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The Impact of Implementing School Zoning Policy on Inequality of Access to Education at the Junior High School Level

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Abstract. The Indonesian government has implemented a school zoning policy to address the gap in access for students from poor economic backgrounds. However, in reality, the implementation of the policy has not made it easier for students from poor economic backgrounds. There is a need for this study because there is a gap between theory, expectations, and reality in the field. The purpose of the study was to analyze the impact of the school zoning policy on access for students from poor economic backgrounds to junior high schools. The research method used was a mixed method. The subjects of the study were junior high school students with a population of nine regions totaling 5,000 students from poor economic backgrounds and a sample of 850. Data collection techniques used surveys, observations, interviews, and documentation. Survey analysis techniques with descriptive statistics using SPSS Version 25.0 by assessing the mean, percentage, and standard deviation. Qualitative data analysis reduced the data and allowed the researchers to draw conclusions by comparing it with the results of quantitative data. The results of the study were that the school zoning policy in Indonesia is effective in reducing the gap in access for students from poor economic backgrounds in public junior high schools so that the distribution of

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students between schools becomes more even. However, there was a negative impact on some students from poor economic backgrounds if zoning access was limited. In conclusion, the school zoning policy can distribute students evenly between schools but most poor students cannot access public schools. Recommendations are made for research to be conducted by involving the government in a broader study.

Keywords: Inequality; Access; Economic Status; School Zoning Policy; Junior High School

1. Introduction

Starting in 2016, countries that are members of the UN officially began implementing the Sustainable Development Goals (SDGs) agenda for 2030 with the aim of transformative action in overcoming pressing global challenges over the next 15 years, one of which is access to education for children with below-standard economic status (McCrary et al., 2020; Papinutto et al., 2020). Children from poor or economically disadvantaged families have difficulty accessing and receiving education. They have difficulty continuing their education and are even forced to drop out. Globally, the UNESCO Institute for Statistics reports that the number of children and adolescents out of school is around 264 million (Pal et al., 2023; Seddighi et al., 2022). It is recorded that, on an annual basis, 65 million teenagers aged 12-15 years who are in junior high school drop out of school (Pham et al., 2023; Tapia-Serrano et al., 2022). With problems such as limited access to education for children from low-income families, many official UN member countries (including Indonesia) are trying to realize the SDGs by 2030, with the hope that young children will get access to quality, equitable, just, and inclusive education universally, regardless of the child's social status (Alkharouf et al., 2024; Chinhara & Kuyayama, 2024).

In Indonesia itself, the World Bank reported that since 2001 the gap in access between children from poor or low-income families and non-poor families has increased from year to year (Kaiser et al., 2023; Das et al., 2007). This condition causes an increase in school dropout rates, and quality gaps between schools, and students from poor families increasingly have difficulty accessing good quality public schools, especially at the state junior high school level (Delprato & Antequera, 2021). UNICEF reported that before the COVID-19 pandemic, it was estimated that in Indonesia there were 4.3 million children and adolescents aged 7-18 years who were not attending school and had dropped out of school and after the COVID-19 pandemic, this number increased by 10% (12,700 people) from a total of 123,235 children and adolescents aged 7-18 years. This confirms that Indonesian adolescents dropped out of school not because of the Covid-19 pandemic, but long before the pandemic, many adolescents had dropped out of school due to the weak economy (Muhaimin et al., 2023; Safi'i et al., 2021). The Ministry of Education and Culture, post the COVID-19 pandemic, recorded those 106,916 children and teenagers from elementary to high school levels dropped out of school in 2021 (Liu et al., 2021).

To realize the 2030 SDGs, the central government has committed to and implemented a school zoning policy to address the problem of access to education for students from poor families and equalizing the quality of education in the regions since 2017 (Wardani et al., 2023; Wisnubroto et al., 2023). However, the implementation of this policy faces many obstacles and has not been able to improve the conditions of students from poor economic backgrounds to get better access to education, especially in public junior high schools (Ewulley et al., 2023; Timotheou et al., 2023). The Ministry of Education and Culture reported that the most significant dropout rate occurred at the junior high school level, namely 15,042 people in 2021 from 11,378 people in 2017, an increase of 32.20% (Naibaho, 2023). Therefore, school zoning policies are under pressure from many parties to be thoroughly evaluated.

Previous research indicates that before the implementation of school zoning policies, students from economically disadvantaged backgrounds had ample opportunities to attend public schools (Mandic et al., 2023). Over the past decade, numerous studies have examined the impact of these zoning policies on student admissions based on geographic zones, presenting a range of findings and perspectives. Several studies have specifically investigated the connection between school zoning policies, the characteristics of geographic zones, and educational access for students from low-income families. Governments in various countries have implemented school zoning policies to enhance educational access for children from economically disadvantaged backgrounds, allowing them to choose schools within designated zones (Kutscher et al., 2023; Bonal et al., 2023).

Previous research has shown that in New Zealand, zoning distances are determined to ensure that children can access the public school of their choice to make it easier to use school facilities (Mandic et al., 2020; Sandretto et al., 2020). In the United States, Jones et al., (2021) showed that the role of government institutions and local regulations, such as school boundaries and zoning distance restrictions, play an important role in shaping educational access opportunities for students from poor families. Likewise in Indonesia, which has implemented a Zoning-Based New Student Admissions System (ZBNSDS) to ensure equal access to education between schools and regions, for example, in the Jakarta and Seribu Islands areas (Triyanti et al., 2023).

Several studies indicate that the effects of school zoning policies and disparities in access to education differ across regions and between rural and urban areas. Ogryzek et al. (2022) found that spatial disparities in student access to schooling are significant and vary by region and school zone in three counties in West Virginia. Nijman and Wei (2020) observed that variations in geographical conditions across regions contribute to gaps in access to education among public schools. Steiniger et al., (2020) also showed geographical differences between the city center and the outskirts in the quality of the provision of educational facilities in the Concepción Metropolitan Region, Chile. Likewise in Indonesia, several studies show that the inequality in access to education is very striking between rural and urban areas (Gradín & Wu, 2020; Setyowati, 2021;). In addition, several

studies show a relationship between school zoning policies based on student recruitment and their impact on school quality. Bharathi et al., (2021) found that school location policies have contributed to perpetuating caste-based segregation of educational quality between schools in India. Ardi et al., (2023) stated that admitting new students based on the zoning system has no impact on student academic achievement. Sosu and Pimenta, (2023) provided evidence that differences in students' family economic backgrounds such as parental education level, parental economic income, and social status can contribute significantly and positively to students' academic achievement. In Indonesia, Hajaroh et al., (2021) found that school zoning policies have an impact on increasing access to education for poor students to their school of choice but do not necessarily improve the quality of education between schools. Deppeler and Aikens, (2020) provided evidence of the impact of school zoning policies on decreasing academic achievement and lack of school innovation. Similarly, Bierbaum and Sunderman, (2021) found that school zoning does not always result in equal access to education, especially in suburban areas. In addition, several studies have explored the effectiveness of implementing school zoning policies in recruiting new students and their impact on educational access. The school zoning policy is implemented efficiently and effectively, as it aligns with the regulations established by the local government (Mabrouk et al., 2023).

However, other studies have shown that the school zoning policy has not been implemented optimally because it does not comply with regulatory provisions and instead causes chaos in the process of accepting new students, as has happened in Lombok, Sumatra, Bandung, Aceh and many other areas in Indonesia (Mboi et al., 2022). In addition, several studies explored the causes or obstacles in implementing zoning policies and showed institutional problems such as implementation capacity, commitment, communication, and non-compliance with regulations. Based on previous literature reviews, the impact of school zoning policies is shown in various ways with their respective contextualization. In general, the literature review shows that the impact of school zoning policies on inequality of access to education is influenced by various contextual conditions, such as geographic conditions (distance to school, rural or urban), government institutions and applicable regulations, and the socio-economic background of students' families (poor and not poor).

However, studies regarding the impact of school zoning policies on poor students' access to education, especially in areas with high-poverty populations over time, have not been conducted. There is still a lack of understanding regarding the extent of the impact of local government intervention in implementing school zoning policies on access to education for poor students in areas with a high number of poor people. To test its effectiveness in the field, school zoning policies need to be placed in the context of the problem of high population poverty in an area. This research examines the impact of implementing school zoning policies by comparing the conditions before and after their implementation, specifically focusing on access to education for economically disadvantaged students at state junior high schools in areas with high poverty levels.

This research was conducted by opening a conceptual discussion on the inequality of access to education, public policy, and previous research on school zoning policies. Theoretically, this research contributes to providing an understanding of the impact of school zoning policies on inequality of access for poor students to education in areas with high poverty rates. Practically, this research contributes to providing information to the government, policymakers, and other stakeholders to be used as a basis for improving policies to increase access for poor students more inclusively and equitably. Having identified the gap between theory, expectations, and reality in the field, the research compares the situation before and after the school zoning policy was implemented by asking: 1) What were the conditions of schools before the school zoning policy was implemented; 2) What were the results and conditions of schools after the school zoning policy was implemented; and 3) What was the impact of the school zoning policy on access for students from poor economic backgrounds before and after the school zoning policy was implemented?

2. Method

The method used in this research is a mixed research approach, namely quantitative with surveys and qualitative with observation, interviews, and documentation (Jahel et al., 2023; Ertz & Gasteau, 2023). According to Nguyen et al., (2023), Lucrezi et al. (2019) and (Massaro et al., 2019), case study research can be used to evaluate the implementation of public policy in achieving its goals using various sources of evidence. This method is considered relevant in examining a particular case in a particular context, such as the zoning system in the field of education and how the zoning system policy impacts public views in overcoming problems in the field (Baker et al., 2023; Mathur & Gatdula, 2023). This method focuses on understanding how educational policies are implemented and the impacts they have within their context (Li et al., 2023). Evaluation of school zoning policies is carried out to determine the gap between 'assumptions' and 'reality'. Evaluation activities are used to appraise, rate and assess public policies in achieving their goals. Furthermore, Mendez-Brito et al., (2021) stated that evaluation activities can be carried out by comparing conditions before the intervention, implementation, and impacts after policy implementation.

2.1 Participants

The subjects of the study were junior high school students with a population of 5,000 students who were recorded in the category of families with poor economic backgrounds in the West Jakarta and Seribu Islands-Indonesia areas. The sample was selected based on proportion, taking 20% Chien et al., (2023) of the total population (5,000) from 45 schools spread across nine areas of West Jakarta and the Seribu Islands Region whose students have poor economic backgrounds, totaling 1,000 people. However, only 850 people were willing to be sampled. Based on data from the Central Statistics Agency (BPS), the poverty rate reached 11.49%, above the national average of only 9.5% in one area (Stoeckl et al., 2023). In detail, the number of poor people per district can be seen in Figure 1. Based on the data in Figure 1, evaluation activities on the implementation of school zoning policies and access for poor students were carried out.

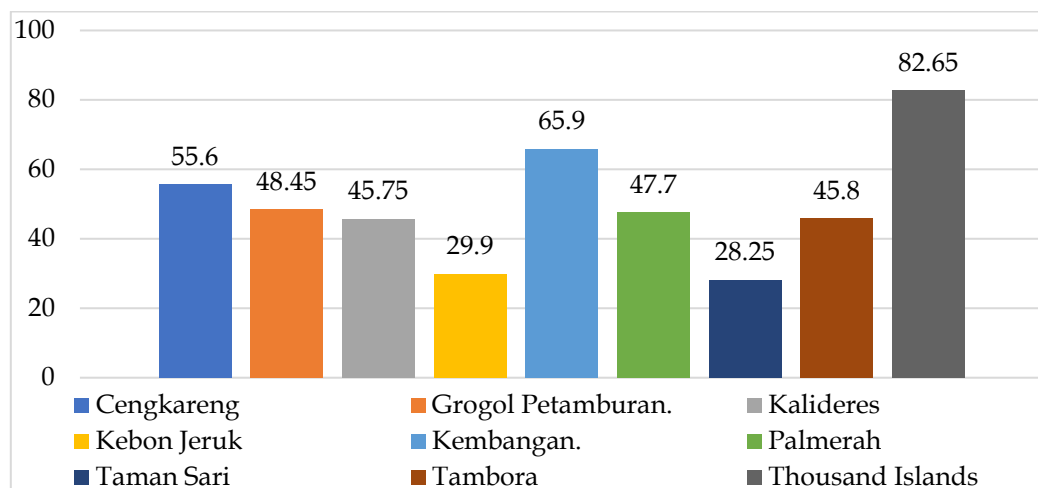


Figure 1. Report on the Number of Poor People in One Region

2.2. Research Design

The research design used was to create several groups. Of the 850 research subjects, they were divided into 15 groups. Of the 15 groups, 10 groups consisted of 57 people in each group and 56 people in 5 groups. The groups were formed based on areas that were already included in the category of students with poor economic backgrounds as in Figure 1 above. The research focused on public junior high schools and an evaluation was conducted on the impact of school zoning on students with poor economic backgrounds in nine areas as in Figure 1. The names of the schools in the nine areas were disguised to maintain the confidentiality of the informants. This sample of 850 people was used to show the reality of inequality of access that occurs between schools. Semi-structured interviews were conducted with 27 informants. From each of the nine area, three people were selected. The details are as follows: interviews were conducted with the West Jakarta and Seribu Islands Education Sub-dept. (6 people), 9 teachers from schools of choice†, 9 teachers from schools of limited choice, and 13 people teachers from schools where no choice was available. They were chosen as informants because they were implementers who had information related to the implementation of school zoning policies in local governments and schools.

Data collection was carried out through surveys, observations, interviews, and collection of documentary evidence. A combination of quantitative and qualitative data was used to evaluate the impact of school zoning policies on access to education for students from poor economic backgrounds in West Jakarta and the Seribu Islands. Through this combination of data, a comprehensive understanding of the problem could be obtained. This study lasted for eight months, from July 2023 to March 2024. The first data collection was carried out by way of a survey. The developed instrument was distributed to 850 respondents. They assessed the items on the instrument on a rating scale from point 1 to point 5, from strongly disagree to strongly agree. The instrument was distributed to respondents in printed form. Data was also obtained from direct observation by

† School of choice means that parents could select any school they wanted; schools of limited choice means that there was a limited number of schools to choose from; schools of no choice mean that no options were available to parents to choose and that learners had to attend a particular school.

looking at the impact of zoning. Then 27 interviews were conducted. The last tool for data collection was documentary evidence related to school education zoning which included: provisions of school zoning regulations in each region; reporting documents on the number of students from poor economic backgrounds in each school in 2014–2016 and 2020–2022 i.e. before and after zoning was applied; the ZBNSDS Document 2014–2016 and ZBNSDS Document 2020–2022; and National Examination (UN) documentation on academic achievement scores in 2014–2016.

2.3. Data Analysis

Data analysis techniques are used in descriptive statistical research with the help of SPSS Version 25.0 (Sakaria et al., 2023). The survey data were analyzed by averaging, percentage, and variety of variations. Qualitative data were analyzed by collecting data, removing irrelevant data, reevaluating the data, and drawing conclusions. In the analysis process, a description of the conditions of each region before the school zoning policy was implemented was provided. This section displayed the results of document data analysis regarding the mapping of the quality of public junior high schools. Second, a description of the conditions of each region after the school zoning policy was provided. This section displayed the results of quantitative and qualitative data analysis selected from documents and in-depth interview data. Third, a comparison of inequality of access for students from poor economic backgrounds before and after the school zoning policy was made for each region. This section showed the trends in data distribution on access for students from poor economic backgrounds and conditions before and after the implementation of school zoning. After the data was presented and interpreted according to each region, the research conclusions were drawn. To obtain consistency and validity of the research results, data triangulation was carried out by compiling, cross-checking, and matching patterns between survey data, observations, documentation, and interviews.

3. Results

The results found in this study answer the research objectives by comparing 1) the condition of the school before the school zoning policy was implemented; 2) the results and conditions of the school after the school zoning policy was implemented; and 3) the impact of the school zoning policy on access for students from poor family economic backgrounds, before and after the school zoning policy.

3.1. School Conditions before Intervention in West Jakarta and the Seribu Islands

In West Jakarta, junior high schools are managed by the West Jakarta Regional Government and the Thousand Islands region with an average capacity of around 8,660 students per year. In general, the quality map of State junior high schools can be seen in Table 1. Of the 45 schools spread across nine areas of West Jakarta and the Thousand Islands, 15 schools were selected as examples and represented each category. Based on this table, information about school quality can be found on school rankings based on student academic scores, choice of schools, and school categories. Table 1 shows that registration of learners at schools of choice dominate while registration at non-favorite schools is minimal.

Table 1. Quality Mapping of State Middle Schools 2014–2016.

School name	Average National Examination Score Output (2014-2016)	School Rankings	Average Interested Persons/Registrants (2014-2016)	School Quality Category
JHS 2 BL	90,03	1	202	First Choice
JHS 1 BL	86,03	2	322	First Choice
JHS 1 SN	84,40	3	215	First Choice
JHS 1 BN	82,89	4	254	First Choice
JHS 1 PN	81,90	5	222	First Choice
JHS 1 SD	68,98	19	210	Limited Choice
JHS 3 KN	67,90	20	175	Limited Choice
JHS 2 DG	67,63	21	180	Limited Choice
JHS 1 JS	66,29	23	205	Limited Choice
JHS 3 JS	65,79	24	199	Limited Choice
JHS 2 KK	62,69	43	105	No Choice
JHS 2 SN	59,52	44	157	No Choice
JHS 2 PK	57,30	45	97	No Choice
JHS 2 PG	58,20	46	153	No Choice
JHS 2 PN	54,74	47	163	No Choice
Families From Non-Poor Economic Backgrounds				5.540 Student (64%)
Students from poor economic backgrounds				3.100 Student (36%)

Notes: Junior High School (JHS).

Source: Processed from the Ministry of Education and Culture document on the average results of the 2014–2016 National Examination and the document on the 2014–2016 ZBNSDS on applicants from each school. Note: in the ZBNSDS selection, each student can register at three schools, and those presented in the table are the applicant's priority choices. Before the school zoning policy was implemented, the ratio of the number of regular students (families from non-poor economic backgrounds) and poor economic backgrounds was 5,540 students (64%) to 3,100 students (36%). The average number of students from poor economic backgrounds was around 66 students. Presenting the evaluation results of 15 schools out of 45 schools, the percentage of access and distribution of poor students can be seen in Table 2.

Table 2. Mean Percentage of Access and Distribution of Economically Poor Students 2014-2016

First Choice School			Limited Choice School			No Choice Schools		
School name	Regular (%)	Poor (%)	School name	Regular (%)	Poor (%)	School name	Regular (%)	Poor (%)
JHS 1 BL	87	13	JHS 1 SD	65	35	JHS 2 KK	33	67
JHS 2 BL	82	18	JHS 3 KN	63	37	JHS 2 SN	25	75
JHS 1 SN	75	25	JHS 2 DG	64	35	JHS 2 PK	22	78
JHS 1 PN	85	15	JHS 1 JS	53	47	JHS 2 PG	26	80

JHS 1 BN	88	12	JHS 3 JS	54	46	JHS 2 PN	19	81
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Source: Processed from the archive of the Government's ZBNSDS document for junior high schools (JHS) 2014–2016. Based on Table 2 above, the evaluation results show that the gap in access and distribution of students from poor economic backgrounds ranges from 12% (in JHS 1 BN) to around 81% (in JHS 2 PN). This condition confirms that before the school zoning policy was implemented, on the one hand, the number of poor students in favorite schools appeared to be smaller, while on the other hand, the number of poor students was predominantly concentrated in no-choice schools. Then, the average number of poor students was concentrated in limited-choice schools.

3.2. Results of the Implementation of School Zoning Policies

Based on the observation results, the government issued a Decree of the Head of the District and Regional Education Office regarding the implementation of the JHS zoning policy. The provisions for implementing the school zoning policy are regulated as follows: 1) Quotas for new students at the junior high school level with the following provisions: the junior high school zoning path is at least 50% of the school's capacity, consisting of the School Environment Zone at most 5%; Kapanewon Zone at least 35%; and Regency Zone at most 10%; 2) Affirmative flow is at most 15% of the school's capacity. The affirmative path is the ZBNSDS path, which is specifically intended for students from economically disadvantaged families and people with disabilities; 3) Transfer flow for parents and guardians is at most 5% of the school's capacity; 4) Achievement path is at most 30% of the school's capacity, consisting of prospective students within the region at least 25%; and prospective students outside the region at most 5%. Through the provisions of the above regulations, access for poor students is facilitated and ensured through the affirmative path. In the process of implementing the school zoning policy, the Education Office revealed that the most noticeable impact after the implementation of the school zoning policy was that the disparity in the number of students between schools could be overcome. and that between one school and another, the proportion of poor students was evenly distributed. In terms of the established rules, the proportion is determined based on the school's capacity and the percentage of affirmation set, which is around 15% for each school.

The results of interviews with 27 informants also found that every year, ZBNSDS was implemented smoothly and effectively, following the guidelines (according to informants G6, G, 7, G 8, G 9, G 10, G16, G17, G18). Opinions on the impact of the school zoning policy on access for students from poor economic backgrounds varied, starting from students who attended schools of choice, schools of limited choice, and schools of no choice. In schools of choice, teachers and students stated that the number of students from poor families who enter public schools only increased slightly, but there were also those who stated that it decreased compared to before school zoning was implemented (informants T11, T12, T13, T14, T15, T19, T20, T21, T22). In schools of limited choice, teachers and students stated that before and after school zoning, the number of students from poor economic backgrounds decreased after school zoning (informants T23, T24, T25, T26). Meanwhile, in schools of no choice, teachers and students stated that the number of students from poor economic backgrounds decreased significantly after school zoning was implemented (informants (T1, T2, T3, T4, T5). The informants argued that after the school zoning policy was implemented, the ratio of students with middle and regular family economic backgrounds to poor

students increased. The data from this study recorded around 7,324 regular students (85%) compared to 1,316 students (15%) with poor family economic backgrounds. Of the total 45 schools, the average number of poor students was about 28 students.

Table 3. Mean Percentage of Access and Distribution of Economically Poor Students in 2020-2022

First Choice School			Limited Choice School			No Choice Schools		
School name	Regular (%)	Poor (%)	School name	Regular (%)	Poor (%)	School name	Regular (%)	Poor (%)
JHS 1 BL	85	15	JHS 1 SD	85	15	JHS 2 KK	85	15
JHS 2 BL	85	15	JHS 3 KN	85	15	JHS 2 SN	87	13
JHS 1 SN	87	13	JHS 2 DG	85	15	JHS 2 PK	85	15
JHS 1 PN	85	15	JHS 1 JS	85	15	JHS 2 PG	85	15
JHS 1 BN	85	15	JHS 3 JS	85	15	JHS 2 PN	85	15

Source: Processed from the Government ZBNSDS document archives for Junior High School (JHS) 2020-2022.

Note: Based on Table 3, the gap in access and distribution of poor students shows an average range of around 13% to around 15%. This condition shows that access and distribution of poor students between choice, limited choice, and no-choice schools appear balanced or even between schools.

4. Discussion

This study found that the negative impact of school zoning policies on access to education for students from poor economic backgrounds has increased every year. This finding is in line with previous research which states that the zoning system can hurt students from poor economic backgrounds if it does not prioritize students who need access (Timotheou et al., 2023; Wanti et al., 2022). In this study, it was also found that the Department of Education stated that "most parents from poor families send their children to state schools with the help of cross-subsidies from the government". Because the affirmative quota is also limited, most of those who lose in the selection of scores in the ZBNSDS then attend private schools" (informants G6, G, 7, G 8, G 9, G 10, G16, G17, G18). In addition, the impact of the school zoning policy on poor students' access was also responded to differently between choice, limited choice, and no-choice schools. In schools of choice, teachers stated that the number of poor students only increased slightly in the number, but there were also those who stated that it decreased compared to the number before school zoning was implemented (informants T11, T12, T13, T14, T15, T19, T20, T21, T22). In schools of limited choice, teachers stated that before and after school zoning, the number of students with poor economic backgrounds decreased after school zoning (informants T23, T24, T25, T26). Meanwhile, in schools of no choice, teachers stated that the number of poor students decreased significantly after school zoning (informants (T1, T2, T3, T4, T5). The findings confirm the data seen directly during observation, that the number of students with poor family economy is increasing and dropping out of school, because the access that poor students have to public schools is not as easy as before zoning was carried out. People with poor economy hope that their children can be schooled in public schools.

Based on the interview results, this study found that the impact of the school zoning policy was quite significant on information on non-favorite and limited-choice schools, where the number of poor students decreased after the school zoning policy was implemented. However, the impact of the school zoning policy was considered not to have a significant impact on increasing the number of poor students in schools of choice and instead increased the number of students with low economic backgrounds dropping out of school. This finding is in line with previous studies which said that access to students whose families are poor is very difficult (Martins & von Wangenheim, 2024; Alivernini et al., 2023; Lorenzo-Quiles et al., 2023; Evans & Mendez Acosta, 2023). The impact of the school zoning policy when compared in Table 5 and Table 6 shows a change from a gap of around 12% to a wide gap of around 81% (before) and narrowing by around 13% to 15% (after).

Although the school zoning policy was able to reduce the inequality of access and distribution of students between schools, this study found that the number of poor students attending public schools actually decreased significantly from 36% (before) to around 15% (after) and students tended to drop out of school. This finding is in accordance with previous findings, that the zoning system does not significantly provide solutions for economically poor students (Chansanam & Li, 2022; Ji et al., 2023; Mathur & Gatdula, 2023). This condition shows that the number of poor students attending public schools decreased by around 21% between before and after the school zoning policy was implemented in several areas, especially in West Jakarta and the Thousand Islands. The impact of the school zoning policy is that around 1,784 students per year can no longer attend public junior high schools.

This study has implications for the implementation and changes in the rules imposed by the government on school zoning students. With the data found in this study, policymakers prioritize students from poor economic backgrounds to attend public schools with the aim that poor students do not drop out of school. The weakness of this study is the small number of samples and the small number of respondents in the interview, making this study interesting for further research and ensuring that the population used is large so that the impact of further research can influence global policies and change the zoning system by prioritizing students from poor backgrounds.

5. Conclusion

This study concludes that the school zoning policy system by the central government is used as the spearhead in realizing the 2030 SDGs, namely universal, equal, fair, and inclusive access to quality education, without leaving behind any students who want to go to school through the school zoning system. The school zoning policy aims to help students from poor economic backgrounds, equalize the quantity and quality of schools, and eliminate discrimination and injustice. The findings in this study show the positive impact of the school zoning policy on access for students from poor economic backgrounds at the public junior high school level. On the other hand, the study sees the negative impact of this zoning system, namely that students from poor economic backgrounds can drop

out of school if there is no direct government intervention in providing access to those from poor economic backgrounds. Guided by the regulations set by the central government, provisions are made for school zoning regulations in the selection of new student admissions (ZBNSDS) to be distributed to existing schools according to the specified percentage. This study can see the dynamics of access for students from poor economic backgrounds that occur between schools. After the school zoning policy was implemented, it was seen that the disparity in access for students from poor families was getting smaller and more evenly distributed. However, although the equalization of access for poor students between schools has been successful, this study shows that the number of students from poor families who are accepted in public schools is greater than after the school zoning policy was implemented. This shows that more and more students from poor families are dropping out of school. The findings of this study are that the number of students from poor families who can no longer access public junior high schools is around 1,784 students per year, compared to 3,100 students per year before school zoning. Based on these findings, this study shows that quota restrictions in the school zoning policy system have caused most poor students to no longer be able to access public junior high schools. The limitations of this study are the lack of samples both during the survey and the informants interviewed, so it has little influence on government policy in implementing the zoning system policy. Recommendations for further research are to conduct research by taking samples from various regions in Indonesia by involving the government in further research so that the results of the research can become a strong basis for determining zoning policies.

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