ZONASI SYSTEM IN ADMISSION OF NEW STUDENTS AND THE IMPACT ON THE PSYCHOLOGICAL CONDITION OF STUDENTS

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ABSTRACT

This study aims to determine how well the zonasi system in new student admissions (PPDB) is. This achievement stems from the respondents' knowledge of the zonasi system's goals, advantages, and disadvantages. Furthermore, respondents' level of satisfaction and anxiety in dealing with PPDB is also analyzed. The respondents in this study were 250 students from 7 different school districts. The data obtained were analyzed quantitatively, descriptive, and regression. The results of this study indicate that the zonasi system was implemented appropriately. In principle, there is no difference between the new and old systems. Therefore, it is believed to encourage students to study harder. The level of student satisfaction tends to be high, and anxiety during PPDB tends to be low; the effect between the two was significant (r=-0.141; p <0.05). This study suggests the need for mapping the zones of state schools. Hence, there are no students outside the state school zone, considering the sudden transfer of students due to changes in assignments and parents' addresses, the need for potential academic tests as a reference for guidance and counseling teachers in providing guidance and counseling services; furthermore, the need to increase the number of new schools with state status.

Keywords: *Zonasi System, Satisfied, Anxiety, New Student Admission.*

INTRODUCTION

One of the factors that become a problem in schools' teaching and learning process is the new student admissions system, which often changes without proper preparation, especially for new students. Widiarini (2018) explained that the Minister of Education and Culture said that in the 2019/2020 school year, the New Student Admission (PPDB) system would change. This change to the PPDB system implements the school zonasi system, which previously used the rayon system. This zonasi system maps students to the next level of education.

The zonasi system is the procedure for admitting new students based on the area of residence. As a form of new student admission, the zonasi system accommodates at least 50% of the total students who will be accepted (Kemendikbud, 2021). Minister of Education, Culture and Higher Education of the Republic of Indonesia describes that zoning policy responds to the occurrence of caste in the existing education system due to the selection of the quality of prospective students in the acceptance of new students (Kemendikbud, 2018).

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grouping in educational institutions will create favorite and unfavorable schools. Favorite schools make most people compete to be accepted there and reduce public interest in ordinary schools (Das et al., 2016). The mindset of grouping and favoritism in such education must be changed (Harisusilo, 2018).

Based on our observations, some schools difficult to implement a comprehensive zoning policy-problems surrounding zoning distance errors to minimal socialization to parents. The mindset of some parents is also still trying to find a favorite school. In contrast, the purpose of implementing this zonasi system is to eliminate the status of the favorite school. Parents also tend to be disappointed if the school of their dreams rejects their child.

Apart from implementing this system, the zonasi system minimizes children's confusion entering school due to the lack of maturity of students in designing their educational process. Immature planning can lead to anxiety in students (Reisbig, 2012; Vignoli, 2005). Anxiety in students, in this case, can be in the form of incompatibility of the school environment with the personality and potential of students, peers, quality of education and facilities, and the registration process.

Anxiety is conceptualized as a transient emotional state characterized by subjectively experienced tension and increased autonomic nervous system activity (Van den Bergh & Marcoen, 2004). Student anxiety is a psychological condition of students who are worried about dealing with a condition. Anxiety in students can have an impact significantly on their health and happiness (Baroun, 2006); anxiety also supports life satisfaction and coping types (Mahmoud, 2012); and attention control (Warner, 2007). This research was conducted to find out two things, and the first study measures how well the implementation of the zonasi system in new student admissions (PPDB) is. The second study determines the effect of student satisfaction level and level of anxiety in dealing with PPDB. The level of student satisfaction and anxiety was described descriptively.

METHOD

This quantitative research conducts in two studies, namely descriptive and regression studies. Descriptive research aims to obtain an in-depth description of the issue without manipulating the situation or treating the research subject. The description focuses on the implementation of the zonasi system in PPDB, such as the respondent's understanding of the objectives, strengths, and weaknesses and the overall system implementation. In its development, researchers found two specific variables related to implementing these activities. Student satisfaction with the zonasi system at PPDB became the dependent variable, and student anxiety became the independent variable. This study aims to find the effect of student satisfaction on their anxiety (study 2).

The sample in this study was the final students of SMPN in South Sulawesi who had undergone PPDB. Sampling data was taken in 2019. The SMPN that became the research subjects were SMPN 1 Watansoppeng, SMPN 3 Watansoppeng, SMPN 1 Liliriaja Soppeng, SMPN 4 Parepare, SMPN 5 Parepare,

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SMPN 49 Makassar, and SMPN 11 Bulukumba. The sample distribution describes as follows:

No.	School	Students		
		Male	Famale	Total
1	SMPN 1 Watansoppeng	15	20	35
2	SMPN 3 Watansoppeng	20	25	45
3	SMPN 1 Liliriaja Soppeng	15	25	40
4	SMPN 4 Parepare	15	20	35
5	SMPN 5 Parepare	10	15	25
6	SMPN 11 Bulukumba	15	15	30
7	SMPN 49 Makassar	15	25	40
	Jumlah	105	145	250

The studies use different research instruments. The first study was descriptive, using a questionnaire with open and closed questions about the opinions, knowledge, and attitudes of respondents to the zonasi system in the implementation of PPDB. The questionnaire contains 14 questions, and there are no wrong answers for each response. The second study uses a scale of student satisfaction and anxiety. Validity and reliability are tested.

The first study used a descriptive quantitative analysis test. Some of the things tested were related to respondents' opinions, knowledge, and attitudes towards the objectives, advantages, and weaknesses of the zonasi system in the implementation of PPDB. The second study used regression analysis. Both studies were analyzed using SPSS version 22.

FINDINGS A ND DISCUSSION
Study 1

Study 1 explains how respondents understand the purpose of the zonasi system in PPDB, the advantages and disadvantages, and its overall implementation. Our findings are described as follows:
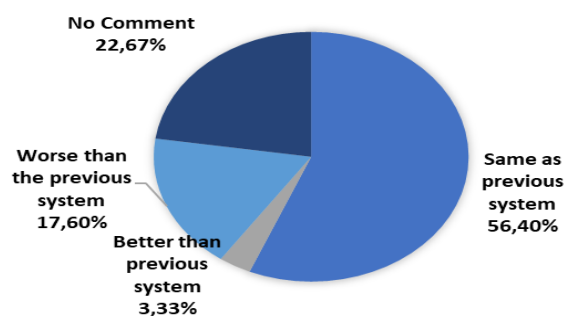

Figure 1. Opinions About Implementation Zonasi system

Most of the respondents in this study felt that the zoning and previous registration systems were the same. There were far fewer people who said it was better than the previous system (3.33%), and that said it was six times worse (17.6%). However, 22.67% of respondents did not respond clearly to their position.
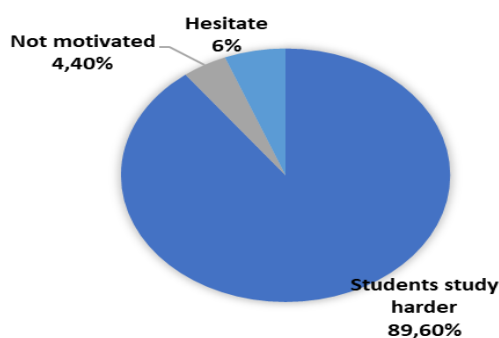

Figure 2. Students' Motivation in Learning

The registration process found that students' motivation in learning was 89.6% greater. 6% of students feel doubtful, and the rest feel they do not have more motivation to learn. This motivation measurement is used as one aspect of the advantages of psychologically applying the zonasi system in PPDB.
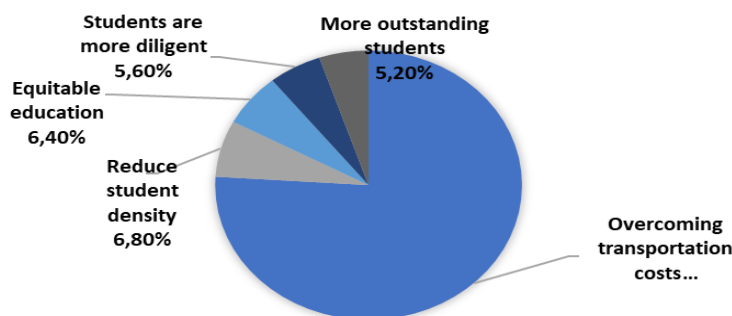

Figure 3. The Advantages of The Zonasi system

The advantages of the zonasi system can also be seen in several things, such as transportation costs, student accumulation, equitable distribution of education, crafts, and outstanding students. Based on the respondents' opinion, as many as 76% said that this system could reduce transportation costs. It was also mentioned that 6.8% and 6.4% of respondents thought that this system would reduce the accumulation of students and help equalize education. The rest will help students to be more diligent and provide opportunities for all schools to accept outstanding students.

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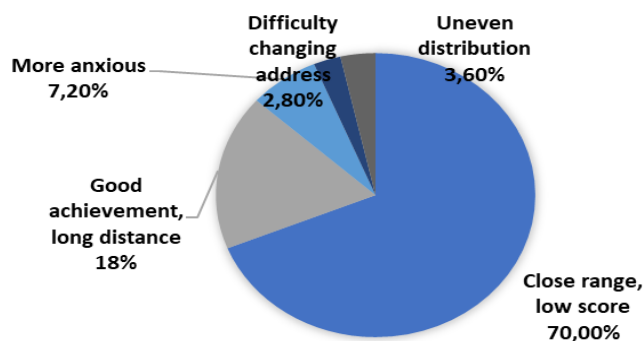*p-ISSN: 2656-9914 e-ISSN: 2656-8772*

Figure 4. The Weakness in Zonasi system

The 70% of respondents showed weakness in this system is the opportunity for students who live in locations near the school to be accepted, even though their scores are low. Meanwhile, according to 18% of respondents, students who excel are not necessarily accepted if they live far from school. The zoning process in PPDB also causes anxiety (7.2% of respondents). The rest said that it was difficult for students who had just changed addresses to choose the nearest school, and the distribution of students was still uneven. That is the weakness of the system.
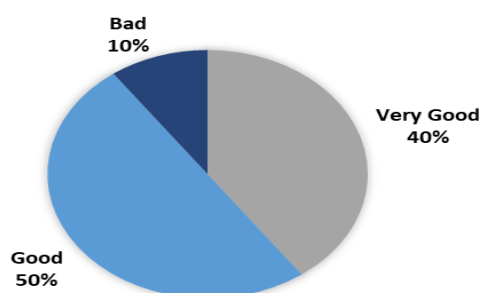

Figure 5. Opinions About The Zonasi system

Overall, the respondents considered that the implementation of the zonasi system was exemplary. There are 40% of respondents who said it was excellent, and 50% said it was good. Only 10% of respondents said the system was terrible.

The difference between the zoning and the rayon systems lies in academic achievement and distance from home to school. The rayon system prioritizes student academic achievement, while the zonasi system prioritizes distance (Kemendikbud, 2018). Although, in the rayon system, it was also found that some schools used distance considerations as a measure of student acceptance in their schools (Wahyu, 2017). In addition, family economics also consider between the two. Moreover, in terms of registration, each student is almost the same as they usually do. Furthermore, most of the respondents in this study think that the zonasi system is the same as the previous system.

As we all know, motivation will always accompany our learning system as a real psychological reason why someone wants to learn. In the context of zoning, students are more interested in learning due to external factors, such as peers.

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Peers are one of the most significant factors that students are eager to learn (Agustiningtyas & Surjanti, 2021). Zoning allows this to happen because students will attend school with their close friends at home.

In addition, the distance factor from home to school also allows students to be more motivated and reduce anxiety (Bayram, 2008). Long distances require more effort so that students can be lazy. Ease of learning provides opportunities for motivation. The hope is that motivation can also give them exemplary achievements (Bardach & Klassen, 2021).

The shorter distance has been advantageous in many ways. The zonasi system in PPDB reduces the accumulation of students and data in one school. Good distribution of students can help equalize the quality of education. Equitable education is an effort by schools and related parties to improve student learning outcomes by balancing the needs of human resources and facilities. Promising results from this zonasi system are expected, likewise, with student craftsmanship to learn.

However, this system also has its drawbacks. It found that the consideration of choosing students whose home zone was closer to the school was prioritized even though their scores were low. Thus, students who excel are not necessarily accepted if their homes are farther away. The results can be seen in the issue of Permendikbud 1 of 2021 regarding PPDB for Kindergarten, Elementary, Middle, High, and Vocational Schools, and it updated gradually. The PPDB pathway now includes zoning and affirmations (based on the family's economic level), transfer of parental duties, and student achievement. Among the deficiencies that have been updated, it was found that some students still felt anxious during PPDB. This specific discussion will be discussed further in Study 2. Based on the level of learning motivation and its various advantages, the implementation of the zonasi system in PPDB has met the expectations of more students.

Study 2

The regression test results of students' satisfaction with anxiety found that the P-value = 0.000. Based on these results, it can be concluded that there is an effect of satisfaction on student anxiety in PPDB with zonasi system.

Table 1. The Regression Test Result

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1034.184	1	1034.184	40.615	.000[b]
	Residual	6314.892	248	25.463		
	Total	7349.076	249			

Student satisfaction with this system can be seen from the affective level of students towards implementing policies in schools, the suitability of the information obtained, and the communication between students, parents, and teachers to the implementation of learning after being accepted at school. Anxiety

in this study defines a psychological condition of students who worry about the admission process both during and after PPDB.

A person's satisfaction with something implies three main elements: cognitive, affective, and behavior. These three elements also have a relationship with how much a person's level of anxiety is (Chu, 2009; Gogol, 2014; Stallard, 2014). We can say it is a process of arising satisfaction. Cognitively, a person will feel satisfied if the passed process is realistic and follows usual standards (Sirgy, 2001). Some researchers, such as (Lee et al., 2021; Olson et al., 2021; Zhou et al., 2021), also assess that affective satisfaction can be had if the emotional health indicators are met. Emotional health is like the presence of friendliness, motivation, or low stressor levels. These two things are supported by the continuity of students in undergoing the process during and after PPDB. Resistance is needed as indisputable evidence of the behavior element.

Several studies have supported the fact that a certain level of satisfaction can affect anxiety (Mahmoud, 2012; Khawar et al., 2021; Tahoon, 2021). The majority of them stated that the higher a person's satisfaction, the lower his level of anxiety. It should be realized that the anxiety in the PPDB process is not entirely nil. Some students have a high level of anxiety, and some of them also have a low level of satisfaction. These results make us understand that regardless of the educational process that students go through, humanly, they find anxiety that may have to be looked for.

CONCLUSSION

The implementation of the zonasi system in PPDB tends to run well. This achievement can be illustrated by looking at student learning motivation and the advantages provided. Weaknesses of the system have been updated regularly, and further evaluation needs regarding their effects in the future. Student anxiety considers as one of the weaknesses. In this study, the anxiety present in students can be influenced by the level of satisfaction with the system.

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