

# Evaluating Zoning-Based Learning Management For Education Quality Improvement: A Case Study Of State Senior High School 24, Bandung

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## Abstract

The primary aim of this research is to critically assess the impact of zoning-based learning management on the overall quality of education at State Senior High School 24, Bandung. Employing a rigorous and systematic approach, the study employed multiple data collection methodologies, including documentation, interviews, and observations, to gather comprehensive and in-depth insights. The findings reveal that State Senior High School 24, Bandung has demonstrated a commendable proficiency in formulating and executing effective zoning-based learning management strategies. This encompasses proficiently allocating tasks and responsibilities within the institution. Furthermore, the evaluation of the implemented zoning-based learning management approach exhibited a high level of efficacy. Through meticulous examination, both supportive and obstructive elements influencing the implementation of zoning-based learning management at State Senior High School 24, Bandung have been meticulously identified. Particularly, the study delves into the significant hindrance posed by student heterogeneity or diversity, adversely affecting the implementation process.

**Keywords:** *Education Quality; Learning management; Strategy; Zoning.*

## Introduction

Enhancing the quality of education is contingent upon not only the endeavors of educational institution management but also government policies pertaining to education provision. School policies must align with the regulations and directives established by the government. In

turn, the government takes into account the prevailing educational landscape of schools when formulating these policies. The interconnectedness between the government and educational institutions represents dual facets of a shared mission: to enlighten society and cultivate an educated national generation. The congruity and effective collaboration between the government and educational institutions serve as determinants for achieving the educational objectives. The overarching aim of education is to nurture students' potential, enabling them to embody qualities such as devotion, virtue, health, knowledge, skills, creativity, independence, democratic citizenship, and responsibility, as prescribed by the National Education System Law No. 20 of 2003.

The success of educational provision in realizing these predetermined objectives heavily relies on the synergy between the government and educational institutions, with schools being of particular significance. Educational institutions play an instrumental role as centers of educational activities, fostering and developing students' potential across physical, mental, and spiritual dimensions. They are akin to conduits for individual growth, facilitating personal and societal advancement as contributing members of the community. The ultimate aspiration is to meet the exigencies of delivering quality educational services (Gazali, 2013).

The impetus for continuously enhancing the quality of education is not solely predicated on economic interests or competition within the service industry; it is equally underscored by the normative responsibility incumbent upon educational institutions. The provision of quality educational services epitomizes the imperatives of professionalism, morality, competitiveness, and accountability in the realm of educational institutions, which function as public services essential for society (Sallis, 2002). Thus, the conduct of educational processes and the implementation of quality learning practices transcend mere endeavors to earn public trust or maintain competitive advantage; they are intrinsically tied to the moral duty inherent to educational institutions themselves.

The quest to deliver quality education is often perceived as a competition to attract a substantial number of students, particularly in the context of the intensifying rivalry among educational institutions. The initial orientation towards public service aimed at enriching the nation's intellect has shifted towards a profit-driven approach. This poses a significant challenge for educational institutions with limited resources. Established institutions with a strong community reputation enjoy an

advantage in this quality-based competition. On the other hand, newly established institutions or schools in the process of developing their educational infrastructure encounter difficulties, as the community may not consider them as their primary choice. The competition based on quality is a prevalent phenomenon encompassing the entire service industry (Prakasha & Mohanty, 2011; Sultan & Wing, 2010). Nonetheless, this situation engenders predicaments not only for specific educational institutions but also for the general public, which grapples with accessing adequate education. The provision of quality education entails significant financial investment, and these costs are borne by the public, obliging them to shoulder the burden of educational expenses for their children.

In response to the disparities in access and education quality, the government has undertaken measures to implement the zoning system as a strategy to ensure equitable distribution and improve the standard of education. The zoning system was introduced in 2017 as an integral part of the New Student Admission System (PPDB), in line with the Regulation of the Minister of Education and Culture No. 14 of 2018. The zoning system aims to address educational inequalities and foster sustainable improvement in education quality across all educational institutions (Kemendikbud, 2018).

The zoning system involves dividing or segmenting an area into distinct zones, each serving specific management purposes (Hasan, 2013). In the realm of education, the zoning system is implemented to offer equitable and high-quality education services to residents within a particular region or area. Under the application of the zoning system in the New Student Admission System (PPDB), public schools are obliged to admit prospective students residing within the nearest school zone radius, amounting to a minimum of 90% of the total number of admitted students. The determination of the nearest school zone radius lies with the local government, based on the number of school-age children and the capacity of study groups in each school. Nevertheless, schools have the flexibility to accept students from outside the nearest zone, up to a maximum of 5% for academic excellence and 5% for specific reasons, such as a change in parents' or guardians' domicile. The primary objective of the zoning system in PPDB is to promote educational equity and convenience for the public in obtaining quality education services without the need to seek distant top-performing schools from their place of residence (Kemendikbud, 2018).

Furthermore, the zoning system is anticipated to ameliorate

disparities in education quality between urban and rural areas. By adhering to the zoning system, each region or area is provided an equal opportunity to access quality education services. Additionally, the implementation of the zoning system is expected to mitigate school vacancies or excess capacity, thus optimizing the utilization of existing educational facilities (Kemendikbud, 2018).

The implementation of the zoning system can engender certain issues related to the selection of the nearest school zone radius, which may not always be accurately determined. Inadequate consideration of factors such as transportation accessibility challenges, limited supporting facilities, and socio-economic disparities among regions can result in disparities and imbalances in the distribution of education (Habiby & Fiatun, 2019; Widyastuti, 2020). In specific contexts, particularly in areas with a small student population, the zoning system may exacerbate the situation by giving rise to underqualified schools unable to meet the standards of quality education. This stems from the obligation of these schools to admit all students within the nearest zone, without regard for the educational quality they offer (Habiby & Fiatun, 2019; Muslah, 2018; Nurlailiyah, 2019; Widyastuti, 2020).

On a positive note, various research findings demonstrate the beneficial impacts of the zoning system, such as students having access to schools closer to their residences, resulting in cost efficiency and effective learning time. Moreover, academic quality improves due to reduced external disruptions that might influence students' performance. Additionally, the zoning system fosters a more equitable opportunity perceived by certain segments of society, dismantling the entrenched notion of favored or superior schools, which has perpetuated educational hierarchies (Habiby & Fiatun, 2019; Muslah, 2018; Nurlailiyah, 2019; Widyastuti, 2020).

In light of these considerations, the government and educational institutions must continually refine and develop the zoning system to ensure a more significant and positive impact in the pursuit of equitable and high-quality education. A more comprehensive analysis that encompasses relevant aspects concerning the community and its surroundings is essential to mitigate the negative consequences. The zoning system can contribute to enhancing the quality of education in public schools that have received less favor from the community due to their locations in remote or peripheral areas. By implementing the zoning system, these schools can attract a sufficient number of students, facilitating the formation of ideal class sizes and, in turn, improving the

quality of education provided. Additionally, the zoning system aids the government in effectively managing the distribution of students across regions, enabling more targeted planning of educational policies.

However, there remains a concern regarding the increasing disparity in education services due to limited quotas for each zone. Students residing in zones with numerous excellent or high-quality schools tend to have greater access to quality education, whereas those in zones with fewer exceptional institutions face challenges in obtaining education at the same standard as their counterparts from more privileged zones. This discrepancy contradicts the principle of education access equity expected from the zoning system. Consequently, further efforts are required to address the issues arising from the implementation of the zoning system in educational services.

In the academic year 2018, the number of students admitted through the zoning system at SMAN 24 Bandung was a mere 26. However, this figure witnessed a significant increase to 67 and 79 students in 2019 and 2020, respectively. This escalation suggests that the implementation of the zoning system at SMAN 24 Bandung has yielded positive outcomes by affording more equitable educational opportunities to students seeking enrollment in the institution. Nonetheless, the rise in the number of students admitted through the zoning system has also impacted the academic quality of the school, particularly when comparing the academic performance of these students with those admitted through the conventional academic track. Notably, the average scores in the National Examination (UN) for students admitted through the academic track at SMAN 24 Bandung were substantially higher in comparison to those admitted via the zoning system.

Moreover, an adverse repercussion of the zoning system's implementation at SMAN 24 Bandung is the curtailed opportunities for students to explore their non-academic potentials, such as extracurricular activities and other non-academic pursuits. This limitation arises due to the larger influx of students admitted through the zoning system, in contrast to the academic track. To address these detrimental effects, SMAN 24 Bandung has adopted strategic measures, including augmenting the quality of in-class instruction, optimizing programs aimed at fostering students' potential, and fostering partnerships with external entities such as universities and other educational institutions. These endeavors are undertaken to ensure that, despite the challenges posed by the zoning system, the school remains dedicated to providing quality and sustainable education to its students.

Consequently, the implementation of the zoning system for new student admissions has resulted in State Senior High School 24, Bandung relinquishing its status as a favored and distinguished school within the city of Bandung. Furthermore, this system impedes the school from selecting the most promising prospective students from beyond the designated zones, thus exerting a tangible impact on students' learning outcomes and achievements, as well as the overall educational quality at SMA Negeri 24. Notwithstanding, preliminary research findings indicate that SMA Negeri 24 continues to lag behind other prominent high schools in Bandung in terms of educational quality. Additionally, the faculty at SMA Negeri 24 experience the impact of the zoning system on students' performance, with diminished motivation and enthusiasm for learning being observed. Another concerning issue is the screening of prospective students who fail to meet the prescribed standards, leading to substantial disparities among the admitted student cohort.

However, the zoning system for new student admissions holds the potential to yield positive impacts on schools such as State Senior High School 24, Bandung if thoughtfully implemented. One such positive aspect is the effective utilization of time and efficiency in students' learning experiences. Additionally, the zoning system facilitates the formation of social interactions among students in close proximity, fostering a sense of community and belonging. Furthermore, it provides satisfaction for certain members of the community who now have an improved likelihood of securing enrollment for their children in esteemed institutions like State Senior High School 24, Bandung.

Ensuring equitable access to quality education is a shared responsibility among various education stakeholders, encompassing the government, educational institutions, and society at large. An admirable step towards achieving educational equity lies in the implementation of the zoning system for admitting new students. However, regardless of the potential positive or negative ramifications, the paramount objective should be the zoning policy's contribution to enhancing the educational standards offered by institutions like State Senior High School 24, Bandung.

In evaluating specific educational policies, such as the zoning system, it is imperative to adopt a functional perspective that scrutinizes how such policies can augment education quality. The zoning system's primary aim is to promote educational equity and incentivize educational institutions to bolster the quality of education within their respective regions (Kemendikbud, 2018). Nonetheless, the responsibility to improve

education quality remains incumbent upon all educational institutions, independent of the presence of a zoning system. The elevation of education quality is contingent upon a school's adeptness in effective learning management, which encompasses planning, organizing, controlling, and evaluating learning activities to attain educational objectives (Sagala, 2009). Schools are entrusted with crafting learning methodologies that optimize the roles of teachers and educational staff, ensuring a seamless learning process at the core of their operations.

It is vital to acknowledge that the execution of learning management is profoundly impacted by various factors, such as school readiness, teacher and student caliber, curriculum design, as well as the availability of educational facilities and infrastructure. Consequently, any policy that affects these aspects will invariably influence learning management, thereby contributing either positively or negatively to the overarching goal of enhancing education quality (Hamalik, 1995; Sagala, 2009). The zoning policy in admitting new students also holds implications for learning management, consequently influencing efforts to improve education quality in public schools that have adopted the zoning system. As a result, these schools must proficiently implement learning management that aligns with the zoning system's principles to enhance their education quality.

Despite the current zoning system policy potentially bestowing advantages upon prominent public schools, their sustained popularity among the public could be jeopardized if the policy fails to instigate broader improvements in education quality across these institutions. This is due to the fact that, akin to the service industry, the quality of educational services constitutes a critical determinant influencing consumer choices, including within the domain of education.

Given the prevailing circumstances surrounding the implementation of the zoning system, characterized by demands for equitable distribution and fair enhancement of education quality, as well as the specific context of State Senior High School 24, Bandung, this study seeks to analyze the learning management strategies employed by State Senior High School 24, Bandung to elevate its education quality. Consequently, the study centers on scrutinizing how the zoning-based learning management system can contribute to the overall improvement of education quality, particularly at State Senior High School 24, Bandung.

## Methods

In this research, the scope of discussion on educational management will be limited to maintain focus and avoid unnecessary tangents. The primary emphasis will be on the learning management system within educational management, specifically the government-initiated zoning system policy, and the endeavors to enhance education quality at State Senior High School 24, Bandung. These three aspects are considered to be thematically and theoretically interconnected, and they demonstrate empirical correlations in their application. This approach facilitates a comprehensive examination and understanding, particularly, of the learning management strategies based on the zoning system at State Senior High School 24, Bandung, aimed at improving overall education quality.

The study takes place at State Senior High School 24, Bandung, located at Jalan Kembar Baru No. 23, Cigereleng Village, Regol District, Bandung City. The rationale for selecting this specific location is as follows: (1) The presence of SMA Negeri 24 as a prominent school that has experienced negative impacts from the implementation of the zoning system; (2) The existence of pertinent issues related to the implementation of the new student admission selection through the zoning system; (3) The convenience in obtaining and accessing essential data required for the research; and (4) The accessibility of the location, ensuring research effectiveness and efficiency.

The underlying motivation of the researcher is to comprehensively explore and comprehend the issues concerning the implementation of the zoning system in the efforts to enhance education quality at State Senior High School 24, Bandung. Consequently, the essence of this research revolves around describing and analyzing phenomena, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups. Given these considerations, the appropriate approach to aptly depict the social contours and explicate the phenomena under study is the qualitative approach. The research method utilized is the case study method, where the researcher describes the objective or actual conditions of the objects and subjects under investigation.

Data for this research will be gathered through documentation study, observation, and interviews involving relevant parties. The key informants for this study include the management and leadership team, representative teachers, representative students, and representative community members within the vicinity of State Senior High School 24, Bandung.



## **Results and Discussions**

### **Objective Description of the Study Location**

State Senior High School 24, Bandung is a prominent secondary education institution situated in the city of Bandung. Its establishment can be traced back to the academic year 1967/1968, and it received official recognition through the Decree of the Ministry of Education and Culture Number 132/UKK./3219/1968, issued on April 8, 1968, operating under the name Senior High School XI Bandung. Initially functioning as a "remote class" under the auspices of State Senior High School IV Bandung, Senior High School XI Bandung later evolved into an autonomous entity, now renowned as State Senior High School 24, Bandung.

As with other educational establishments, State Senior High School 24, Bandung defines its distinctive vision, mission, and objectives, which serve not only as guiding principles for its administrative functions but also for the educational processes carried out within its premises. The vision of State Senior High School 24, Bandung has undergone iterative adaptations, aligning with the prevailing circumstances, conditions, goals, and targets. In 2012, the vision was articulated as follows: "To realize a devoted, superior, innovative, environmentally conscious, and healthy State Senior High School 24, Bandung community." Subsequently, in 2016, the vision was revised to assert: "Becoming the leading SMAN in 2019," encompassing the domains of Logic - Practice - Ethics - and Aesthetics. Then, in 2020, further revision ensued, proclaiming: "Becoming the Leading SMAN in 2024 in the Aspects of Logic, Practice, Ethics, and Aesthetics on a Regional and National Scale."

The derived mission of State Senior High School 24, Bandung, emanating from the aforementioned vision, can be expounded as follows:

*Firstly:* Knowledgeable: Signifying the attainment of mastery in knowledge, technology, and skills. Every member of State Senior High School 24, Bandung is expected to perpetually pursue learning endeavors to enrich their understanding in diverse areas, including knowledge, technology, skills, environmental awareness, and healthy living.

*Secondly:* Devoted: Embodying noble character and compliance with religious teachings, fostering a culture of discipline and orderliness. Complementing efforts to enhance intellectual prowess through the learning process, the persona of State Senior High School 24, Bandung's

academic community is guided by a deepening of faith and dedication to the Almighty God (IMTAQ).

*Thirdly: Competent:* Manifesting high competitiveness and the capacity to compete effectively with other students, underpinned by an unwavering enthusiasm for learning and steadfast commitment to fulfilling all responsibilities in cultivating a harmonious and organized environment.

State Senior High School 24, Bandung boasts 35 classrooms, covering an area of 2,520m<sup>2</sup>, all of which are in commendable condition. Alongside classrooms, the primary learning facilities encompass laboratories and a library. State Senior High School 24, Bandung houses five laboratories, namely: (1) Physics Laboratory; (2) Biology Laboratory; (3) Chemistry Laboratory; (4) Computer Laboratory; and (5) Language Laboratory. The institution employs 65 teachers and 30 educational staff. Data pertaining to the enrollment trends over the past six academic years at State Senior High School 24, Bandung are presented in the following table:

Table 1.

Criteria	Academic Year	Class X	Class XI	Class XII	Sum
Student	2016/2017	454	514	357	1325
	2017/2018	315	456	512	1283
	2018/2019	413	325	453	1191
	2019/2020	420	423	325	1168
	2020/2021	347	420	415	1182
	2021/2022	432	353	420	1205
Study Group	2016/2017	12	13	10	35
	2017/2018	9	12	13	34
	2018/2019	12	10	12	34
	2019/2020	12	12	10	34
	2020/2021	10	12	12	34
	2021/2022	12	10	12	34

Data of Students at State Senior High School 24, Bandung

The available data concerning the objective conditions of State Senior High School 24, Bandung reveals a comprehensive and favorable profile of the school. *Firstly*, the institution boasts a well-maintained and appropriate educational infrastructure, ensuring a conducive learning environment. This includes the physical facilities and amenities such as classrooms, laboratories, and a library. Additionally, the presence of adequate and competent teachers and educational staff adds to the overall

efficiency and effectiveness of the educational process at State Senior High School 24, Bandung.

Furthermore, the school's impressive track record in academic and non-academic achievements underscores its commitment to excellence and continuous improvement. Such accomplishments serve as a testament to the school's dedication to providing high-quality education to its students. As a result, State Senior High School 24, Bandung has earned a reputation as one of the foremost choices for education among the residents of Bandung, both students and their parents.

One significant indicator of State Senior High School 24, Bandung's appeal is the consistent growth in its student population over the years. The steady increase in the number of students enrolling in each academic year highlights the school's ability to attract and retain students, making it a preferred educational institution in the city. This rising demand for admission further validates the school's commitment to maintaining a standard of excellence and delivering a well-rounded education.

In summary, the data collected paints a positive and promising picture of State Senior High School 24, Bandung's overall performance and standing in the educational landscape. The school's focus on providing quality education, supported by its conducive learning environment and dedicated faculty, has resulted in commendable achievements and steady growth in student enrollment. These factors collectively establish State Senior High School 24, Bandung as an esteemed and preferred choice for both students and the community seeking quality education in the city of Bandung.

### **Zoning-Based Learning Management at State Senior High School 24, Bandung**

Considering the implementation of the zoning system in the learning management of State Senior High School 24, Bandung, notable shifts have occurred compared to previous periods when the zoning system was not yet in place. However, the fundamental principles of educational goals and school values, as articulated in the previous vision, mission, and objectives of the school, remain steadfast as guiding tenets in the planning, implementation, and evaluation of the learning management. Consequently, State Senior High School 24, Bandung adheres to the conventional functions of organizational management, encompassing planning, organizing, controlling, and evaluating the actions or policies implemented.

The researcher's comprehensive findings regarding the zoning-based learning management and its alignment with the institutional management functions at State Senior High School 24, Bandung are as follows:

### ***Planning of Zoning-Based Learning Management***

The planning of zoning-based learning management at State Senior High School 24, Bandung, as revealed through the research findings, primarily involves the development of multiple implementation plans for learning. These plans are crafted based on various factors, including government policies (particularly those related to the zoning system for new student admissions), the specific contextual needs and capabilities of the school (encompassing strengths, weaknesses, opportunities, and challenges), and the objective conditions of the institution (including the school's vision, mission, objectives, education quotas, infrastructure, and previous self-evaluation results). These considerations are integral because State Senior High School 24, Bandung is a public school bound by institutional statutes and specific obligations to support the government's pursuit of fair and equitable education in line with the established zoning system policy. Consequently, the learning management planning entails policies aimed at enhancing the overall quality of education, improving school performance, bolstering the competencies of both teachers and students, and achieving notable school accomplishments.

### ***Organizing Zoning-Based Learning Management***

The organization of zoning-based learning management primarily involves the adaptation of roles and responsibilities among all school constituents to effectively implement the previously devised learning management plans. State Senior High School 24, Bandung prioritizes the roles and functions of teachers in delivering effective and dedicated teaching practices, guidance, direction, motivation, and empowerment to students, irrespective of their diverse backgrounds.

Based on interviews with relevant stakeholders, key steps related to school organization for the successful implementation of zoning-based learning management encompass the following: First, assigning guidance and teaching responsibilities to teachers for various subjects, classes, and homerooms based on their competencies and educational background. Second, fostering collaboration among teachers and educators through internal learning communities and discussion forums (such as subject teacher meetings/MGMP) to optimize learning services tailored to individual student needs. Third, contextualizing learning and

student involvement in accordance with objective education conditions, government policies, and the school's capabilities. Fourth, conducting regular evaluations, both independent and organizational, to assess the performance of teachers and students in relation to the learning processes within the school.

### ***Control of Zoning-Based Learning Management***

The control of learning management involves vigilant monitoring and supervisory efforts over all aspects of the learning process within the school, in strict adherence to the pre-established planning. This comprehensive oversight ensures that all actions taken are in alignment with the school's interests, aiming to achieve its designated objectives effectively. Several fundamental efforts and steps pertaining to the control process for zoning-based learning management are as follows: Firstly, internal monitoring and control mechanisms, led by the school authorities (Principal and teachers), focus on overseeing the implementation of learning practices, the continuous improvement of various national education standards, and the overall performance of all educational components within the institution. Secondly, external monitoring and control processes, involving external entities beyond the school, such as supervisors, play a pivotal role in scrutinizing the implementation of the zoning system with regards to new student admissions, the alignment of learning activities with national education objectives and zoning policies, and the elevation of national education standards to prioritize equitable education within the pertinent school cluster, while assessing the school's overall performance. Thirdly, a paramount aspect of this control strategy entails intensified guidance and teaching by teachers to the students, taking into consideration the reinforcing factors that arise from the implementation of the zoning system.

### ***Evaluation of Zoning-Based Learning Management***

The evaluation of zoning-based learning management constitutes a fundamental endeavor undertaken by the school's management to assess the congruity between established objectives and standards with the actual implementation in practice. In essence, this evaluation process involves a meticulous comparison of the achieved objectives against the existing conditions within the school. The practice of learning management evaluation occurs regularly, encompassing a comprehensive array of formal evaluations, such as School Self-Evaluation (EDS), individual and collective teacher performance assessments, evaluations of student learning outcomes, and specific

assessments related to the implementation of the zoning system, all of which subsequently contribute to the assessment of educational quality resulting from the adoption of the zoning system.

Based on interviews with pertinent stakeholders and in-depth documentation studies of existing evaluations, several salient facts emerge: Firstly, the admission of new students at State Senior High School 24, Bandung strictly adheres to the rules and procedures prescribed by the zoning system policy established by the government. Secondly, new student admissions are conducted based on well-defined criteria, aiming to select the most qualified students while simultaneously promoting educational equity for the community within the relevant school cluster, thereby fostering an optimal learning environment. Thirdly, while comprehensive data on the quality of school graduates concerning the sustainability of education resulting from the zoning system is not entirely available, generally, the actual conditions of students resulting from the zoning process have not significantly impacted or dramatically altered the school's educational practices or learning environments. Fourthly, the learning approach based on the zoning system notably enhances opportunities for the surrounding community to enroll their children in State Senior High School 24, Bandung, following the criteria set forth by the government and the school itself. Moreover, the disparities in abilities between students admitted through the quota system and those resulting from the zoning policy show no significant differences, especially when teachers deliver guidance and teaching with optimal methods and approaches.

The above findings suggest that State Senior High School 24, Bandung has effectively implemented the zoning-based learning management, adhering to the requirements of the zoning policy, while maintaining the existing educational system and teaching methodologies. In essence, the introduction of the zoning system in the school's educational policy, particularly at State Senior High School 24, Bandung, did not result in substantial changes to the instructional approaches and student guidance. However, in certain cases, teachers had to provide more intensive motivation to address disparities in student abilities arising from the zoning system's implementation.

Furthermore, the management team at State Senior High School 24, Bandung acknowledges that ensuring educational quality remains a paramount concern for the institution's sustainability, irrespective of its public or private status. Pursuing high-quality education is not merely a pragmatic consideration, but an ethical and normative imperative that

educational institutions must fulfill, even if stakeholders do not explicitly voice such demands.

The research findings also reveal differing perspectives between the School Principal and teachers regarding the overall academic quality of students, as opposed to students' self-perception. The discrepancy indicates that students admitted through the zoning system are conscious of their competency differences when compared to high-achieving peers admitted based on exceptional academic performance. Both the School Principal and teachers at State Senior High School 24, Bandung view these disparities as learning challenges to be addressed, rather than immutable objective conditions. As a result, the divergent perspectives uncovered during interviews with relevant stakeholders do not indicate significant disparities in educational quality.

The implementation of the zoning system in admitting new students at State Senior High School 24, Bandung leads to a diverse cohort of students with varying abilities. Consequently, teachers are tasked with employing effective instructional methods to cater to this diversity. In practice, teachers often encounter students who lack self-confidence in their abilities, perceive themselves as unable to compete with their peers, or face other obstacles hindering their learning progress. This places an even greater responsibility on teachers, particularly due to the differing abilities of students. The School Principal emphasizes the importance of teachers mastering specific student-centered teaching approaches, models, methods, or strategies that bring out latent student abilities and foster a competitive academic environment at State Senior High School 24, Bandung.

Such responsibilities compel teachers to enhance their competence and performance in their roles as educators and mentors for all students at the school. The emphasis on effective teaching methods that promote independent student learning and harness latent abilities underscores the significance of learning practices as the primary determinant of educational quality at the school. Despite having high-quality facilities and infrastructure, educational quality remains contingent on the efficacy of the learning practices in nurturing student capabilities.

Moreover, the statements made by the School Principal and the teachers interviewed highlight the significance of teachers' involvement in diverse academic forums and activities to address various challenges encountered in the learning process. Among these forums are the Subject Teacher Meetings (*Musyawah Guru Mata Pelajaran - MGMP*) and Classroom Action Research (*Penelitian Tindakan Kelas - PTK*), which

play a crucial role in not only enhancing teachers' competence and performance as educators but also resolving issues arising from the heterogeneity of student abilities resulting from the zoning policy. Learning challenges, such as student demotivation, ability disparities, inappropriate teaching methods, and other related matters, can be effectively addressed through these academic platforms and research undertakings.

As a result, the existing findings underscore that educational quality emanates from a comprehensive fulfillment of various aspects that emphasize the importance of meaningful learning practices. These aspects encompass multiple dimensions, including educational inputs, which pertain to students' admission to State Senior High School 24, Bandung through both academic achievement-based and zoning-based pathways. Additionally, the process aspects involve the competence and performance of teachers, the sufficiency of educational facilities and infrastructure, the establishment of a conducive school environment and climate, the design of a curriculum tailored to the needs of students, and the implementation of assessment methods that encourage students to harness their full potential in the learning process.

Furthermore, the interviews and research outcomes indicate that educational quality at State Senior High School 24, Bandung is not contingent upon the school's elite status or its reputation as a favored institution in specific clusters. Instead, educational quality predominantly relies on the effectiveness with which teachers facilitate learning and impart knowledge to students or learners. The level of quality is gauged by the extent to which the school adheres to national education standards and various elements that underpin formal learning practices within the institution. Moreover, quality is intrinsically connected to the school's moral responsibility towards its students and the wider community, ensuring the delivery of optimal educational services and the production of graduates who can competently compete with others and contribute positively to society.

Drawing from prior research findings, which encompass document analysis, observations, and interviews with pertinent stakeholders at State Senior High School 24, Bandung, it becomes evident that the implementation of zoning-based learning management encounters both supporting and inhibiting factors. In this context, the adoption of zoning policy has become the primary framework for the school in admitting new students, aiming to create more equitable educational opportunities within the community, in line with the government's objectives. As a



public institution, State Senior High School 24, Bandung is obligated to offer fair, open, transparent, and accountable opportunities for student admissions. Hence, the implementation of the zoning system constitutes a pivotal step towards achieving this aspiration.

A comprehensive analysis of the existing findings pertaining to the supporting and inhibiting factors in implementing zoning-based learning management at State Senior High School 24, Bandung reveals that some stakeholders perceive the zoning policy as predominantly benefiting certain communities residing within the same geographical area as the school. Consequently, this perception raises concerns about neglecting other communities located outside the designated zones, thus preventing them from enrolling their children in the school of their preference. Despite these concerns, the implementation of the zoning system presents several supporting factors that streamline learning management at the institution. One notable benefit is that it allows teachers to conduct various learning activities more effectively, as students do not need to undertake long-distance commutes to attend school.

The assumptions derived from the statements of the research respondents, particularly teachers and the School Principal, are well-founded. The zoning policy does, indeed, result in the majority of students at State Senior High School 24, Bandung coming from the same geographical area. However, to provide a comprehensive perspective, the researcher also administered questionnaires to students within the school environment, and the responses exhibited variation. Not all students, for instance, share the belief that the commuting distance to school, as influenced by the zoning system, significantly impacts their punctuality. Some students assert that punctuality is not solely contingent on travel distance, traffic congestion, transportation availability, or other external factors. Rather, it is more closely tied to students' awareness and their ability to adapt their school attendance to the prevailing circumstances. Students residing far from the school are required to depart from home earlier to arrive on time.

Furthermore, the interview responses elucidate that the implementation of the zoning system primarily modifies the school's student admission process while upholding the consistent demand for readiness from all stakeholders involved in delivering optimal services to every student. In essence, whether the zoning policy is in effect or not, teachers remain bound by the normative obligation to conduct learning using specific approaches, models, methods, or instructional media that enhance the effectiveness of learning and imbue meaning into students'

academic experiences.

Similarly, the school management must prepare diligently in each academic year to attract the best students, who will subsequently be nurtured into high-achieving graduates. The implementation of the zoning system implies that the school cannot exclusively select students based on academic grades, signaling that not all students represent the best input the school can obtain. Nevertheless, as underscored by the School Principal, this presents a challenge for the school to deliver education that fosters the advancement of students, irrespective of their backgrounds or initial conditions upon entering the school. This circumstance necessitates preparedness and motivation from the school to offer optimal services, thereby assisting the students in attaining high achievements.

However, as disclosed in the previous research findings, the implementation of the zoning system also introduces diversity or heterogeneity in student abilities, imposing a greater responsibility on teachers to balance these diverse capacities among students. Failure to accompany this diversity with teachers' preparedness and mastery of appropriate pedagogical approaches, models, methods, or instructional strategies tailored to students' needs may impede the effectiveness of learning and the attainment of educational objectives. For instance, a teacher's inability to guide and support students with lower abilities compared to their peers can lead to diminished self-confidence, reduced motivation to learn, and even disruptive behavior among students. Consequently, these students may achieve lower learning outcomes, experience academic underachievement, and adversely affect the overall educational quality at the school.

The successful implementation of the zoning system, integrated with the existing learning management at State Senior High School 24, Bandung, faces certain impediments, primarily stemming from the readiness and capabilities of educational implementers, especially teachers, in fulfilling their roles and obligations related to teaching and guiding students. As the zoning policy leads to a diverse student body with heterogeneous abilities, teachers are confronted with the challenge of ensuring equitable learning outcomes for all students. However, the unpreparedness of some teachers in addressing this diversity can hinder the learning process and hinder the achievement of educational objectives, thereby undermining the effectiveness and efficacy of the government's implemented zoning policy.

The research findings yield further insights into the impact of the

zoning-based learning management on the educational quality at State Senior High School 24, Bandung. Firstly, the implementation of the zoning system necessitates the school's readiness to accept students with varying educational backgrounds and abilities, potentially differing from the school's expectations. Consequently, the school must exert additional efforts to optimize the inputs it receives and transform them into graduates with commendable academic achievements and optimal performances. This implies that effective school management should recognize the zoning system as an opportunity for the local community to enroll their children in the best nearby schools, even if the educational inputs may not always be of the highest quality. The school's core responsibility lies in refining and nurturing these inputs to foster successful graduates, as the fundamental purpose of educational institutions is not solely to elevate the already virtuous but also to empower those yet to discover their latent potential and enhance themselves.

In contrast to some other schools where zoning systems may be vulnerable to issues such as cheating, unaccountable processes, and discrimination, the researcher did not encounter such problems in the context of State Senior High School 24, Bandung. Nevertheless, the implementation of the zoning system still elicits discontent among certain community members, particularly those unable to enroll their high-achieving children at State Senior High School 24, Bandung due to constraints imposed by the applied zoning policy.

### **Conclusions**

Based on the findings, interpretations, and discussions presented by previous researchers, this study arrives at the following comprehensive; *Firstly*, the planning of the zoning-based learning management signifies State Senior High School 24, Bandung's dedicated efforts to formulate education policies and procedures, with a specific focus on the revised student admission process that now integrates both academic and zoning pathways. This amalgamation aims to address student admission through a more nuanced approach. State Senior High School 24, Bandung formulates the zoning-based learning management plan by meticulously considering its institutional strengths and weaknesses, desired objectives, the nature of educational activities, and the critical elements of their implementation. The plan seeks to be comprehensive and sustainable, effectively adapting to the unique context and learning environment arising from the implementation of the zoning system.

*Secondly*, the execution of the zoning-based learning management involves a pragmatic implementation of the previously developed plan. This process requires meticulous organization and adept management to ensure the efficiency and effectiveness of various educational agendas and activities. The management team at State Senior High School 24, Bandung distributes tasks and responsibilities among its members, ensuring smooth oversight of the implementation of the zoning-based learning management. This oversight spans the entire process, starting from the admission of new students and extending to the practicalities of classroom instruction and student assessment.

*Thirdly*, the evaluation of the zoning-based learning management serves as a continuous appraisal of previous management efforts, including the planning and execution phases. The evaluation entails a comprehensive assessment of the institution's overall management performance and specific evaluations of learning outcomes. Through these evaluations, the school management gauges the accomplishments related to the objectives outlined in the previous zoning-based learning management plan.

*Fourthly*, several supporting factors facilitate the implementation of the zoning-based learning management at State Senior High School 24, Bandung. These include the preparedness and competence of educational management and implementers, notably teachers and educational staff. Furthermore, a clear and comprehensive assessment of the school's needs, coupled with the availability of adequate resources, plays a pivotal role. A widespread awareness of effective learning practices within the school also contributes to successful implementation. Conversely, inhibiting factors encompass the heterogeneity and diversity of student abilities as inputs for education, given that student selection is not exclusively based on academic achievements or top grades.

*Fifthly*, the principal impacts of implementing the zoning-based learning management on efforts to enhance educational quality at State Senior High School 24, Bandung primarily revolve around the school's reputation. As a result of changes in the student admission process, the school's elite status and favoritism in the community appear to have waned, leading to a diminished sense of pride among students and graduates. Moreover, the introduction of heterogeneous educational inputs received by the school under the zoning strategy generates various opinions, both positive and negative, from the community.

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