a will, there is no improvement in students (informant 14)*

The same thing happens to village communities who hope that children's education in their area will have a better direction. This was conveyed by the informant as follows

*The community's hope for children for the future of children's education is that in the future children can receive better education at school through an education curriculum that is more directed at character building and having good morals so that they can achieve a good and useful future. for the nation and state (informant 15)*

To improve the quality of education in zoned schools, namely that there is equality of adequate means and facilities so that there are no gaps between one school and another, in addition, in order to achieve good quality and quality of education, schools must have a good curriculum, as well as supported by quality teacher resources (Khaidir et al., 2023).

## CONCLUSION

The educational zoning system is a policy that aims to support equal access to education, both in terms of student distribution and the quality of education in various regions. Even though this policy has had a positive impact in helping the community's economy and increasing access to education, its implementation still faces challenges, especially in overcoming negative perceptions, inequality of facilities, and community preferences for certain schools outside the zone. For this reason, it is necessary to evaluate and improve the zoning system so that the goal of educational equality can be achieved more optimally while responding to community needs and supporting the sustainability of quality education throughout the region.

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