



The structure of parents' social actions on the zonation policy for new students' admission

Syaiful Huda*, Department of Sociology, Universitas Muhammadiyah Malang, Malang, East Java, Indonesia

Jabal Tarik Ibrahim, Department of Sociology, Universitas Muhammadiyah Malang, Malang, East Java, Indonesia

Saiman, Department of Sociology, Universitas Muhammadiyah Malang, Malang, East Java, Indonesia

M. Abdul Rojiq, Department of Sociology, Universitas Muhammadiyah Malang, Malang, East Java, Indonesia

*Email for Correspondence: syaiful.hudaokt76@gmail.com

ABSTRACT

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This research explores the structure of parents' social actions regarding the zonation policy for new students' admission at SMKN 1 Rejotangan Tulungagung District. The study focuses on the various structures and meanings of the zonation policy, including the New Family Card (KKB), blessings from the school environment (BLS), *Keponakan/Niece and Dulur Dewe/Relatives* (KDD), *Gandheng Gedek or Gandheng Wall* (GG/GT), informal entrustment from special persons in government (TWP), special conversations, and special mandate letters from regional government policy makers. According to Max Weber's theory, parents' social actions include taking action with awareness, ensuring they have something right according to the PPDB policy provisions, using methods and techniques, restricting actions to a predetermined time, selecting and assessing actions, hoping for moral principles when making decisions, and learning about social relations between parents and the PPDB committee.

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INTRODUCTION

The reality of educational zonation policy always gives rise to social action polemics among parents and guardians of students every time the new school year is on the agenda, namely new students' admission (PPDB, *Penerimaan Peserta Didik Baru*). The impact of the educational zonation policy is that every parents and guardians of students compete to be able to take their children so that they can be accepted on the zonation line (Ariswati, 2021; Firmansyah, 2021; Hoerudin, 2019b; Mustari et al., 2021; Safitri & Istiyono, 2022). It requires geographical of domicile to the location of the educational unit without taking into account the academic and non-academic achievements (Haryanto et al., 2023; Isrokatun & Yulifar, 2020; Ramdhani & Susetyo, 2020; Samsu, 2021; Suherman, 2021).

Various actions were taken by those parents or guardians to fulfill the requirements of the zonation line, namely moving family cards, changing ID cards (KTP), entrusting children to relatives whose residence is close to the educational unit. The social actions who present in the zonation policy for accepting new students can provoke reactions from other parties, giving rise to a feeling of having to meet the criteria that have been determined in order to facilitate the struggle for zonation line. Because of this, people who see it become competitive with each other in various social actions among parents of students. This phenomenon gives rise to a mindset that social actions are to achieve its aims.

The implementation of the zonation based new students admission policy is one of the appropriate policy for equalizing access and quality of education because the principle is to bring education services closer to the community and equalize the quality of education (Anjarwati, 2020; Feberliantika et al., 2021; Hajaroh et al., 2021; Hoerudin, 2019a; Triana, 2023). Moreover, the implementation of this zonation system results in educational equality considers just one point of view, namely making it easier to guide and teach students but there is a little diversity in the field. The environment around the school has the opportunity to pass at the school that they want. In its implementation, the zonation system for accepting new students at SMKN 1 Rejotangan is still characterized by some problems.

This research explores the structure of parents' social actions regarding the zonation policy for new students' admission at SMKN 1 Rejotangan Tulungagung District. The research is expected to give more insight into the implementation of school zonation in Indonesia and might be a reference for future researchers to dig the topic deeper.

METHOD

This research uses a dual paradigm of social definition, which includes action theory, symbolic interactionism, and phenomenology. The dual paradigm is descriptive in nature, aiming to describe, explore, and gain understanding of the theory of action, specifically the social actions of student parents towards school zonation policies at SMKN 1 Rejotangan, Tulungagung district.

Phenomenological approach is used to understand other people's religions from a neutrality perspective, using the person's preferences to reconstruct within and based on their experiences. This approach is close to philosophy and psychology, and requires philosophical and psychological efforts. Data collection methods include observation, interviews, and documentation.

Observations used were direct observations of the object under study, while interviews are structured or semi-structured, depending on the researcher's needs. Documentation techniques are used to obtain data about descriptions of research locations and phenomena that occur in the field. Data sources in qualitative research are divided into primary and secondary sources.

Primary data sources were obtained through direct observation or observations supported by interviews with informants or related parties. Interviews were conducted with community representatives as parents/guardians of students whose children were accepted at SMKN 1 Rejotangan on the zonation route according to desired skill competencies. Supporting data sources are research subjects or outside research objects who know the actual conditions in the field.

Additional data sources include documents, photos, and secondary data sources related to Buntaran village education. Data collected from these sources was analyzed using Interpretative Phenomenological Analysis (IPA). The research aims to describe the social actions of parents towards school zonation policies at the SMKN 1 Rejotangan level, Tulungagung District.

RESULTS AND DISCUSSION

Results of Data Description: The structure of parents' actions against the Zonation Policy of New Students' Admission (PPDB) at SMKN 1 Rejotangan is as follows:

- 1) New Family Card (KKB): The Buntaran Village Government, Rejotangan District, Tulungagung Regency, which is the location of SMKN 1 Rejotangan, issued a New Family Card starting with an additional arrangement implemented by the Zonation system
- 2) School Environment Blessings (BLS): The blessing of the school environment is that the location of the houses where residents live in the community around SMKN 1 Rejotangan are able to increase the economic value and selling value higher than the market price in the community, namely can be a boarding place for students and the hosts are willing to add the students into their family members while they are studying.
- 3) *Keponakan* and *Dulur Dewe* (KDD): Has the meaning of recognition without valid evidence according to the population administration with the aim of being accepted on the Zonation line. The Zonation Policy in PPDB at SMKN 1 Rejotangan raises community social actions with the aim of being ACCEPTED as students of the Zonation path by taking actions that are not in accordance with the law.
- 4) *Gandheng Gedek* or *Gandheng Wall* (GG/GT): The location of residence in the PPDB Zonation line is very decisive for whether or not prospective new students are accepted because there is a term *Gandheng Gedhek* or *Gandheng tembok* gives the meaning that the students' houses are very close to the school and becomes one location with the existence of the institution.
- 5) *Titipan Wong Pusat* (TWP) in English means entrustment that must be conveyed and accommodated with the purpose of the activities carried out.
- 6) Purposeful conversations via WA Social Media
- 7) Special Mandate Letter from Local Government Policy Stakeholders

Discussion of Research Results

Based on the results of the research and referring to Weber's theory, the social actions taken by parents towards the PPDB Zonation policy at SMKN 1 Rejotangan can be studied as follows;

The social reality actions that have been taken by parents against the PPDB Zonation policy illustrate that there are several social definitions that influence, namely; Based on the fundamental assumptions of the Theory of Action put forward by Honkle by referring to the work of Mac Iver, Znanieki and Parson as follows;

Action Theory

- 1) Human action arises from his own consciousness as an object and from external situations in his position as an object.
- 2) As a Subject, human beings act or behave to achieve certain goals. So human action is not without purpose.
- 3) In acting humans use means, techniques, procedures, methods and devices that are estimated to be suitable to achieve these goals.
- 4) The continuity of human action is limited only by conditions that cannot be changed by themselves.
- 5) Man selects, assesses and evaluates the actions he will, is doing and has done.
- 6) Measures, rules or moral principles are expected to arise at the time of decision making.
- 7) The study of social relations requires the use of subjective discovery techniques such as verstehen, imagination, sympathetic reconstruction or vicarious experience yourself.

Guided by the social definition, it is clear that parents are objects who will determine their own social actions with certain goal i.e. to be accepted through the Zonation line which in this case is the object of the new students' admission (PPDB) participant. Furthermore, according to Parsons, it is explained that action theory cannot explain all aspects of social life, so there is a scheme of basic units of social action with their characteristics:

- 1) The existence of individuals as actors
- 2) Actors are seen as hunters of certain goals
- 3) Actors have alternative ways, tools and techniques to achieve their goals
- 4) Actors are faced with a number of situational conditions that can limit their actions in achieving goals.
- 5) Actors are under the constraints of values, norms and abstract ideas that influence them in choosing and determining goals and alternative actions to achieve goals.

The main conclusion that can be aligned with parents' social actions towards the PPDB Zonation policy at SMKN 1 Rejotangan is that social action is a process in which the actors in this case are the guardian of the students are involved in making subjective decision and the means of achieving certain goals, namely acceptable zonation paths that have been chosen, all of which are limited to possibilities by the system that has been determined by the PPDB software tool in the form of norms, ideas and social values.

Phenomenological Sociology

Max Weber introduced the concept of a verstehen approach to understanding the meaning of one's actions, assuming that one in acting not only carries out but also places oneself in the environment of thinking and behavior of others. (Water, 1994) states that the concept of this approach is more directed at an action motivated by the goal to be achieved or in order to move Alfred Schutz (1967) who is a figure of phenomenological theory is contrary to Max Weber. According to Alfred Schutz who stated that human actions become a social relationship when humans give a certain meaning and meaning to their actions. Schutz focuses on the structures of consciousness necessary for mutual action or interaction and understanding among human beings. So that, social interactions take place interpretation and understanding of each other's actions both among individuals and groups.

There are four elements of the main theory of phenomenology, namely attention to actors, focus on important or main statements and on natural attitudes, focusing on micro-issues, as well as paying attention to growth, change, and action processes. Human beings are beings who carry out communication, interaction, participation, and purposeful causes. The specificity of man lies in his psychic intentionality of which he is aware, which is associated with the world of meaning and sense. This world of human meaning can be examined by phenomenological methods. The goal is a reasonable method of living in the life of the family capable of producing general truths that are controlled and provable.

In line with the parents' statement on the Zonation policy in PPDB at SMKN 1 Rejotangan which supports phenomenological theory, the actions of parents meet the provisions of the Zonation path provisions in the situation of New Student Admission (PPDB) and is the result of the interests that have been built by the actor or parent himself. The Zonation policy also has the purpose of being influenced by social definitions that provide social beings who are able to communicate, interact and participate in the surrounding environment.

Proposition

Based on the results of research and referring to Weber's theory, the following proposition can be compiled.

- 1) Social actions taken by parents towards Zonation policies in PPDB at SMKN 1 Rejotangan are Action theory, parents for; 1) acting with his own awareness as part of the situation of the Zonation line in the PPDB, 2) behaving to have something right according to the provisions of the Zonation Line PPDB. 3) using methods and techniques according to agreement to be ACCEPTED Zonation

- lines, 4) parents' actions are restricted to a predetermined time, 5) parents choose and assess and evaluate their actions, 6) parents expect moral principles when making decisions announcement of the PPDB Zonation policy, 7) Learning social relations between parents and the PPDB committee are subjective and experiencing the reality of parents. Social action carried out by parents is a process of understanding actions.
- 2) Social actions done by parents is the process of understanding actions: The objective actions of parents do not come out of thin air but exist through a long process of being evaluated to consider social, economic, cultural and ethical norms of religion on the basis of ability level.
 - a) Logical Consistency, namely expressions or descriptions from parents can be accounted for the actions that have been taken
 - b) Subjective interpretation, that is, the reality as it is revealed by the student's parents becomes concrete evidence without being influenced by anyone
 - c) Sufficiency, that is, there are questions about motives, namely:
 - 1) The motive "for" (in order to motives) means that parents have goals, plans, hopes, goals, interests that are relevant to the future after their goals are accepted by the Zonation path in PPDB, namely sustainability
 - 2) The motive "because" (because motives) means that parents refer to experiences and proven alumni achievements or the results of SMKN 1 Rejotangan graduates are successful and in accordance with the expectations of parents
 - 3) The social action carried out by parents is *Read Opportunity* or BAPUL, namely Reading Opportunity on the Zonation line according to the situation and conditions by utilizing their abilities: This social action is carried out by parents because it accommodates the wills and achievements of children so that parents can take actions to meet the demands and desires of children so that they can be accepted in the Zonation line in order to avoid competition in the regular track competitions or academic achievements.

CONCLUSION

The discussion and Max Weber's theory suggest that parents' social actions regarding the Zonation Policy for New Students Admission in SMKN 1 Rejotangan involve conscious actions, adhering to the policy, using appropriate methods, determining actions based on restrictions, assessing and evaluating actions, expecting moral principles, and examining the subjective relationship between the committee and parents. These actions demonstrate meaningful desires, goals, hopes, and needs, considering ethical, socio-cultural, and religious norms.

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