

# COMMUNITY RESISTANCE TO THE STATE HIGH SCHOOL ZONING SYSTEM

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## Abstract

Perception of communities about favorite schools and non-favorite schools. The government wants to have an equal distribution of education with the school zonation system. Some people are resistant to the school zoning system. The purpose of this study is to analyze the motivation of the community to do resistance, analyze the forms of resistance carried out by the community, and analyze the solutions to the resistance that occurs. The research method used is a survey with a quantitative approach. The data analysis method uses a Likert scale. The results of this study are the motivation of the community to resist because of the habits of the community in providing education to their children and fear factors if their children do not get more opportunities than before the zoning system was implemented. Resistance carried out by society is only a form of closed resistance with a high level of resistance. Equalize the quality of education, it must be done evenly with the quality of infrastructure and quality of teachers.

**Keywords:** Communities Resistance, State High School, Zoning System

## INTRODUCTION

In shaping the character of the nation that has noble character and has knowledge skills can be done through education. The functions and objectives of national education have been explained in Law Number 23 of 2003 concerning the National Education System article 3. If the functions and objectives of national education are realized, it will create education that has good quality. According to Suyanto (2000, p. 24) currently the government has a very strategic national education program, namely increasing the relevance, efficiency, and quality of education. However, education in Indonesia, especially in the city of Bandung, not all schools have good quality, so there is a perception from the public regarding favorite and unfavorable schools. Prospective students who have good grades will apply to their favorite schools, because in the past, if they wanted to continue their education to high school, they used student scores.

Prior to the implementation of the school zoning system, the previous PPDB (admission of new students) used the NEM (pure test

scores) as the passing grade for each school. Passing grade is the lowest score of prospective students who enroll in each high school. This is obtained by ranking the NEM scores of prospective students listed from the highest to the lowest according to the capacity of the school concerned. The value of the prospective students who are accepted/passed in the last order, that is the minimum value for the SMA in question. Thus the minimum value will change every year. Each school has a different passing grade from other schools.

At PPDB SMA in Bandung City using the NEM system, there are 4 clusters at the level of SMA education units. Schools in cluster 1 are favorite schools. Meanwhile, schools with cluster 4 are not favorite schools. Based on data from ppdb Bandung City SMA Negeri 3 is one of the schools in cluster 1 with a passing grade of 38.0 in 2015. In cluster 2 there is SMA Negeri 9 Bandung as one of the schools in this cluster with a passing grade of 33.1 in 2015. One of the schools located in cluster 3 is SMA Negeri 10 Bandung with a passing grade of 31.1 in 2015. As for the last cluster, namely cluster 4, there is SMA Negeri 18 Bandung with

a passing grade of 29.9 in 2015. This gives rise to favorite and unfavorable schools.

Therefore, in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 14 of 2018 concerning Admission of New Students to Kindergarten, Elementary Schools, Junior High Schools, Senior High Schools, Vocational High Schools, or Other Equivalent Forms, it is explained that in Accepting new students must be implemented using the school zoning system. Each school is required to accept prospective students who have a domicile in the nearest zone radius from the school with a percentage of 90% of the total students accepted. Regulations regarding the school zoning system are made with full consideration, but in their implementation the community does not only accept the regulations that have been made. There are also many people who do not accept the regulation, even though the regulation has been considered for its good and bad. So that public resistance appears, according to Chaplin (in Febrianto 2014, p. 8) resistance is the action of an individual or group that opposes a force or is a social opposition in response to a social phenomenon such as orders, regulations, political policies, and others. The purpose of this research is to analyze the motivation of the community to carry out resistance, to analyze the forms of resistance carried out by the community, and to analyze the solutions to the resistance that occurs.

## RESEARCH METHOD

The method in this study uses survey research methods. The survey research method according to Singarimbun (2008, p. 3) is a research method carried out by taking samples from a population using a questionnaire as the main data collection tool. The approach used in this study is a quantitative approach. Suharso (2009, p. 3) argues that quantitative research is a research activity that has specifications including systematic, planned, and clearly structured from the beginning of the research design to obtaining the results of the research conducted.

According to Reksoatmodjo (2006, p.15) population is a group of research objects that has an infinite size and has characteristics that will be tested/assessed through sampling. The population in this study is people who have children who attend high school with the status of public schools in the city of Bandung at the time of the implementation of PPDB with the school zoning system. Suryabrata, (2015, p. 35) argues that the sample is a small part or representative of the population that is considered to be able to represent the population in question. In this study, the sample area and population sample. The sample area in this study is representative of the sub-districts from each school zoning that has been determined by the government to be 8 regions in the city of Bandung. The population sample in this study is people who have children attending high school with the status of a public school in the city of Bandung at the time the PPDB was implemented with the school zoning system. To determine the number of population samples in this study using the Lemeshow formula, as follows:

$$n = \frac{Za^2 \times P \times Q}{L^2} \dots (1)$$

Information :

n : Minimum number of samples required

Za : The standard value of the distribution according to the value of  $\alpha = 5\% = 1.96$

P : Outcome prevalence, because data has not been obtained, 50% is used

Q :  $1 - P$

L : 10% accuracy rate

Based on equation (1), the number of population samples in this study obtained 96.04 which was rounded up to 100 respondents. Then, to take a sample of the population from each sample area using proportional sampling. The calculation technique uses proportional sampling, as follows:

$$p = \frac{n}{N} \times s \dots (2)$$

Information :

p : number of samples for each sample district

n : population in a sample district

N : total population in all sample districts

s : total population sample

The calculation results obtained the number of respondents as in table 1.

Table 1. Area Sample and Study Population Sample

School Zoning Area	Region Sample	Population Sample
A	Sukajadi	15
B	Cibeunying Kidul	15
C	Sumur Bandung	5
D	Lengkong	10
E	Bojongloa Kaler	17
F	Cicendo	14
G	Buah Batu	13
H	Antapani	11
Total Respondents		100

(Research Results, 2022)

This study used a purposive sampling technique. According to Tika (2005, p. 41) purposive sampling is a sampling technique by choosing carefully in determining the person or object of research selectively and having special characteristics so that it can be considered quite representative. The population sample was obtained from the address data of students' parents from high school level schools in the sample sub-districts. Next, the researcher met with respondents or population samples to collect data on the resistance of the school zoning system according to the address obtained from the school. The variables in this study are presented in table 2.

Table 2. Research Variable

Variable	Indicator	Sub Indicator
Factors Causing Resistance	Habits	Favorite and unfavorable school perception In the family when choosing a school
	Fear	Facilities and infrastructure
		Teacher competence
		Achievement/learning climate
Economy	Prestige/prestige	Social environment
	Administration/building money	SPP Amount
	school attributes	Study tours
Resistance Form	Closed	Spread of rumors/gossip
		Anxious
	Semi open	Disappointed
		Demonstration/show taste
Open	Parade	General meeting
	Free pulpit	Beating/rebellion
		Destruction of public facilities
		Armed attack

(Research Results, 2022)

In this study using data analysis techniques, namely the Likert scale, this data analysis technique is used to measure attitudes, opinions, and knowledge of a person or group regarding social events or phenomena.

Table 3. Likert Scale

Information	Symbol	Positive	Negative
		Item Score	Item Score
Strongly agree	SS	5	1
Agree	S	4	2
Neutral	N	3	3
Disagree	TS	2	4
Strongly Disagree	STS	1	5

(Riduwan, 2009, p. 87)

After getting the results of data collection, the next step is to do a Likert Scale analysis by calculating each question item. Furthermore, the percentage is carried out through the percentage results, it can be seen the score interpretation criteria. The next stage is to recapitulate each question and calculate the maximum and minimum scores for each recapitulation.

In order to see the attitude/response of the community as a whole, it is necessary to determine the maximum total score, minimum score, interval distance, and score percentage. After the calculation is complete, then interpret the score which includes the results of each data analysis that has been carried out in the data analysis of each respondent's answer that was used as the research sample. The following are the criteria for the interpretation of scores presented in table 4.

Table 4. Score Interpretation

Number (%)	Criteria
0 – 20	Very weak
21 – 40	Weak
41 – 60	Enough

Table 5. Recapitulation of the Statement of Community Resistance Factors to the School Zoning System

Indicator	Score					Total score	%	Criteria
	SS	S	N	TS	STS			
Habits	135	160	75	16	0	386	77.2	Strong
	20	40	129	86	0	275	55	Enough
	70	104	120	40	0	334	66.8	Strong
	10	48	138	80	0	276	55.2	enough
	175	180	57	2	0	414	82.8	very strong
	20	88	126	64	0	298	59.6	enough
Fear	155	128	93	12	0	388	77.6	Strong
	105	152	93	20	0	370	74	Strong
	85	128	84	46	0	343	68.6	strong
	35	116	90	68	0	309	61.8	strong
	135	160	75	16	0	386	64.6	strong
	15	28	159	74	0	276	55.2	enough
Economy	95	112	120	26	0	353	70.6	strong
	15	64	189	34	1	303	60.6	Enough
	15	60	180	40	2	297	59.4	Enough
	10	44	144	76	1	275	55	Enough
amount	20	52	162	52	3	289	57.8	Enough
amount	1115	1664	2034	752	7	5572		

(Research Results, 2022)

From table 5 it is known that the total score of the recapitulation of the resistance factor statement is 5572. In the resistance factor there are 17 questions with the highest weight, namely 5. From the data in table 5, the

61 – 80	Strong
81 – 100	Very strong

(Riduwan, 2009, p. 89)

## RESULTS AND DISCUSSION

The results and discussion in this study are presented as follows:

### RESULTS

- (1) Factors Occurring Community Resistance Against the Zoning System of Public High Schools in the City of Bandung

The school zoning system in Indonesia aims to equalize education in each region. Similar to the research results of Wen, JP, Elizabeth, McNess., Sally, T. (2014, p. 79) the government's goal of implementing a school zoning policy is to achieve equal distribution of education to minority areas such as rural, remote, and deprived ethnic groups. will narrow the educational gap. However, in practice the school zoning system is widely opposed by the community/parents of students because it is considered to limit parents in choosing schools for their children

maximum index value is 8500, the minimum index value is 1700, the interval distance is 1700, and the percentage score 65.55% is included in the strong criteria. The results of this resistance factors are presented in Figure 1.

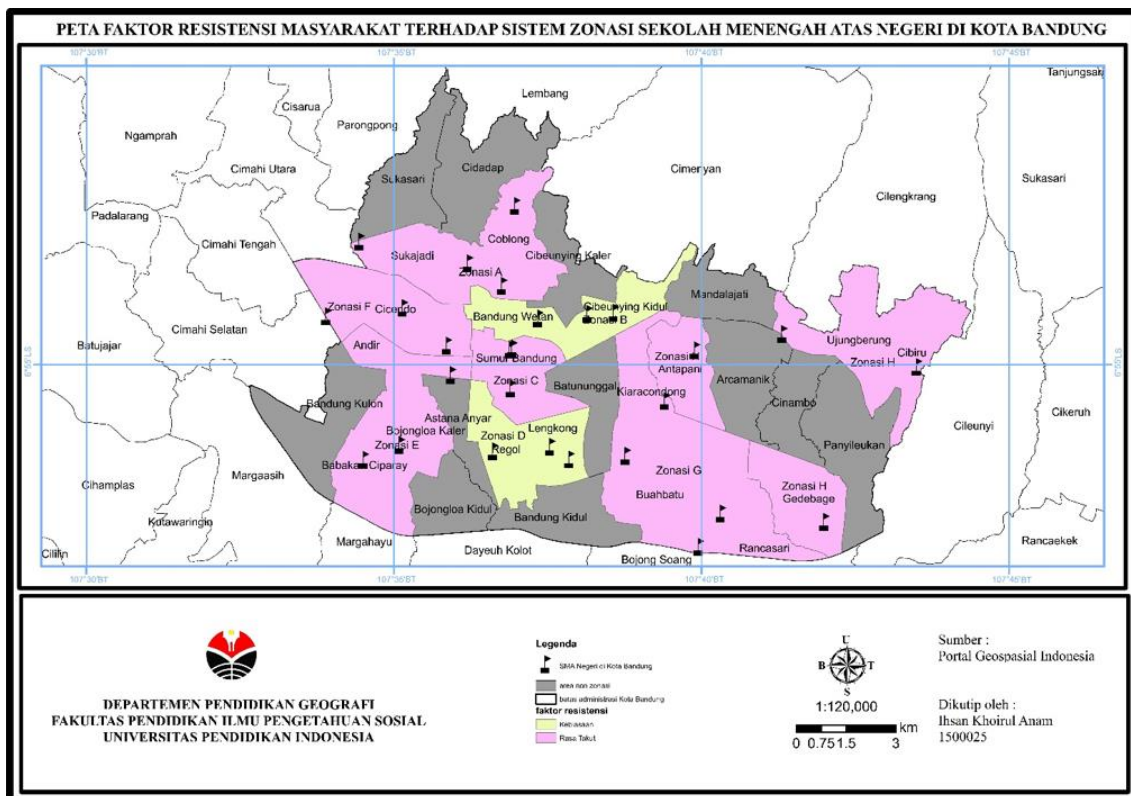


Figure 1. Map of Community Resistance Factors to the High School Zoning System Country in Bandung

(2) The Form of Community Resistance Against the Zoning System of Public High Schools in Bandung City

According to Scott (2000, p. 40) there are several forms of community resistance including closed forms of resistance, semi-open forms of resistance, and open forms of resistance. The results of the research on community resistance to the zoning system of

public high schools in the city of Bandung there is only one form of resistance, namely closed resistance. Closed resistance includes spreading issues/gossip about the school zoning system, feeling anxious about the implementation of the school zoning system, and feeling disappointed with the implementation of the school zoning system.

Table 6. Recapitulation of Statements on the Form of Community Resistance to the School Zoning System

Indicator	Total score	%	Criteria
Closed Resistance	456	91.2	Very strong
	451	90.2	Very strong
	453	90.6	Very strong
Semi Open Resistance	271	54.2	Enough
	272	54.4	Enough
	265	53	Enough
	247	49.4	Enough
	219	43.8	Enough
Open Resistance	219	43.8	Enough
	151	30.2	Weak
amount	3004		

(Research Results, 2022)

From table 6 it can be seen that the total score of the recapitulation of the statement of resistance forms is 3004. In the resistance factor there are 10 questions with the highest weight, namely 5. From the data in table 6, the maximum index value is 5000, the minimum

index value is 1000, the interval distance is 1000, and the percentage a score of 60.08% is included in the strong criteria. The results of this form of resistance are presented in the map in Figure 2.

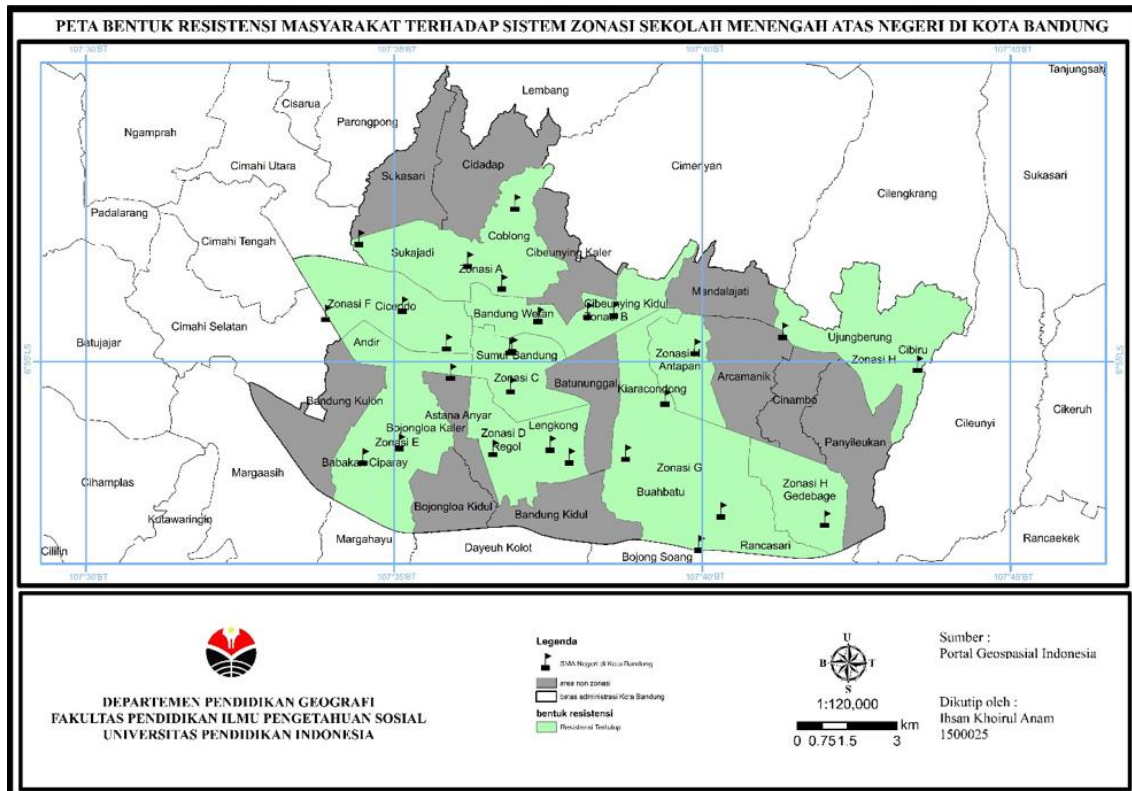


Figure 2. Map of Community Resistance Against to the High School Zoning System Country in Bandung

(3) Community Resistance to the State High School Zoning System

Several factors cause resistance include habits, fear, and economics. Meanwhile, the forms of resistance include closed of

resistance, semi-open of resistance, and open of resistance. The recapitulation results between the factors that cause resistance and forms of community resistance can be seen in Table 7.

Table 7. Recapitulation of Community Resistance to the School Zoning System

Indicator	Total score	Maximum Value	Minimum Value	%	Criteria
Factors causing community resistance to the school zoning system	5572	8500	1700	65.55	Strong
Forms of community resistance to the school zoning system amount	3004	5000	1000	60.08	Strong
	8576	13500	2700		

(Research Results, 2022)

Judging from the table above and the calculation results, the community's resistance to the high school zoning system in the city of Bandung shows a strong level of resistance.

(4) Solutions for Community Resistance to the Zoning System of Public High

Schools in Bandung City  
 There are 3 solutions that the government must do in reducing community resistance to the school zoning system. The government implements an even distribution of the system in continuing education to a higher level. In fact, favorite schools have a greater

chance than non-favorite schools in the selection of tertiary institutions with the SNMPTN system. This is because, favorite schools must have A accreditation so they have a 40% quota, while B accreditation is 20% and C accreditation is only 5%. So that people are very enthusiastic in sending their children to their favorite schools. The government distributes the quality and quantity of school facilities and infrastructure. Many people agree that good and complete facilities and infrastructure are available in favorite schools. The school zoning system is a form of equal distribution of the quality of school inputs in order to equalize the quality of education. In fact, favorite schools have more complete facilities and infrastructure than non-favorite schools. The government must equalize the quality of teachers/teachers. Many people agree that there are many competent teachers/teachers in favorite schools. In Law Number 4 of 2005 Article 8 it is explained that there are four teacher competencies including pedagogic competence, personality competence, social competence, and professional competence.

## DISCUSSION

Community resistance is a rejection of society against a social phenomenon. The school zoning system is a social phenomenon in this study. Social phenomena are a difference from previous habits. According to Robbin (2003, p. 6), there are several factors that cause community resistance to the school zoning system, including community habits, fear factors, and economic factors.

The community agreed that good facilities and infrastructure for learning were found in favorite schools with a percentage of 77.2% and received strong criteria. With the implementation of the school zoning system, people are afraid that their children will get a school with incomplete and poor school facilities. The community fear factor in this study has a percentage of 74% with strong criteria. Facilities and infrastructure are indeed the foundation for student learning. If school facilities, both in terms of quality and quantity, are not good, it will hamper the learning process. Similar to the research results of Serena, M., Miguel, Ninõ-Zarazu (2016, p. 54) to advance the quality of education and student

learning which has an impact on increasing student achievement, improvements must also be made to infrastructure both in terms of quantity and quality.

Community resistance is also caused because the community agrees that there are competent teachers/teachers in favorite schools. From this research, the percentage is 66.8% with strong criteria. Judging from the fear factor, people are afraid if their children get incompetent teachers/teachers because of the implementation of the school zoning system. In this study, the fear factor has a percentage of 68.6% with strong criteria. Similar to the results of research by Einar, M., & Sidsel (2013, p. 200) as a teacher it is very important to have achievement because it is a form of self-improvement and adds charisma in front of students. Agree with the research results of Wen, JP, Elizabeth, McNess., Sally, T. (2014, p. 82) the teacher must be able to impress students with themselves by teaching a lot of knowledge outside of their specialization so that students are not bored by the teacher.

Many people think that if their children go to their favorite schools, they have great opportunities to continue their education to college level. In this study, people's habits like that get a percentage of 82.8% with very strong criteria. Many parents are willing to spend money so that their children can attend the schools they want. This is because parents want their children to get the best for their children in pursuing their future. Similar to the research results of Kaire, P., Triin, L., Andre, V. (2016, p. 4) education is a good investment for the future, not a few parents/community are willing to spend a lot of money for their children to get an education the good one. Agree with the research results of Belinda, Dello-lacovo (2009, p. 242) The implementation of the school zoning system has been protested by many parents, even many parents use the power of money so that their children can be accepted at the favorite school.

Judging from the habit factor, people are used to when choosing a school for their children, the favorite school has a percentage of 77.6% with strong criteria. In line with the

research results of Mandic, S., Sandretto, S., Hopkins, D (2017, p. 4) showed that the reason for choosing the strongest school was because of family tradition (26%), good school reputation (23%), school closest friends (21%), following friends (21%), choice of subjects (5%), school size (2%), and one-sex school (1%). While in decision-making for high school choices, the results of research by Mandic, S., Sandretto, S., Hopkins, D (2017, p. 9) show that students' choices are with parents (46.1%), by students alone (34.1%), parents/guardians only (19.1%), and others (0.7%).

On the fear factor, people are afraid that if their children go to schools that are not favorite, their achievements will decrease, getting a percentage of 61.8% with strong criteria. Many factors affect the decline in children's achievement including due to the influence of friends and from within he is in a down condition because he does not go to the school he wants due to the school zoning system. Fear in the community also arises because people are afraid that if their children go to schools that are not favorites, they will be affected by a bad social environment so that they become naughty children. Similar to the research results of Wen, JP, Elizabeth, McNess., Sally, T. (2014, p. 84) The influence of peers can harm students who want to learn, Students who want to learn will be disturbed by their friends who are interested in something else outside of learning and find it difficult to concentrate on learning so that students who want to learn are influenced by their friends. In this study, the fear got a percentage of 70.6% with strong criteria.

The results of the research by Sutcliffe, C., & Board (2014, p. 292) show that the use of the school zoning system for New Student Admissions is indeed designed for equal distribution of students so that there is no grouping of smart students in one school but this is like limiting student movement space. With the zoning system, they cannot develop themselves and the competition between students is lost to learn to be the best and can attend schools that are considered good. So many protested by the parents of students.

The results of the research by McCulloch, G. (2006, p. 162) show that the implementation of the school zoning system has indeed been protested by many schools, especially parents against the education department, the school zoning policy limits the freedom of parents in choosing schools for their children. In the results of the study obtained a percentage of 91.2% with very strong criteria for the form of rejection by spreading rumors/gossip. Anxiety in the community as a result of the implementation of the school zoning system has a percentage of 90.2% with very strong criteria. Disappointment in the community as a result of the implementation of the school zoning system has a percentage of 90.6% with very strong criteria.

The results of the study, there are several solutions from the community so that resistance does not occur again, including equal distribution in continuing education to a higher level, equal distribution of facilities and infrastructure in each school, and equal distribution of teacher quality in each school. So to implement the school zoning system, it would be better to first improve the quality of facilities and infrastructure as well as teachers in each school. Similar to the research results of Wittek, L., & Kvernbeek, T. (2014, p. 672) that quality is divided into 2, namely subjective and objective, based on subjective quality is the way a person sees something while based on objective quality is a certain part. So there must be indicators of good quality, namely the quality of facilities and infrastructure as well as the quality of teachers. The results of the research by Paulsrud, D., & Wermke, W (2019, p. 1) stated that the quality of teachers can be analyzed subjectively such as teacher competence, teacher performance, self-confidence, and attitudes in the learning process while objective analysis such as teacher work experience.

## CONCLUSIONS

Habits and fear factors motivate people to do resistance because people are used to the previous system and are afraid that with the new system, people will not get what they can get if they use the previous system for new



student admissions. The form of resistance carried out by the community is closed resistance, including the community spreading rumors or talking about the school zoning system that does not match the facts. People also feel anxious about the implementation of the school zoning system because they are worried if their children do not go to schools that are not favorites. The community also feels disappointed with the school zoning system because their children are not able to measure their abilities and develop their potential in schools that they consider as favorite schools. Community expectations for the government to be able to equalize the quality and quantity of school facilities to support learning and equal distribution of the quality of teachers/teachers, as well as to do justice in the selection of admission to universities.

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