

Minister of Education and Culture Regulation number 51 of 2018 concerning the zoning system for students' morality at SMA Negeri 2 Medan

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Abstract

This study evaluates the impact of the zoning system on student morality at SMA Negeri 2 Medan, which is regulated by Permendikbud No 51/2018. Although it aims to equalize access to education, the implementation of the zoning system shows significant changes in students' behavior and morality. The qualitative research method was conducted at SMA Negeri 2 Medan with a focus on direct observation during Civics learning. The results revealed decreased learning motivation, lack of discipline, and reduced responsiveness to teachers' teaching as negative impacts of the zoning system. While it provides equal access to education, it also challenges the management of student morality. Conflicts arise between the implementation of zoning and efforts to shape student character, with academic selection students tending to have better character. Teachers are faced with the additional task of guiding students in ethics and manners. This research provides an in-depth understanding of the social and behavioral impacts of students in the context of education policy. While the zoning system has positive goals, additional strategies are needed to maintain and improve student morality in schools that implement this system.

Keywords: Zoning System, Student Character, Student Morality

Abstrak

Penelitian ini mengevaluasi dampak sistem zonasi terhadap moralitas siswa di SMA Negeri 2 Medan, yang diatur oleh Permendikbud Nomor 51 Tahun 2018. Meskipun bertujuan meratakan akses pendidikan, implementasi sistem zonasi menunjukkan perubahan signifikan dalam perilaku dan moralitas siswa. Metode penelitian kualitatif dilakukan di SMA Negeri 2 Medan dengan fokus pada observasi langsung selama pembelajaran PPkn. Hasil penelitian mengungkapkan penurunan motivasi belajar, kurangnya disiplin, dan responsivitas yang berkurang terhadap pengajaran guru sebagai dampak negatif sistem zonasi. Meskipun memberikan pemerataan akses pendidikan, sistem ini juga menantang pengelolaan moralitas siswa. Konflik muncul antara penerapan zonasi dan upaya membentuk karakter siswa, dengan siswa seleksi akademik cenderung memiliki karakter lebih baik. Guru dihadapkan pada tugas tambahan membimbing siswa dalam etika dan sopan santun. Penelitian ini memberikan pemahaman mendalam tentang dampak sosial dan perilaku siswa dalam konteks kebijakan pendidikan. Meskipun sistem zonasi memiliki tujuan positif, diperlukan strategi tambahan untuk menjaga dan meningkatkan moralitas siswa di sekolah yang menerapkan sistem ini.

Kata Kunci: Sistem Zonasi, Karakter Siswa, Moralitas Siswa

INTRODUCTION

Minister of Education and Culture Regulation Number 51 in 2018, the zoning system is a policy by the Ministry of Education and Culture to regulate student placement based on certain geographic areas or zones, with the aim of reducing gaps in educational access. The zoning system is part of school reform efforts to improve the quality of education in Indonesia because through this system it is considered to be able to generalize education in each region so that it has the same quality of education. (Abidin & Ansori, 2018).

It is hoped that equal distribution of educational quality will eliminate the terms favorite schools or superior schools (Wahyuni, 2018:14). This is because people want quality schools for their children and location is the final consideration for parents so that the school will be labeled a favorite school. Top schools certainly have a high passing grade when accepting new students, but with the implementation of the zoning system, schools do not have the option to filter students in the best category, so the zoning system only prioritizes

the applicant's zone area compared to the grades and recommendations from previous schools. This zoning system also gives rise to many polemic problems within it.

Definition of value according to (Galuh et al., 2021) namely meaning and price or content and message, passion and enthusiasm both implicit and explicit, then value means something that has a function. Values function to guide and control a person's behavior, because values can be used as standards for behavior. Based on this definition, it can be concluded that values are a tendency that can influence a person's mentality and behavior, as well as the purpose of values to arouse interest that can be liked and appreciated by other people. Values have an abstract nature, but values can be measured in the form of attitudes and behavior in everyday life.

In the Big Indonesian Dictionary, morals have the meaning that values are an inner order or rules of conscience which can be used as a reference for guiding human behavior in living life. (Salfia, 2015). Morals are a reference to how good or bad humans are as long as they live their lives in the world. It is from morals that we can judge how someone behaves towards anyone in this world. Morality is contained in the norms of social life in the form of advice, guidance, rules and regulations which are passed down from generation to generation through certain religions or cultures and Morality is also the totality of the quality of human actions related to good and evil. (Galuh et al., 2021).

In the (Kusumawati, 2017), the relationship between values, morals and attitudes has become commonplace. The three have united in the super ego. This super ego is a code that can direct or guide a person's instincts so that they can carry out actions that are in line with the reality of the world around them.

One of the schools that implements this policy is SMA Negeri 2 Medan. SMA Negeri 2 Medan is a well-known school, and is also considered quality by many people in the city of Medan. This school is on Jl. Karang Sari Number 435, Sari Rejo, Medan Polonia District, Medan City. Through this zoning system policy, SMAN

2 Medan has students with diverse characters and behavior. This zoning system also has an impact on schools. One of the impacts felt by teachers is the reduced morality of students at the school.

In this research, there is a problem of declining student morality at SMA Negeri 2 Medan. Students with a selection system have better morals compared to students who use a zoning system. Students with an academic selection system have a more orderly character, are more obedient and disciplined towards the rules. As stated by teachers at SMA Negeri 2 Medan, unlike students with the zoning system, they ignore rules and respect teachers less and have less tolerance with their fellow students. For this reason, it is necessary to review the efforts made by teachers in dealing with declining student morale as a result of the zoning system at SMA Negeri 2 Medan. Teachers have a role in implementing character education, with the aim of avoiding negative influences on each student developing in class so that teachers play an important role in efforts to develop good student values and character. (Arifudin, 2015:176).

Previous research similar to the title "Permendikbud number 51 of 2018 concerning the zoning system on student morality at SMA Negeri 2 Medan" is "Teachers' Efforts in Handling Heterogeneous Student Characters as an Impact of the Zoning System at SMPN 5 Gresik" by Devinta Nur Amalia and Muhammad Turhan Yani, Discusses how teachers handle the heterogeneous character of students which is the impact of the zoning system. This research reveals that there were differences in the character of previous students before the zoning system policy was implemented. Where, students accepted by the academic assessment system are more obedient and do not dare to argue with the teacher. The teacher's effort to handle this is that the teacher implements the 5S system which is a form of habituation carried out by the school at every opportunity which consists of smiling, greeting, saying hello, being polite and courteous. Apart from that, teachers also provide punishment to students who have poor character, provide individual counseling, provide group

guidance, and strengthen student character through religious activities.

Another research that was also carried out was using a qualitative approach in analyzing the zoning system policy on the behavior of students at SMA Negeri 2 Medan. The results obtained in this research are that students who enter through the zoning route have no motivation to study, find it difficult to be disciplined, are busy in class and want to go home before the end of the day. Schools also experience difficulty handling the behavior of students with diverse backgrounds. However, through this zoning system there is no longer such a thing as a favorite school or a non-favorite school, making students closer to their home environment and minimizing the cost of going to school.

Some of the research that has been carried out has similarities with this research, namely analyzing the impact of government policies regarding the zoning system on schools in Indonesia. The zoning system has a very significant impact on schools in Indonesia, specifically on school morality of declining students. Teachers as educators can change the heterogeneous character of their students into better students. Apart from teachers, the role of parents is also very influential on student morale. The family is the first and foremost agent in forming a child's good character. Therefore, teachers and parents both have an influential role in forming children's better morals.

METHOD

This research adopts a descriptive method with a qualitative approach. The qualitative method is an approach to understanding a phenomenon, where researchers collect, organize and interpret data obtained from humans using the senses of sight or hearing as a means of filtering results. (Suwarsono, 2016). This qualitative research aims to understand the research subject by means of the researcher being directly involved in the research process, enabling an in-depth understanding of the phenomenon being researched. The location of

this research is SMA Negeri 2 Medan, with data collection carried out through direct observation of student behavior during the Civics learning process. This technique involves surveys and interviews with Civics teachers at SMA Negeri 2 Medan. Thus, this research focuses on an in-depth understanding of student behavior in the context of Civics learning at SMA Negeri 2 Medan.

RESULTS AND DISCUSSION

The influence of the zoning system on student morality and learning has changed significantly since 2003 at SMA 2 Medan. At that time, students who entered this school were not only smart, but also driven by personal will. Students' attitudes and behavior at that time tended to be good. However, currently the attitude of SMA 2 Medan students has changed. This is due to easy access through the zoning system, which causes minimal motivation to learn. This is in accordance with current conditions, where student morality is being eroded by technological developments. Teachers at SMA 2 Medan face difficulties in managing students' attitudes and behavior today. For example, teachers may face obstacles when students have no intention of learning, but must continue to follow the material taught to other students. Students' attitudes, such as sleeping when the teacher explains or talking casually during lessons, make the classroom atmosphere different from the period before the implementation of the zoning system. The difference in the learning atmosphere between before and after the implementation of the zoning system is very striking. Previously, students were active in learning, but now they tend to be passive and indifferent towards teachers. Factors such as technological developments and the surrounding environment, such as settlements near railway tracks and river banks, also contribute to the decline in student morality. However, the positive impact of the zoning

system is seen in students who have high determination and enthusiasm for learning, but face several obstacles. The zoning system gives these students the opportunity to enter SMA 2 Medan. However, this only applies to a small portion of the number of students who enter SMA 2 Medan. Therefore, the zoning system not only has a negative impact on schools, but also has a positive impact.

The government implements a policy known as a zoning system with the aim of giving all students equal rights to be admitted to favorite schools that are accessible to all. This policy was taken so that education can be equitable and all students experience good quality without any differences between schools that are considered inferior or favorite. By implementing a zoning system, it is hoped that the public can see schools without differences in views between those who are considered favorites and those who are not (Amalia & Yani, 2021). However, this policy presents a number of problems in schools, one of which is the decline in student character. Students who are in a zoned system tend to be bolder towards teachers, often ignore teachers during lessons or other activities, and are less responsive to teacher reprimands.

It cannot be denied that the implementation of the zoning system brings various problems, including the difficulty of prioritizing the distance between prospective students' residences as the main factor in Admission of New Students (PPDB). This is caused by an imbalance between the number of school graduates and the availability of schools in various regions. The impact is that several schools that previously had a large number of students became limited, while schools that initially had a shortage of prospective students became redundant because they were in crowded zones. As a result, prospective students who are in a farther radius have limitations compared to those who are closer.

This situation also confronts schools with the problem of inadequate infrastructure and a shortage of teachers. As a result, schools are unable to accept students beyond the capacity of the building and the number of educators. Another problem that often occurs is the zoning system which places more emphasis on the distance prospective students' travel to school than on national test scores. This has an impact on reducing the motivation of new students to learn and achieve achievements. Previously, many prospective students tried to study diligently and even took tutoring to be accepted at their favorite high school. However, with the implementation of the zoning system, values seem to be losing their value as they were once appreciated.

Automatic zoning policies will result in the aggregation of children with similar backgrounds, as seen in field findings where people with similar social conditions tend to live close to each other. This has led to complaints from a number of teachers regarding changes in student behavior which are very different compared to the period before zoning was implemented. In certain terms, behavior is the result of actions owned by students, influenced by customs, attitudes, emotions, values, ethics, power, persuasion, or genetics. This behavior can be grouped into normal behavior, acceptable behavior, strange behavior and deviant behavior. Acceptance of one's behavior is measured relative to social norms and regulated by various social controls. (Nurlailiyah, 2022)

By implementing a zoning system, teachers involve themselves extra to help students understand the lesson. Sometimes, teachers don't just teach subject matter, but also teach about ethics and manners. It is hoped that teaching ethics can provide awareness to students, encouraging them to have motivation in the learning process. Although school conditions cannot be blamed, it should be noted that schools that accept students with low abilities can present two ways. On the one hand, exposure to high

achieving students can motivate students, but on the other hand, students who are struggling may experience difficulty in following the learning of high achieving students. In contrast, in schools that accept high-ability students, exposure to a diverse environment can stimulate students, but the negative impact is that students may have to slow down their learning to adapt to other students.

Before the zoning system was implemented, based on teacher information and experience, students with negative behavior in the school environment could still be counted on the fingers of one hand. However, after the implementation of the zoning system, there was a grouping of students with various backgrounds of moral experiences in one school environment, even in one class. Students who previously had good morals become together with those who do not have good morals. This situation will most likely have an impact on the moral development process among students. (Mawarni & Kamaliyah, 2020)

Based on the previous explanation, student morals referred to in this paper refer to student actions that arise naturally from within themselves without any external influence or pressure to participate in the learning process in the school environment. These students will develop personalities who are knowledgeable, have skills, experience, have high morals, and are independent. When it is related to developing students' morals, the role of teachers becomes very significant and crucial because teachers are the backbone in forming morals in the school environment. Therefore, the example shown by the teacher has great importance because the teacher is a figure who is respected and emulated, and it is difficult for a teacher to teach and guide students in terms of morals if the teacher does not understand and apply them himself.

By referring to Minister of Education and Culture Regulation no. 14 of 2018, the implementation of the zoning system in the administration of schools managed by regional governments mandates that the admission of prospective new students must prioritize those who live within the closest zone radius of the school. At least 90 percent of the total new students accepted are expected to come from this

area. Thus, through the zoning system, prospective students are required to choose a school that is within the closest radius according to their respective residence locations. The selection process for prospective new students is carried out by giving priority to the distance from the nearest residence to the school within the predetermined zoning. The distance to the nearest residence is measured based on the calculation of the distance from the Village/Sub district Office to the school.

The existence of negative impacts does not mean that the policy should be revoked; instead, it is necessary to consider the positive impacts to outweigh the negative impacts. Some examples of the positive impacts of implementing PPDB zoning involve: first, high achieving students are expected to be able to provide motivation to other students, as well as students who have good behavior can set a positive example to others. Second, more competent teachers can improve student learning processes; the higher the teacher's competence, the greater his responsibility for teaching low achieving students. Third, there is equal distribution of the quality of education so that children have the same opportunity to access quality education. Fourth, from an economic perspective, this zoning system is considered more efficient in saving transportation costs and time, while bringing children closer to their family environment.

Students accepted through the zoning system face various limitations. Not all of them have positive backgrounds, as students do not have the option to choose their school. Therefore, they are forced to go to school close to their homes. Even students with high academic achievements do not have the freedom to choose to study at the favorite school of their dreams. The environmental conditions around the school also do not always reflect good habits, which can have an impact on the character of the students accepted into the school.

CONCLUSION

The government implements a zoning system to equalize the quality of education and provide equal rights to all students. By removing the term favorite school, it is hoped that all

schools will have the same quality of education. One of the impacts that emerged, as seen at SMA Negeri 2 Medan, was a decline in student morality. The zoning system is considered to cause students to be less orderly, less obedient to the rules, and less respectful of teachers. Teachers have a crucial role in shaping student character. With the decline in student morality as a result of the zoning system, teachers need to play a bigger role in efforts to develop character, overcome student disobedience, and increase discipline. The implementation of zoning causes the gathering of students with almost the same social background, which can influence student behavior and moral development in schools. The government and related parties need to continue to evaluate the zoning system, considering input from schools, teachers and parents. Improvements and adjustments need to be made to minimize negative impacts and increase policy effectiveness.

SUGGESTION

Suggestions for developing this research are to actively involve the participation of parents, teachers and students in the process of evaluating the impact of the zoning system on student morality at SMA Negeri 2 Medan. By organizing open discussion forums and holding regular meetings between schools, parents, and students, research can gain a direct perspective on changes in students' behavior and moral values over time. Special emphasis also needs to be placed on identifying and resolving obstacles that may arise during the implementation of a zoning system, such as parental disapproval, students' adjustment to the new environment, and potential imbalances in the distribution of resources. By considering the diverse views of all parties involved, this research can provide more holistic recommendations to support the understanding and improvement of policies related to student morality in the context of school zoning.

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