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## Policy Analysis of the Zoning System and Its Implications for Student Resilience, Self-Efficacy and Learning Achievement in Public SMP in Gresik District

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**Abstract:** The zoning policy in Indonesia's education system is implemented to equalize access to education in all regions and reduce inequality between schools. This study aims to analyze the impact of the zoning policy on student resilience, self-efficacy, and learning achievement in public junior high schools in Gresik Regency. The method used in this research is a qualitative approach with a literature study, collecting data from various literature sources such as books, scientific articles, journals and related policy documents. The results show that the zoning policy has a positive impact on students' emotional resilience, improving social interaction between students and creating more equitable educational opportunities. However, it also poses challenges for schools with limited facilities that have to improve teaching quality to meet students' and parents' expectations. The impact on students' self-efficacy depends on school facilities and students' perceptions of the school they choose. Overall, the zoning policy can improve learning achievement if it is followed by improvements in the quality of education in all schools.

**Keyword:** Zoning Policy, Student Resilience, Self-Efficacy.

### INTRODUCTION

Education is a primary need in modern life, serving as a foundation for educating and preparing quality human resources (HR). The purpose of education is not only for the mastery of knowledge, but also to shape the character and abilities of the whole person, as stated in Law No. 20/2003 on the National Education System (Sisdiknas). Quality education is key to nation and state development, which in turn affects economic progress and community welfare. In Indonesia, one of the important policies in education is the zoning system which is implemented in order to equalize access to quality education (Hayaturraiyen & Harahap, 2022).

This policy was implemented to reduce educational inequality between regions and to improve social justice and equal opportunities for every student. The zoning system, which has been implemented in new student admissions (PPDB) in various regions, aims to ensure that every child has fair and equitable access to education. This policy is based on the principle of

fairness, so that every child has an equal opportunity to be admitted to a school that matches the student's domicile (Karmila et al., 2020) .

This zoning system changes the old pattern of prioritizing achievement pathways or certain affiliations, and is replaced by division based on regional zoning. Although this policy is motivated by good intentions to improve educational equity, in practice, this policy raises various issues that need to be analyzed further, especially related to student resilience, self-efficacy, and learning achievement.

Student resilience refers to the ability of students to deal with challenges and pressures that exist in the learning process, both from emotional, social and academic aspects. Zoning policies that force students to study in schools closer to their homes sometimes cause students to feel less motivated or dissatisfied with the quality of education received, especially if the school is considered to have a lower reputation (Hattarina et al., 2022) . This can impact on students' mental resilience in dealing with the dynamics of learning. Self-efficacy, or students' belief in their ability to achieve learning goals, may also be affected by this policy. If students feel that they are not getting the education they deserve or expect, then their self-efficacy is likely to decrease.

According to Ki Hajar Dewantoro, education is an effort to develop a child's character, intellect and body that must go hand in hand. Therefore, education policy should support the development of these three aspects in a balanced manner. However, the implementation of zoning policies that do not consider the quality gap between schools can be an obstacle in achieving this goal. Moreover, student learning achievement, which is strongly influenced by a conducive learning environment and adequate facilities, can also be affected (Syakarofath et al., 2020)

If the zoning policy is not followed by efforts to improve the quality of education in each school, then student learning achievement can stagnate or even decline. In this context, the role of the government is very important to ensure that the zoning policy not only pays attention to the distribution of students, but also improves the quality of education evenly throughout the region. Article 31 of the 1945 Constitution mandates that "*every citizen has the right to an adequate education*", which should also include the provision of adequate facilities and resources in every school.

The first research conducted by (Muhazir et al., 2021) entitled "*Mathematical Literacy and Self-Efficacy of Students in View of Differences in Zoning System Policies*", which was published in *Pythagoras: Journal of Mathematics and Mathematics Education*. The purpose of this study was to analyze students' mathematical literacy and self-efficacy based on differences in zoning system policies in education. The method used was quantitative research with a survey design, where data were collected through mathematical literacy test instruments and questionnaires to measure students' self-efficacy. The results showed that the zoning policy had a significant impact on students' mathematical literacy and self-efficacy, with students affected by the zoning policy showing differences in mathematical literacy ability and self-efficacy levels compared to students not affected by the policy. This research makes an important contribution to understanding how zoning policies can affect learning outcomes and students' confidence in their ability to face educational challenges.

The second research by (Yuliandari, 2010) entitled "*Implications of Minimum Competency Assessment and Character Survey on Elementary Learning Management*", published in *Ibriez Journal: Journal of Science-Based Islamic Primary Education*. The aim is to assess the implications of the minimum competency assessment and character survey on learning management in elementary schools. The method used is a quantitative approach with descriptive analysis. The results showed that the minimum competency assessment and character survey have an influence on improving learning management that is more effective and efficient.

Research conducted by (Nugrohadhi & Anwar, 2022) entitled "*Edu Assembler Training to Improve Teachers' Skills in Designing Project-Based Learning according to the Merdeka Belajar Curriculum*", which was published in *Educational Research Media: Journal of Research in Education and Teaching*. The purpose of this study is to improve teachers' skills in designing project-based learning in accordance with the Merdeka Curriculum. The method used is training with a practical approach and hands-on application using Assembler Edu. The results showed a significant improvement in teachers' skills in designing project-based learning.

This research focuses on analyzing the zoning system policy in education and its implications for student resilience, self-efficacy and learning achievement in public junior high schools in Gresik district. The main objective of this study is to understand how the zoning policy affects important aspects of education, including students' resilience in facing learning challenges, students' self-efficacy and academic achievement. This study also aims to explore the impact of the zoning policy on students' learning outcomes, particularly in mathematics, and how differences in the quality of education between schools in the zoning system can affect students' motivation and academic achievement.

The problems that can be identified in this study are first, how the zoning policy affects students' resilience in facing educational challenges, both from the emotional, social and academic aspects. Second, how does the zoning policy impact on students' self-efficacy and learning achievement, particularly in relation to students' academic ability and achievement, which can be influenced by the quality of education available in schools within the zone. Third, how to analyze the zoning policy and its implications for student resilience, self-efficacy and learning achievement in public junior high schools in Gresik district. This research aims to provide a deeper understanding of the impact of zoning policies in the context of education in Gresik.

## **METHOD**

This research method uses a qualitative approach with a literature study. The research begins with data collection through relevant literature sources, such as books, scientific articles, journals, and policy documents related to the zoning system in Indonesia. The data obtained was then classified to facilitate further analysis. In the data processing stage, researchers cite references that are considered the most relevant and present them systematically (Kusumawati et al., 2022). Furthermore, the collected data were analyzed and presented in the form of more comprehensive information. This information is then interpreted to explore important findings related to the impact of zoning policies on student resilience, self-efficacy, and learning achievement in public junior high schools in Gresik Regency. The results of this study will be summarized to provide a clear picture of the implications of the zoning policy on these factors, as well as provide recommendations for improving education policy at the junior high school level.

## **RESULTS AND DISCUSSION**

**The zoning policy affects students' resilience in facing educational challenges, both in terms of emotional, social, and academic aspects.**

Education is an intellectual and spiritual effort to improve human intelligence, both in formal and non-formal educational institutions that are carried out systematically, methodologically, and philosophically. The main purpose of education is to make humans better (Ilyasir, 2017). The definition of education is also regulated in Law Number 20 of 2003 concerning the National Education System, which explains that education is a conscious and planned effort to create a learning atmosphere and learning process, so that students can actively develop their potential in terms of religious spirituality, self-control, personality, intelligence, good morals, and skills needed for themselves, society, nation and state.

Education in Indonesia, or National Education, aims to produce human resources (HR) who are smart and have good character, have good morals, are creative, have a vision and mission, are responsible, and become good citizens. To achieve this, an integrated process is needed with efforts to improve the quality of education (Nurfatimah et al., 2022). In this case, the importance of the role of educational institutions, especially schools, as autonomous parties, as well as the involvement of parents and communities, is highly emphasized in developing and improving the quality of education.

The results of the PISA survey (2018) show that Indonesia ranks 74th out of 79 countries in the quality of education, which is a low and concerning position. In fact, Indonesia has considerable human resource potential, so the quality of education should improve (Omayra, 2021). Factors inhibiting educational progress in Indonesia, such as students, the role of teachers, economic conditions, facilities and infrastructure, and the environment, need to be overcome.

According to (Langeningtias et al., 2021) national education faces several problems, including mistakes in interpreting the quality of education based only on achievement indices, weak empowerment of Islamic educators, and education management that is centralized, bureaucratic, and structuralistic. The learning system is also still paternalistic, militaristic and monological. To comprehensively address educational problems, Banghart and Trull suggest several steps, including: identifying policies related to the education system, evaluating alternative educational methods, looking at problems that require attention and research, and evaluating the strengths and weaknesses of the existing education system.

The zoning policy implemented in Indonesia's education system has a significant impact on student resilience, both in terms of emotional, social and academic aspects. This policy aims to reduce inequality between favorite and non-favorite schools and provide opportunities for students to study in schools closest to where they live, with relatively equal quality of education. The implications of this zoning policy may affect students' emotional resilience, as they tend to feel safer and more comfortable learning in an environment close to their family and community (Khaidir et al., 2023)

This can reduce the stress often felt by students who have to travel long distances to reach school, which can sometimes interfere with students' psychological well-being. Socially, this policy opens up opportunities for students from different backgrounds to interact more closely with peers who are in the same geographical zone, increasing the sense of community and reducing social segregation between students from different economic circles.

On the academic aspect, the zoning policy provides students with the opportunity to study in schools that have a more equitable quality of education, although there may be differences in facilities and resources between one school and another. However, this policy also presents challenges, especially for schools that were previously considered less favorite, to improve the quality of teaching and student learning in order to still meet the expectations of students and parents (Setiawan & Rahaju, 2021). In addition, this policy can put pressure on students to compete in a more homogeneous environment, which can sometimes reduce students' motivation and self-efficacy, especially for students who are used to being in schools with higher competition.

Along with the implementation of the Independent Learning and Independent Campus (MBKM) Curriculum, it is hoped that this zoning policy will also play a role in shaping the character and skills of students who are more adaptive and ready to face the challenges of an increasingly complex world of work. The zoning policy is expected to have a positive impact on student resilience in facing educational dynamics, both in personal, social, and academic terms, which ultimately supports the development of higher quality human resources in the future.

### Zoning policies impact self-efficacy and student learning achievement

The zoning policy in Indonesia's education system has been introduced with the aim of creating equal access to education across regions, reducing disparities between schools, and providing fairer opportunities for all students to get quality education (Setiawan & Rahaju, 2021). However, this policy also has a significant impact on students' self-efficacy and learning achievement. Self-efficacy refers to students' beliefs in their ability to achieve academic goals, while learning achievement refers to the academic achievements that students obtain during the learning process. In the zoning policy, students will be admitted to the nearest school based on domicile, which aims to reduce the burden of travel and optimize the distribution of learners.

The first impact that could arise is a change in students' motivation and self-efficacy, as students who are admitted to schools near their homes may feel more comfortable because they do not have to travel far, which could increase students' confidence. However, on the other hand, this policy can also make students feel limited in their choice of schools and unable to choose schools that students think are of higher quality or more in line with their interests, which can lower students' self-efficacy (Rahmi, 2019). In addition, the quality of education in zoned schools can vary widely, depending on the infrastructure, facilities and quality of teaching in each school.

According to (Ula et al., 2021) that Schools with better facilities and more effective teaching tend to produce students with higher learning achievement, while schools with limited facilities can cause a decline in student achievement, especially when compared to excellent schools in other regions. This can affect students' confidence in achieving their academic goals, which in turn reduces students' self-efficacy.

On the other hand, zoning policies also have the potential to improve learning achievement if they are supported by improvements in the quality of education in all schools, with equal distribution of resources, training for teachers and improved facilities in each region. Therefore, while the zoning policy aims to create equity, its implementation should consider various factors, such as teaching quality, school facilities and student motivation, to ensure that its impact on students' self-efficacy and learning achievement is positive.

Table 1. below illustrates some of the impacts of the zoning policy on students' self-efficacy and learning achievement:

<b>Impact of Zoning Policy</b>	<b>Self-efficacy</b>	<b>Learning Achievement</b>
<b>School with good facilities</b>	Increased self-confidence as facilities support learning.	Learning achievement tends to be higher due to adequate facility support.
<b>Schools with limited facilities</b>	Lower self-efficacy due to lack of resources.	Learning achievement tends to be lower due to limited facilities and resources.
<b>The adaptation process in zoning schools</b>	It can boost self-confidence if students feel welcome at school.	Learning achievement can be affected depending on student adaptation and the quality of teaching at the school.
<b>Limited school choice</b>	It can reduce motivation and self-efficacy because students feel they do not have the freedom to choose the school they want.	Learning achievement may not be maximized if students feel uninterested or unsuitable for the school they automatically choose.

Overall, zoning policies may affect students' self-efficacy and learning achievement depending on various external factors, such as the quality of education in each school and how students respond to being admitted to their designated schools. If the zoning policy is

implemented with a thorough revamping of all aspects of education, the impact could be positive in improving the quality of education for all students across the region.

### **Policy Analysis of the Zoning System and its Implications for Student Resilience, Self-Efficacy, and Learning Achievement in Gresik District Public Junior High Schools**

The zoning system policy in education in Indonesia aims to reduce inequality in access to quality education by ensuring that every student can be admitted to a school within a certain geographical zone (Werdiningsih, 2023). This policy was implemented in various regions, including Gresik district, with the hope of creating a more equitable distribution of education and reducing the gap between excellent and non-excellent schools. However, this zoning policy has complex implications for student resilience, self-efficacy and learning achievement in public junior high schools in Gresik district.

#### **a. Student Resilience in Facing Educational Challenges**

Students' resilience in facing educational challenges can be influenced by the school environment and how students adapt to these conditions. In Gresik district, the zoning policy gives students the opportunity to attend schools closest to where they live, which can affect students' emotional resilience. The adaptation process becomes easier because students do not have to travel far, which reduces the stress that usually occurs due to the long journey to school (Nurgiasah, 2020). It also allows students to spend more time at home, which can improve students' emotional well-being. On the other hand, students who are forced to attend lower quality schools, especially those with limited facilities and infrastructure, may feel more emotionally distressed. The mismatch between expectations and reality in education can reduce students' resilience, especially if students feel less cared for or isolated from peers who may have better educational backgrounds.

#### **b. Student Self-Efficacy**

Students' self-efficacy, or their belief in their ability to achieve academic goals, is also affected by the zoning policy. In Gresik district public junior high schools, students who are admitted to schools with good facilities and adequate teaching tend to have higher beliefs in their abilities. They felt that the school could provide the support needed to achieve their academic goals, which in turn could increase their motivation and enthusiasm for learning (Putri et al., 2022). In schools with limited facilities and resources, students' self-efficacy can be reduced. If students feel that they are not getting enough learning or lack of attention from teachers, they may start to doubt their ability to succeed (Nurhalimah, 2021). An imbalance in the quality of education between schools within a zone can create significant differences in students' confidence in their academic abilities.

#### **c. Student Learning Achievement**

Student learning achievement is also strongly influenced by zoning policies, especially in relation to the quality of education available in each school (Ula & Lestari, 2020). In Gresik district, schools that have better facilities and quality teaching tend to produce students with higher learning achievement. Conversely, schools with less complete facilities or low-quality teaching will face greater challenges in producing optimal achievement for their students (Santoso, 2021).

Zoning policies that limit school choice for students can also lower learning achievement if they are admitted to schools that do not match their interests or abilities. This can reduce students' motivation to learn, which ultimately impacts their academic achievement. In some cases, students feel less challenged or less comfortable with the subject matter in their zoning school, which reduces their enthusiasm for learning.

The zoning policy has a complex impact on student resilience, self-efficacy and learning achievement in Gresik district public junior secondary schools. While this policy can reduce students' emotional stress by reducing travel distances and creating a more homogeneous social environment, there are major challenges related to the disparity in education quality between schools within the same zone. For the zoning policy to effectively achieve its goals, it needs to improve the quality of education in all schools, as well as training for teachers and providing more equitable facilities. With the right improvements, this policy has the potential to increase students' resilience, strengthen their self-efficacy and promote better learning achievements in all public junior secondary schools in Gresik district.

## CONCLUSION

The zoning policy of junior secondary schools in Gresik district in the Indonesian education system shows that it has a significant impact on students' resilience as well as their self-efficacy and learning achievement. In terms of resilience, the zoning policy has a positive impact by reducing students' emotional stress, improving social interactions between students from different backgrounds and providing opportunities for more equitable quality education. However, it also brings challenges, especially for schools with limited facilities that have to improve teaching quality to meet students' and parents' expectations. Academically, zoning policies can improve learning achievement if supported by improved facilities and quality of education in all schools. The impact on students' self-efficacy varies depending on school facilities and students' perceptions of the school they attend. Therefore, to achieve optimal zoning policy objectives, it is necessary to improve the quality of education evenly across the region.

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