



# Evaluating School Zoning as a Policy Instrument for Promoting Educational Equity

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## ABSTRACT

This study aims to investigate the factors influencing policy effectiveness and strategies for achieving goals, addressing challenges like inadequate communication, resource gaps, and stakeholder disparities. The data collection method used is a literature study from various recent studies (2019-2023) to access the latest information and data. A SOAR analysis is conducted to formulate strategies for implementing the policy in Indonesia. Key findings highlight the importance of clear communication, resource allocation, stakeholder collaboration, and bureaucratic coordination in enhancing policy effectiveness. Proposed strategies include strengthening partnerships among government agencies, schools, NGOs, and parents, adapting curricula to local needs, empowering teachers, integrating digital tools for school zoning, and establishing independent monitoring mechanisms. The study underscores the broader societal impact of school zoning policies, advocating for equitable educational access as a driver for social cohesion and economic development. The academic implication combines education policy, public administration, and technological innovations, making it valuable for diverse academic and professional audiences. The practical implication of this study is that it provides a solution-driven approach, focusing on school zoning as a policy mechanism to promote equal educational opportunities. This appeals to policymakers and education stakeholders seeking practical strategies. Despite this, the findings offer useful insights. Future research should use mixed methods such as surveys and interviews to explore views from students, parents, teachers, and policymakers.

## INTRODUCTION

A country must engage in development processes across various sectors to enhance the quality of life for its citizens. Development is closely linked to public policy (Desrinelti et al., 2021). Public policy represents a form of government intervention to address public issues in different aspects of life (Mustari, 2015). These policies include regulations and guidelines designed to ensure the achievement of national goals in various sectors such as public health (Greer & Jarman, 2021), monetary (Altavilla et al., 2020), fiscal (Faria-e-castro, 2020), and education (Ball, 2020).

Education plays a crucial role in improving the quality of human resources in a country; therefore, the government needs to formulate high-quality education policies. These policies aim to facilitate and support educational institutions and communities in developing innovative educational methods to achieve national educational goals (Elwijaya et al., 2021; Rozak, 2021). Educational planning should develop policies that guide individuals toward academic intelligence, and more importantly, toward mastery of knowledge and technology-related skills while promoting cultural development (Pawero, 2021). Various strategies designed by the Indonesian government to realize the national goals including educational equity across regions.

Educational equity is how the educational system can provide the broadest possible opportunities for all citizens to access education (Pangaribuan & Hariyati, 2019). Educational equity is also described as expanding learning opportunities, ensuring every citizen has an equal chance to receive education regardless of gender, social status, religion, or geographical location (Hakim, 2016). In practice, there are various challenges in achieving educational equity in Indonesia, including disparities in facilities and infrastructure among schools to support the teaching process. The situation leads to a gap between schools and emergence of the concept of favourite school (Ardianti & Fitranandan, 2019). Differences in this aspect in each school lead

new students to prefer highly equipped schools even if they are far from their domicile. Therefore, the Ministry of Education, Culture, Research, and Technology has formulated a policy to address education equity through school zoning policies.

School zoning policies have become one of the beneficial efforts to promote equal educational access for students in various countries over the past decades (Sulistiyosari et al., 2023). In Indonesia, this policy is designed to ensure equal access and affordability of educational services by the community (Aristo & Meo, 2020; Syakarofath et al., 2020). The zoning system requires students to attend schools closest to their residence (Setiawan et al., 2021). Moreover, the zoning system can create fairness because high-achieving students must apply to the nearest school and are not allowed to enrol in other areas (Abidin & Asrori, 2018). The zoning system encourages improvements in the quality of the educational system, as schools must hire high-achieving students and enhance the quality of teachers to deliver excellent and high-quality students. This policy also aims to eliminate disparities in the quality of education between urban and rural areas because students with high academic potential will only consider schooling in their region due to equal treatment in every part (Wijaya et al., 2020).

Since 2017, Indonesia has implemented a zoning policy within the new student admission system. Through the zoning, the government aims to comprehensively reform schools through a single strategy for accelerating the provision of quality education. The zoning system simplifies the mapping of student needs in various regions. Thus, implementing the school zoning policy has been ongoing for six years. However, as it enters its seventh year in 2023, the school zoning policy has begun to face new controversies in several areas marked by the complaints and demonstrations by parents of new students who feel their children are being disadvantaged by the system. Also, the president of Indonesia, through the Republika Online News, has stated that the problems of zoning policy in 2023 almost occurred

in all regions (Republika, 2023). Information gathered indicates disruption in several areas as presented Table 1.

*Table 1. Controversy covering the school zoning system in new student admission in 2023.*

Location	Issue
West Java	Due to misconduct allegations, the school rejected 4,791 prospective students at the high and vocational school in 2023. The reason was these prospective students applied through illegal means, such as manipulating the family identity card by altering their place of residence
Yogyakarta	Parents shared students' information on someone else's family card near the targeted school. Eleven individuals filed complaints with the Yogyakarta Ombudsman regarding junior high school applicants listed under the cafeteria owner's family card.
Central Java	The Ombudsman of Central Java received fifty reports concerning various aspects of new student admissions at the senior high school level, including zoning, affirmative action, and parental relocation.
Bengkulu	Complaints to the Ombudsman of Bengkulu involve zoning issues, as some prospective students were unsuccessful in registering at their nearest school despite meeting the residence and population criteria.
Bekasi	At State Senior High School 1 Bekasi, 97 students named Siti Aisyah with different addresses were accepted in the new student admissions process. This system's liability is that parents can move their child's name on the Family Card to a location near the targeted school. Furthermore, parents have complained about needing more zoning criteria, making enrolling their children challenging. Even when the school is just 300 meters away from their homes, they still unsuccessfully register at the nearest school.

Source: Summarized from (Kompas, 2023a; Okedukasi, 2023)

The problems that have arisen show that the most crucial factor in choosing a school is its popularity or reputation, which outweighs factors like facilities and teachers (Pradewi & Rukiyati, 2019). It highlights a disparity in government and community preferences regarding school zoning policies. Previous studies on school zoning policy implementation have highlighted varying conclusions, as shown in Table 2.

*Table 2. Research Gap in the Implementation of School Zoning Policy*

Research Gap	Author	Findings
There are deviations in research findings	(Said et al., 2023), (Parameswara et al., 2022), (Hendrawansyah &	The school zoning policy has been

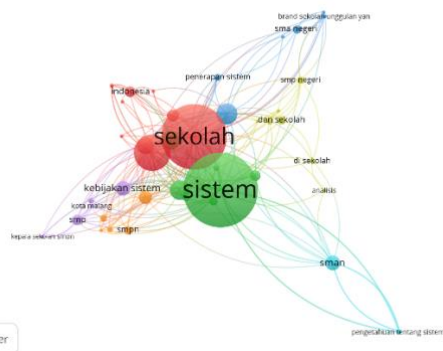
regarding the	Zamroni, 2020), (H. R. Setiawan & Rahaju, 2021), (Sulistiani et al., 2020)	implemented effectively.
	(Sabrina & Ishak, 2019), (Junaedy et al., 2021), (Safitri & Yusran, 2021), (Sulistiyosari et al., 2023), (Madiana et al., 2022)	The school zoning policy has not been implemented effectively

Table 2 summarizes various findings on implementing school zoning policies in different Indonesian regions. Zoning policies make it easier for students to enroll in nearby schools, reducing transportation costs and lateness due to traffic jam (Said et al., 2023). Other findings conclude that zoning minimizes lateness, saves time and money, and aids parental supervision (Parameswara et al., 2022). Successful zoning in Bima district due to the high-achieving national examination of students being distributed across all schools rather than concentrated in specific schools (Hendrawansyah & Zamroni, 2020), while effective zoning in Surabaya, eliminating the concept of favorite school and saving on operational costs through online registration (H. R. Setiawan & Rahaju, 2021). Additionally, the school zoning policy in the Banyumas Regency was successfully implemented. The key to this success is involving all stakeholders from policy formulation to implementation stages, ensuring a clear understanding of the policy's objectives (Sulistiani et al., 2020). This understanding, especially among educators, has facilitated innovative teaching methods to cater to diverse student needs. Consequently, the policy has achieved its goal of providing accessible education and reducing financial burdens for lower- and middle-income families by enabling students to attend schools closer to their homes.

However, some studies evaluating public policy have found that the school zoning policy faces challenges. A study in Pekanbaru, Riau Province, reveals difficulties due to limited classrooms compared to the number of students (Sabrina & Ishak, 2019). Limited classes force some students into more expensive private schools. This area also faces issues with parents changing family cards to appear closer to their targeted school zone. Additionally, the policy needs wider dissemination to relevant authorities. In Bandung Regency, West Java Province, the school zoning policy encounters challenges due to policy changes and limited technology use for student registrations. A study identifies shortcomings, including new domicile certificates, technology literacy gaps, lack of awareness, and policy changes (Madiana et al., 2022). Another study highlights the policy's failure to achieve equity in new student admissions in Bali Province, citing inadequate resources and quota limitations (Junaedy et al., 2021). Padang City, West Sumatra Province, also needs help implementing the zoning policy, affecting its goals. The zoning system must provide broad access, especially in blank zone areas. Additionally, inaccuracies in location coordinates based on Google Maps contribute to disparities among households in the exact location (Safitri & Yusran, 2021). This study on school zoning policies in Indonesia distinguishes itself by offering a comprehensive examination of the challenges and effectiveness of these policies in Indonesia.

While existing studies have highlighted issues such as limited classroom space, technology barriers, and parental manipulation of residency documents, this study delves deeper into the underlying causes of these challenges, evaluates the impact of policy changes, assesses stakeholder awareness, and proposes targeted strategies for improvement. Additionally, a comparative approach to identify common patterns and best practices across regions aims to provide nuanced insights that can inform evidence-based decision-making and policy formulation in the education sector, ultimately contributing to more equitable access to quality education in Indonesia.

Additionally, insufficient local government efforts to communicate and promote the policy led to confusion during online registrations. The quota-based school zoning policy is considered ineffective, especially with a small allocation of around 15 percent for impoverished residents, significantly lower than the 344.23 thousand underprivileged individuals in Padang City, according to data from Padang Statistic in March 2020. Consequently, low-income families face a more significant financial burden when sending their children to private schools. The school zoning policy has yet to deliver positive educational access outcomes. It primarily relies on geographical proximity, neglecting demographic factors and facing differing stakeholder interests and understandings. Some regions have implemented the policy well, while others continue to struggle despite its long presence in Indonesia.



**Figure 1. Visualization of the bibliometric profile of research on School Zoning Policy utilizing VOSViewer**

The research gap in this study is that using the phrase "zonasi sekolah", 200 references were located on Google Scholar, as shown in Figure 1 of the analysis results. Therefore, this study aims to examine the determinants of policy efficacy and solutions for goal attainment while addressing problems such as insufficient communication, resource deficiencies, and stakeholder inequalities. The academic implication integrates education policy, public administration, and technological advancements, rendering it significant for many academic and professional audiences. This study's practical application offers a solution-oriented approach, emphasizing school zoning as a policy tool to enhance equitable educational opportunities. This attracts policymakers and education stakeholders in search of pragmatic strategies.

## METHOD

This study employs a literature review approach to analyze the implementation of school zoning policies in Indonesia. A literature review is essential for synthesizing existing research, identifying policy gaps, and evaluating best practices (Zed, 2014). The study examines secondary data from academic journals,

government reports, and policy documents published between 2017 and 2023.

The research applies the SOAR (Strengths, Opportunities, Aspirations, Results) analysis to develop implementation strategies. This method provides a structured framework for assessing internal and external factors influencing policy effectiveness (Stavros et al., 2003). Unlike traditional SWOT analysis, SOAR focuses on positive development by integrating stakeholder perspectives in strategic planning.

Data collection follows a systematic approach, selecting sources based on relevance, credibility, and recency. The inclusion criteria prioritize studies that discuss school zoning policies in Indonesia, particularly their challenges and implementation outcomes. The data analysis involves thematic coding to categorize findings into four key implementation factors: communication, resources, behavioural adaptation, and bureaucratic coordination (Edward III's policy implementation framework). The SOAR analysis is then applied to develop strategic recommendations, including stakeholder collaboration, curriculum adaptation, teacher empowerment, technological integration, and policy evaluation mechanisms.

## RESULTS AND DISCUSSION

### *Factors influencing the implementation of school zoning policy*

The objective of public policy is to address societal issues (Koeswara et al., 2021). The implementation of the zoning system is adapted to the needs of the times, aiming to achieve educational justice through progressive and visionary policy improvements and renewals as an evaluation process to provide the best policies (Nanggala, 2020). Drawing on Edward III's theory, this study will explore various factors influencing the implementation of educational zoning policies in Indonesia, including communication, resources, tendencies or behaviors, and bureaucratic structures.

Effective communication is crucial in successfully implementing the school zoning policy for new students (PPDB), fostering understanding, and garnering community support while mitigating potential conflicts and dissatisfaction. Communication challenges arise from diverse policy interpretations among stakeholders, including educational office staff, school principals, teachers, and parents. Aligning the opinions of these stakeholders through communication is intricate and involves several stages due to differing viewpoints. Once stakeholders comprehend the bureaucratic framework, they must also understand the policy's objectives and available resources (Putri et al., 2021). This comprehensive understanding underscores the need for effective communication to facilitate information exchange, empowering each actor to take relevant and beneficial actions that advance the success of the School Zoning System policy. Differences in perspectives and interests can create controversy and disputes, hindering the policy's ability to promote equitable educational access. These conflicts can result in unequal access to quality education if not promptly addressed. Effective policy communication involves the government's ability to ensure the policy's proper reception, understanding, and implementation with minimal obstacles, as required (Purike, 2021). Therefore, a clear communication about the aims of zoning policies can improve community acceptance and compliance. In South Africa, for instance, the communication strategies used by educational authorities intensely influence

teachers' interpretation and execution of curriculum rules, which are frequently linked to zoning regulations (Sepadi & Molapo, 2024).

The second factor relates to resources, including people, technology, and infrastructure. Examining these resources is essential to ensure the effective implementation of Indonesia's school zoning policy for new students to maximize its educational benefits. There have been challenges in implementing zoning policies, such as new students and parents needing help with technology, making it hard to access online information about school zones, registration requirements, and selection processes. Another resource-related problem is the lack of proper facilities and infrastructure, as seen in Badung Regency, Bali Province. Insufficient facilities, like classroom space, supporting amenities, and the condition of school buildings within the context of school zoning, are crucial issues affecting education quality, accessibility, and the sustainability of zoning policies. A study held in Padang City highlighted inaccuracies in defining administrative boundaries using Google Maps for residential coordinates. This phenomenon is in line with the study from Susanto et al. (2024) explained that the policy has not simplified things for low-income pupils. These issues can result in significant disparities in educational access, with some areas having more high-quality schools than others, impacting students' educational opportunities.

The third factor is behavior. Analyzing behavior in the context of implementing the school zoning policy in Indonesia can help understand potential dynamics, conflicts, or policy changes and how different parties respond to the zoning policy. In practice, various fraudulent behaviors have emerged during the implementation of this policy. For instance, prospective students and parents may attempt to manipulate their residential addresses to match their preferred school zones, as seen in West Java, Yogyakarta, and Bekasi. In West Java, 4,791 prospective students were rejected in the 2023 admission due to cheating by altering their family cards with changed addresses. In Yogyakarta, parents placed their children's data on someone else's family card with an address near the target school, effectively gaming the system. In Bekasi, 97 students named Siti Aisyah with different addresses qualified for zoning-based PPDB because parents moved their child's name from the original family card to the neighborhood of the desired school. These challenges reflect the complexity of implementing the school zoning policy in Indonesia, which is susceptible to misuse and educational inequality.

The fourth factor is bureaucracy. When implementing the school zoning policy in Indonesia, various bureaucratic elements come into play. When analyzing the policy's implementation concerning the bureaucratic system, it's essential to consider factors like coordination between agencies, assigning tasks and responsibilities, decision-making, monitoring, evaluation, flexibility, and adaptability. In practice, issues related to bureaucracy have emerged, as seen in Pamekasan Regency, where the Department of Education and Culture needs better oversight of schools implementing the zoning system (Hasbullah & Anam, 2019). Furthermore, more vital actions, like legal penalties, should be taken against rule violators, as current violations only result in administrative penalties. Another challenge is the misalignment of new student registrations between schools under the Department of Education and Culture and those under the Ministry of Religious Affairs/Regional Office of the Ministry of Religious Affairs at various administrative levels. This

misalignment in opening new student registrations between two institutions can lead to confusion and uncertainty for prospective students and their parents. Overall, a well-functioning bureaucracy is vital to the success of the school zoning policy, allowing for more efficient implementation, equitable access to education, and improved education quality across regions.

### **Implementation Strategies for School Zoning Policy**

Implementing the school zoning policy requires a well-thought-out strategy to improve access, achieve fairness in education, and align with the desired goals. These strategies can include collaboration among stakeholders, curriculum development to local needs, teacher empowerment, technology utilization, and evaluating and supervising student admissions. The strategy is depicted in Table 3 using SOAR analysis.

**Table 3.** *The SOAR analysis*

The Analysis	SOAR	S (Strengths) – Internal	O (Opportunities) – External
		1. Strong regulations as a solid legal basis for implementation	1. Collaboration between government, schools, NGOs, and parents.
		2. Government support for implementing the policy.	2. Creating a curriculum that suits local needs.
		3. active participation from the community	3. Empowering teachers with new skills for better education.
		4. Availability of data and technology for efficient school zone mapping.	4. Using technology for precise and efficient school zone mapping.
A (Aspirations) – Future		Through regulations, government support, community involvement, and technology geared towards future goals like improving education quality, engaging parents, ensuring educational equity, and empowering communities in education, Indonesia can advance its education system for its children.	To improve education quality, equity, and fairness throughout Indonesia, we need strategies like collaboration among government agencies, schools, NGOs, and parents, curriculum development tailored to local needs, empowering teachers, efficient school zone mapping with technology, and involving communities in education. These steps will help Indonesia provide
1. High-quality education for all children in Indonesia			
2. Active Parental involvement in children's education			
3. Educational equity for every child.			
4. Empowering communities in the education process.			



R (Results) – Future			quality education to all children.
	1. Implement zoning based on domicile and population distribution .	Indonesia has strong rules, government support, active community involvement, and technology for school zoning. This situation will lead to better learning, lower dropout rates, higher parental engagement, reduced education inequalities, and more effective strategies for improved and equitable education goals.	These strategies are essential to achieve effective and efficient school zoning; Collaborate with government agencies, schools, NGOs, and parents; design a curriculum that matches local needs; empower teachers with new skills to improve education; evaluate, supervise, and audit student admissions; and use technology for accurate and efficient school zone mapping.
	2. Improving school facilities, especially in rural areas.		
	3. Ensure balanced staff distribution among schools.		
	4. Improve stakeholder understanding of zoning policies.		
	5. Enhance student admissions quality through annual evaluation.		
	6. Raise nationwide academic performance measured by exams.		
	7. Reduce dropouts with engaging learning environments.		
	8. Reducing education disparities between urban and rural areas and among social groups		

*Source: Analysis Results, 2023*

According to the SOAR analysis in Table 3, the strategies for implementing the school zoning policy for new students include government, school, NGO, and parent collaboration, curriculum development for local needs, teacher empowerment, student admissions evaluation and supervision, and more efficient technology use for school zone mapping.

*a. Collaboration among government agencies, schools, NGOs, and parents*

Problems like overcrowding in schools have been found during assessments of the PPDB system in different areas. Local governments struggle to balance the number of students applying with available school space. Ineffective coordination among relevant agencies also hinders the sustainability of current education policies (Sunandar & Kurniawan, 2022). This study's emphasis on collaboration among government agencies, schools, NGOs, and parents to solve school zoning problems represents a significant advancement over previous research. While prior studies have identified issues such as school overcrowding and ineffective coordination among agencies, this research extends beyond merely recognizing these challenges by proposing concrete strategies for collaborative action. By highlighting the importance of active involvement from parents and the community and advocating for methods such as meetings, forums, and online surveys to solicit public input, it offers practical pathways for addressing the identified issues. Furthermore, by stressing the necessity of solid bureaucratic structures and providing examples of successful collaboration between different government entities, it underscores the critical role of institutional support in policy implementation.

*b. Curriculum development adapted to local needs*

In Indonesia, there have been 11 curriculum changes since the country gained independence, leading to confusion, especially among educators, students, and even parents (Fadil et al., 2023). Furthermore, schools follow a general curriculum without implementing differentiated, locally based learning (Isrotun, 2022). In the context of school zoning policy, curriculum development tailored to local needs is a crucial strategy to enhance the relevance and inclusivity of education in various regions. A curriculum that considers local needs will be more engaging and relevant for students. The emphasis on curriculum development adapted to local needs in this study represents a significant advancement over previous research on school zoning policies in Indonesia. While past studies have acknowledged the challenges posed by frequent curriculum changes and the lack of differentiation in learning approaches, this research takes a proactive stance by advocating for tailored curriculum development as a crucial strategy within the context of school zoning policies. By highlighting the benefits of locally relevant curricula, such as increased student engagement, cultural inclusivity, and the development of region-specific skills, this study offers a comprehensive approach to enhancing the effectiveness of education in diverse regions. Moreover, emphasizing the importance of community involvement in curriculum development, including parents, community leaders, and NGOs, underscores the potential for collaborative decision-making to foster stronger ties between schools and local communities.

*c. Empowering teacher*

Teachers must design and implement continuous professional growth initiatives to address learning demands in the 21st century (Juhji et al., 2023). Therefore, teachers require skill and a specific teaching character (Sumar & Sumar, 2019). Currently, there is an unequal distribution of teachers, with urban areas having more (Sinta & Wahyuni, 2022). This inequality extends to administrative staff and resources, affecting the quality of education. To address this issue, empowering teachers through structured capacity-building initiatives is essential. To address this issue, empowering teachers through

structured capacity-building initiatives is essential. A recommended strategy is the implementation of mandatory professional development programs funded and facilitated by local governments, ensuring equal participation across zones. These programs can include technical training, workshops on digital pedagogy, and guidance on producing research-based academic work (Mediatati & Jati, 2023). Furthermore, teachers can utilize technology to innovate and enhance educational quality. Collaboration among teachers, schools, and stakeholders in curriculum design, resource sharing, and problem-solving creates inclusive and supportive learning environments across zones. This approach promotes equal access to quality education for all students in a region. Ensuring that teachers in zoned schools have equivalent qualifications to achieve educational uniformity is essential. Through teacher empowerment, the government can minimize quality disparities among schools can be minimized, providing equal opportunities for all students to receive a good education.

#### *d. Utilization of technology*

Local governments can establish school zoning based on factors such as the distance between schools and population density to address disparities in educational quality and access shaped by each region's distinct characteristics. Technology in school zoning processes can enhance efficiency, accessibility, and educational standards. However, existing zoning systems face challenges such as reliance on inaccurate maps, prioritizing proximity inaccuracies from Google Maps (Kompas, 2023b). The effective implementation of coordinates as benchmarks for measuring distances between residences and schools should be widely communicated, particularly to individuals less proficient in digital technology. This involves designated committees within each school verifying coordinates before the registration process at the counter to streamline operations, prevent file accumulation, and minimize errors in distance determination (Widayati & Sudrajat, 2020). Additionally, technology aids in managing zoning placements effectively, but ensuring adequate infrastructure like fast internet is essential. Governments can collaborate with internet providers to expand coverage and offer subsidies to families unable to afford devices, establishing tech centers in various zones for computer access and training. Partnerships with tech companies can enhance the affordability of devices and the internet, thereby increasing accessibility. Furthermore, promoting digital literacy through training programs for students, teachers, and parents is vital to bridging the technology gap and fostering informed technology usage.

#### *e. Evaluation, monitoring, and audit of new student admissions*

Various issues are associated with evaluating and monitoring Indonesia's new student admissions system. Some issues, such as the distribution of education, remain significantly less visible. Regarding input, the government recommends the implementation schedule for the zoning system, but the guidelines and registration requirements are still complex, and infrastructure development is uneven. Teachers and students face mixed abilities within classrooms in the learning process, requiring mutual support to avoid discrimination. Lastly, the outcomes of the zoning system implementation may have balanced student distribution, but various technical issues need addressing to achieve equitable education distribution without compromising quality (Yetra & Hakim, 2022). Therefore, evaluating education policies needs more clarity, leading to

diverse approaches to improving educational quality. Student admissions are crucial in the education system. The focus on evaluation, monitoring, and audit of new student admissions in this study represents a significant advancement over previous research on education policies in Indonesia. While prior studies have recognized issues such as inadequate oversight and the absence of clear evaluation frameworks, this research goes beyond mere acknowledgment by proposing comprehensive mechanisms for ensuring transparency, fairness, and accountability in the admissions process. By delineating the roles of evaluation, monitoring, and audit in assessing various aspects of student admissions, such as zoning policies and registration procedures, this study offers a systematic approach to addressing the identified challenges. Moreover, this study underscores the potential for improving future admission policies and procedures by emphasizing the importance of independent audits conducted by authorized entities to identify weaknesses and non-compliance.

Several limitations constrain the study. Firstly, its focus on implementing school zoning policies in Indonesia may restrict the applicability of findings to contexts with different socio-political and educational landscapes. Additionally, the temporal scope, limited to articles published from 2019 to 2023, may not capture newer developments in educational policies and practices, potentially affecting the relevance of the findings. Moreover, reliance on existing literature and data sources, such as articles and reports, may introduce limitations in terms of comprehensiveness and accuracy.

## CONCLUSION

This study identifies key factors influencing the implementation of school zoning policies in Indonesia, including communication, resource allocation, behavioral adaptation, and bureaucratic coordination. Effective communication among stakeholders is crucial to reducing misunderstandings and conflicts, while adequate resources, such as technology, infrastructure, and teacher distribution which significantly impact policy success. The findings also reveal that fraudulent behaviors, such as address manipulation, pose challenges to equitable implementation. Additionally, bureaucratic inefficiencies hinder policy enforcement, requiring stronger coordination between government agencies.

The SOAR analysis highlights strategic approaches to improving zoning policies. Collaborative efforts among government, schools, NGOs, and parents can enhance policy acceptance and effectiveness. Adapting curricula to local needs and empowering teachers contribute to better learning experiences. Leveraging technology for school mapping and admissions can address accessibility issues, while continuous evaluation ensures policy refinement and long-term success. Concrete action steps, such as piloting digital literacy workshops for parents, can help operationalize strategic recommendations and improve community readiness for technology-driven policy solutions. These findings underscore the broader implications of zoning policies in shaping equitable education access. Strengthening policy enforcement, improving transparency, and fostering community involvement are essential to achieving long-term educational equity.

However, this study has several limitations. Primarily, the absence of primary data, such as interviews or direct surveys with affected stakeholders, limits the depth of empirical insight into personal experiences and localized challenges. The analysis relies

mainly on secondary sources, which may not fully capture the nuanced realities of policy implementation at the grassroots level. Furthermore, the study does not include detailed regional comparisons, which are important for understanding socio-economic disparities across Indonesia. These limitations suggest that future research should incorporate primary data collection, explore successful implementation case studies, and examine the socio-economic impacts of zoning policies on different regions to guide more targeted and inclusive policy interventions.

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