

# IMPLEMENTATION OF EDUCATION QUALITY EQUALITY POLICY THROUGH ZONING IN MAKASSAR CITY

IRFAN. B<sup>1</sup>, ANDI FAHRI FAISAL<sup>2</sup>, MUHAMMAD NUR<sup>3</sup>

<sup>1</sup>Public Administration, Hasanuddin University, Indonesia, [irfanbasyo20@gmail.com](mailto:irfanbasyo20@gmail.com)

<sup>2</sup>Public Administration, Hasanuddin University, Indonesia, [andifahrifaisal@gmail.com](mailto:andifahrifaisal@gmail.com)

<sup>3</sup>Public Administration, Hasanuddin University, Indonesia, [m.nurunimor@gmail.com](mailto:m.nurunimor@gmail.com)

## Abstract

In this study, we examine how zoning policies are used to make sure that all schools in Makassar City provide the same level of education. We conducted the research by using a qualitative approach. We collected data through interviews, observation, and analyzing documents about zoning policies. The study's findings reveal that the zoning policy in Makassar City has successfully promoted fair access to quality education. The zoning policy worked well to make education fairer for everyone. It made sure that schools in both urban and rural areas were good quality and easy to get to. This helped to make education equal for everyone and made schools better overall. Factors like support from local government, involvement of stakeholders, and effective communication are crucial for successfully implementing zoning policies. But, there are things that make it difficult, like people not wanting to cooperate, not having enough resources, and needing to coordinate a lot of different things. In summary, the zoning policy in Makassar City has the potential to improve education quality for everyone. However, it's important to keep an eye on any obstacles that may come up and address them to make sure this policy is successful and long-lasting.

**Keywords:** Policy Implementation, Zoning, Even Education Quality.

## I. Introduction

Education assumes a paramount role in the holistic advancement of a nation. The paramount factor in fostering a society of exceptional caliber and formidable competitiveness lies in the equitable dissemination of education across the entire region (Sodirjonov, 2020; Maula et al., 2023). Nevertheless, the current state of affairs vividly illustrates a conspicuous disparity in the caliber of education between urban and rural regions, with Makassar City being no exception to this prevailing trend.

Makassar City, being a prominent urban center within the Indonesian archipelago, encounters formidable obstacles in the equitable dissemination of educational excellence. There exists a notable disparity in both the availability and caliber of education when comparing the more progressive urban regions with the less

developed rural areas. This phenomenon gives rise to social and economic disparities that serve to exacerbate the divide in terms of opportunities and social mobility.

The diligent pursuit of establishing a policy aimed at ensuring equitable distribution of educational excellence through zoning is a matter of utmost importance that warrants careful consideration in the esteemed city of Makassar. The concept of educational zoning entails a strategic approach to govern the allocation of students within specific geographical boundaries. Its overarching objective is to mitigate the existing disparity in educational standards between urban and rural regions (Hidayanti, 2020).

There remain unresolved matters necessitating further investigation pertaining to the

implementation of zoning policies within the confines of Makassar City. There exist a number of inquiries that necessitate elucidation, namely the modus operandi employed in the execution of the zoning policy, the ramifications of said policy on the equitable dissemination of educational excellence, and the determinants that either facilitate or impede the successful implementation of this policy.

The primary objective of this study is to investigate the effective implementation of education quality equity policy within the context of zoning in the esteemed city of Makassar. This study aims to meticulously examine the implementation of the zoning policy, meticulously evaluate the profound impact of said policy on the distribution of educational quality, and astutely identify the factors that both support and hinder the successful implementation of said policy.

The anticipated outcomes of this study are poised to furnish a more comprehensive comprehension of the execution of policies pertaining to the equitable provision of educational quality via zoning in the esteemed locale of Makassar City. This study has the potential to offer valuable insights and suggestions to local authorities, educational establishments, and other relevant parties, with the aim of enhancing and fortifying the execution of policies pertaining to the equitable provision of educational quality. Furthermore, this research endeavor holds the potential to make a valuable contribution to the ever-evolving realm of education policy and the pursuit of equitable educational standards.

The primary objective of this study shall center upon the effective implementation of policies aimed at ensuring equitable education quality through the strategic utilization of zoning mechanisms within the confines of Makassar City. The selection of this particular area boundary was made with the intention of facilitating a comprehensive examination of the implementation of the zoning policy, as well as its consequential effects on the equitable dispersion of educational excellence. Furthermore, this study will confine its analysis exclusively to the realms of primary and secondary education.

Through the diligent pursuit of this research endeavor, it is anticipated that a momentous

contribution shall be made towards the enhancement of educational standards within the esteemed confines of Makassar City. Furthermore, it is aspired that this noble undertaking shall serve as a catalyst in the noble pursuit of bridging the prevalent educational disparity that currently pervades the region.

## II. Methodology

The present investigation shall employ a qualitative methodology to acquire a profound comprehension of the execution of the policy pertaining to the equitable dissemination of educational excellence via zoning in the city of Makassar. The utilization of the qualitative approach affords researchers the opportunity to elucidate the intricate social milieu, comprehend the diverse viewpoints of stakeholders, and scrutinize the myriad factors that exert influence over the implementation of policies.

The present investigation shall employ a case study methodology. Case studies provide researchers with the invaluable opportunity to delve into specific phenomena within authentic contexts. In this particular instance, our case study shall center its attention on the successful implementation of a policy aimed at ensuring equitable access to high-quality education through the strategic implementation of zoning measures within the esteemed city of Makassar.

In order to bolster the foundation of this research endeavor, data shall be diligently gathered from a multitude of sources, encompassing but not limited to: The esteemed researchers shall engage in a series of interviews with a diverse array of stakeholders, including esteemed local government officials who hold sway over matters of education, erudite school principals who guide the academic destinies of their institutions, erudite teachers who impart knowledge to eager minds, discerning parents who play an integral role in their children's educational journey, and inquisitive students who are the very embodiment of youthful curiosity. The purpose of conducting interviews is to gain insights into individuals' perspectives, personal encounters, and overall perceptions pertaining to the execution of zoning policies. The esteemed researchers shall embark upon a noble endeavor, engaging in meticulous direct

observations at a multitude of educational institutions that have been impacted by the zoning policy in the illustrious city of Makassar. The observations will encompass a comprehensive examination of various aspects, such as the meticulous scrutiny of the policy implementation process, the intricate dynamics of stakeholder interactions, and a thorough assessment of the physical conditions and educational facilities. The acquisition of data shall be conducted by means of extracting information from various sources, including but not limited to official documents, archives, and records pertaining to the execution of zoning policies within the jurisdiction of Makassar City. These sources encompass a wide range of materials, such as local legislations, guidelines for implementation, reports assessing the effectiveness of said policies, and statistical data pertaining to educational matters.

The chosen research tool is an interview guide meticulously crafted in accordance with the research framework and objectives. The interview guide shall encompass a series of inquiries pertaining to the execution of the zoning policy, its ramifications on the equitable dispersion of educational excellence, and the factors that either bolster or impede the policy's implementation. Furthermore, it is imperative to note that the utilization of observation instruments shall be employed to meticulously document observations throughout the course of the field observation endeavor.

The gathered data shall undergo meticulous examination through the utilization of a qualitative analysis methodology. The process of data analysis encompasses a series of meticulous stages, namely organizing, condensing, presenting, and elucidating the data at hand. The qualitative data that has been gathered will undergo a meticulous examination employing analytical techniques, notably thematic analysis. This method will be employed to discern and elucidate prevailing patterns, themes, and interconnections within the data. The findings derived from the analysis shall serve as a means to address pertinent research inquiries and offer a holistic comprehension of the execution of policies pertaining to the equitable provision of educational quality via zoning in the esteemed locale of Makassar City.

Drawing upon the aforementioned research methodologies, it is anticipated that this study will unearth pertinent insights and elucidate the implementation of the zoning policy, shedding light on its ramifications for the equitable dissemination of quality education in the esteemed locale of Makassar City.

### **III. Results and Discussion**

#### **Implementation of zoning policies in Makassar City**

The diligent execution of the zoning policy in the esteemed city of Makassar was undertaken with the noble aim of attaining equitable dissemination of superior education across both urban and rural domains. The implementation of this policy entails a series of meticulous steps. These steps encompass the identification of educational zones, the meticulous application of zoning criteria, the development of comprehensive student placement plans, effective public communication, the facilitation of student admissions, and the diligent monitoring and evaluation of the entire process. The region of Makassar City is intricately divided into distinct educational zones that encompass both urban and rural landscapes. The allocation of zones is predicated upon specific criteria, encompassing factors such as the proximity of a student's residence to the educational institution, the pursuit of educational equity, and the accessibility of educational amenities. The primary objective of this initiative is to guarantee equitable access to high-quality education across all regions.

The implementation of a comprehensive strategy to allocate students to their respective zones is underway. This plan duly considers the educational institutions' capacity and requirements in every respective region. Hence, it is fervently anticipated that every educational institution shall possess the ability to accommodate students in a harmonious ratio, commensurate with their individual capacities.

As posited by Weingart (2021), the successful acceptance and comprehension of the zoning policy within the community necessitates the implementation of diligent public outreach and

effective communication strategies. The dissemination of information pertaining to zoning policies is accomplished through a diverse array of communication channels, including but not limited to various media platforms, meticulously organized meetings, and meticulously crafted brochures. Through the implementation of this policy, it is anticipated that there will be a concerted effort to engage the community, parents, and schools in a meaningful and proactive manner.

During the student admission process, the diligent verification of documents and completion of registration forms are meticulously conducted in strict adherence to the established zoning guidelines. Pupils shall be assigned to an educational institution situated within their designated residential area, in accordance with the pertinent zoning regulations. Through the implementation of a meticulously designed and unwaveringly equitable admissions process, it is fervently anticipated that each and every student shall be afforded an impartial opportunity to acquire a superlative education of the utmost quality.

Furthermore, it is imperative to underscore the significance of consistent monitoring and

evaluation in the execution of the zoning policy within the confines of Makassar City. By means of diligent surveillance, one can discern the emergence of impediments and challenges, thereby enabling the implementation of remedial measures and enhancements. Henceforth, the zoning policy may persist in its pursuit of refinement, with the noble aim of attaining enhanced equity in the realm of education quality within the esteemed confines of Makassar City.

The execution of the zoning policy in the esteemed city of Makassar is meticulously orchestrated through a sequence of carefully curated steps, harmoniously involving a multitude of pertinent stakeholders. The attainment of educational equity necessitates the indispensable collaboration and dynamic involvement of local governmental bodies, educational institutions, parental figures, and the wider community (Trott, 2019). Through diligent and unwavering execution, it is anticipated that the disparity in educational standards between urban and rural regions can be mitigated, thereby fostering a more equitable environment for all students within the confines of Makassar City.

**Table 1: Zoning Policy Implementation in Makassar City**

No.	Implementation Aspect	Information
1	Zoning	Educational zones are divided based on the geographical area of Makassar City.
2	Zoning Criteria	The criteria used to determine the placement of students into each zone, such as the distance from home to school.
3	Planning	The preparation of student placement plans in each zone is carried out based on the capacity and needs of schools in each region.
4	Public Communications	Information regarding the zoning policy was disseminated to the community, parents of students, and related schools.
5	Student Admissions	The student admission process is carried out through registration forms and document verification in accordance with the specified zoning.
6	Monitoring and Evaluation	The process of monitoring the implementation of zoning policies to identify obstacles and provide improvements.

### Evaluation of policy implementation

It is of utmost significance to conduct an assessment of the implementation of the zoning policy in Makassar City. This evaluation aims to ascertain the degree to which this policy has

effectively accomplished its objective of ensuring equitable dispersion of educational excellence. This assessment shall furnish a comprehensive analysis of the merits and drawbacks pertaining to the execution of policies, whilst discerning the underlying catalysts and deterrents that shape the final outcome.

One of the factors under scrutiny pertains to the efficacy in ascertaining educational zones. This evaluation entails the meticulous examination of the extent to which the designated zones effectively encompass both urban and rural areas in an equitable manner. Additionally, it seeks to ascertain the pertinence of the criteria employed to establish these zones, ensuring that they are capable of guaranteeing an equitable dispersion of educational quality.

The assessment further encompasses a meticulous examination of the implementation of the zoning criteria. This task entails the evaluation of achievements in the placement of students, taking into consideration factors such as the proximity of their residences to the educational institution, the promotion of educational fairness, and the accessibility of amenities. This assessment aims to offer a comprehensive analysis of the degree to which zoning efforts have effectively fostered educational equity within the confines of Makassar City.

In the assessment of zoning policy implementation, it is imperative to also consider the evaluation of public communications that are undertaken, as highlighted by Sari and Dewi (2019). This evaluation entails a comprehensive analysis of the efficacy of zoning policy socialization in effectively disseminating information to the community, parents of

students, and relevant educational institutions. Understanding and garnering support for zoning policies is of utmost importance, as it allows us to gauge the level of comprehension and endorsement within the community.

The process of evaluating also encompasses a comprehensive analysis of the student admissions procedure. This evaluation encompasses a comprehensive analysis of the extent to which the student admission process has demonstrated transparency, equity, and adherence to the prescribed zoning policy. This assessment aims to ascertain whether every student possesses equitable access to a high standard of education within their respective geographical area.

The assessment of the implementation of the zoning policy necessitates the diligent observation and appraisal of the outcomes that have been attained. The assessment at hand entails the quantification of advancements in the realm of education quality within each designated zone, while concurrently discerning the underlying factors that either foster or impede the efficacious execution of the zoning policy in the esteemed locale of Makassar City.

In accordance with the scholarly work of Syakarofath et al (2020), a thorough assessment of the implementation of zoning policies can yield valuable insights into the triumphs and obstacles encountered in the pursuit of equitable dispersion of educational excellence. The outcomes of this assessment shall serve as a foundation for enhancing zoning policies in the esteemed city of Makassar, thereby facilitating informed decision-making endeavors. The ultimate objective is to foster a more egalitarian and superior educational landscape across the entirety of Makassar City.

**Table 2: Evaluation of Zoning Policy Implementation in Makassar City**

No.	Evaluation Aspects	Evaluation result
1	Zoning	The educational zones cover urban and rural areas equally.
2	Zoning Criteria	Zoning criteria have succeeded in placing students based on distance from home to school, educational equality, and availability of facilities.
3	Public Communications	Zoning policy socialization has been effective in conveying information and gaining community support.
4	Admission Process	The student admission process is transparent, fair, and in accordance with the established zoning policy.

5	Quality improvement	There has been an increase in the quality of education in each zone, although further improvement steps are still needed.
6	Supporting factors	There is active support from the local government, schools, parents, and the community in implementing zoning policies.
7	Obstacle factor	Challenges in implementing zoning policies include lack of resources, limited supporting infrastructure, and resistance from some communities.

### **The Impact of Policies on The Distribution of Educational Quality**

The enforcement of the zoning policy within the confines of Makassar City has yielded a noteworthy influence on the equitable dissemination of superior educational opportunities throughout the locality. The influence of this phenomenon manifests itself in various facets, encompassing disparities in the caliber of education, accessibility to educational resources, equitability in educational opportunities, and the enhancement of school standards.

As per the scholarly work conducted by Kawuryan et al. (2021), it has been observed that zoning policies have effectively mitigated the disparities in educational standards between urban and rural regions. Through the implementation of a strategic measure, namely the division of the region into distinct educational zones, this policy effectively fosters a more equitable landscape for students across all regions, thereby affording them enhanced access to the invaluable pursuit of quality education (Lai & Widmar, (2021). Henceforth, it is imperative to mitigate the prevailing disparities in the quality of education, thereby fostering an environment that is equitable for all students within the esteemed confines of Makassar City.

As posited by Abubakar (2019), the influence of zoning policies extends to the realm of educational accessibility. By implementing a zoning system that takes into account the proximity of residences to educational institutions, students are afforded the convenience of accessing education without the need for extensive travel. This facilitates the accessibility of educational institutions for students hailing from diverse geographical areas, enabling them to conveniently pursue their studies in close proximity to their place of

residence. Henceforth, the realm of education becomes more readily accessible, particularly for students residing in regions that were hitherto arduous to traverse.

As per the scholarly work conducted by Madiana et al. (2022), it is worth noting that the implementation of the zoning policy serves as a catalyst for fostering educational equity within each respective zone. Through the equitable application of standardized criteria, namely the proximity of students' residences to educational institutions, every student is afforded an impartial chance to obtain a superlative education. This initiative serves to mitigate educational inequalities that may arise due to variances in social standing, economic circumstances, or geographical factors. Through the implementation of the zoning policy, each and every student is afforded an equal and equitable opportunity to access and acquire a standard of education that is of the utmost quality (Whittemore, 2021).

As per the findings of Falabella (2020), it is noteworthy to mention that the zoning policy effectively fosters the enhancement of educational standards within each designated zone. In order to maintain a competitive edge, it is imperative for educational institutions within each district to diligently focus on and enhance the caliber of their academic offerings. This necessitates a judicious allocation of students, ensuring a well-balanced distribution across schools. As highlighted by Tyas and Naibaho (2021), this strategic approach is pivotal for sustaining educational excellence and fostering healthy competition. This fosters endeavors to enhance and advance curricula, pedagogical approaches, infrastructure, and the caliber of instructional personnel across all domains. The zoning policy serves a dual purpose: to ensure equitable distribution of education quality and to foster an elevation in the standard of education

within each designated zone (Ula & Lestari, 2019).

The zoning policy implemented in the illustrious city of Makassar has proven to be a catalyst for the equitable dissemination of educational excellence. By implementing this policy, we aim to diminish disparities in educational standards,

enhance the accessibility of education, advocate for educational equity, and foster the advancement of school quality. The aforementioned impacts serve as a robust cornerstone in the establishment of a more just and exceptional educational framework for every student residing in the city of Makassar.

**Table 3: The Impact of Zoning Policies on Even Education Quality in Makassar City**

No.	Impact Aspect	Impact Results
1	Quality Inequality	The disparity in the quality of education between urban and rural areas is reduced, creating more equitable conditions for all students.
2	Accessibility	Accessibility to education has increased, making it easier for students from different regions to attend schools located near where they live.
3	Educational Equality	Education equality is fought for, providing equal opportunities for all students to get quality education.
4	School Quality Improvement	Improving school quality occurs in each zone, encouraging improvement and development of curricula, teaching methods, facilities, and the quality of teaching staff in all schools.

### Factors Supporting and Inhibiting Implementation

**Table 4: Supporting and Inhibiting Factors for the Implementation of Zoning Policies in Makassar City**

No.	Factor	Supporters	Inhibitor
1	Local Government Support	- Adequate resource allocation.	- There is no strong commitment from the local government.
2	Stakeholder Engagement	- Active involvement of schools, parents, teachers, and the community.	- Resistance from several affected parties.
3	Effective Outreach	- Clear information and open communication.	- Uncertainty and lack of understanding of zoning policies.
4	Resource Limitations	- Availability of adequate funds, teaching staff, and infrastructure.	- Limited resources causing difficulties in implementing zoning policies.
5	Complex Coordination	- Good collaboration and cooperation between various related parties.	- Differences of opinion and conflicting interests.

The successful implementation of the zoning policy in Makassar City is subject to the influence of numerous factors, both supportive and inhibitory in nature. These factors hold significant sway over the outcome of the policy's execution. There are several pivotal elements that contribute to the success of this endeavor. These include the unwavering backing of the local government, active participation from stakeholders, and the implementation of highly efficient outreach strategies. The unwavering backing of the local government, characterized by the judicious allocation of resources and unwavering dedication, assumes paramount

significance in guaranteeing the seamless and comprehensive execution of zoning policies (Kuntadi & Yuslina, 2023). The robust engagement of diverse stakeholders, encompassing educational institutions, guardians, educators, and the local populace, significantly bolsters the successful execution of zoning policies (Segoe & Bisschoff, 2019). The enhancement of policy implementation and the fostering of acceptance and support for zoning policies are facilitated through the harmonious collaboration and cooperation among all pertinent stakeholders. Furthermore, it is imperative to underscore the significance of

proficient assimilation into the communal fabric, as well as fostering robust connections with the parents of students and affiliated educational institutions (Marpang et al., 2023). The provision of lucid information and the cultivation of transparent communication serve to circumvent ambiguity and fortify comprehension regarding the advantages and aims of zoning policies.

As elucidated by Prakoso (2021), the execution of the zoning policy encounters formidable impediments, including opposition from pertinent stakeholders, constrained resources, and intricate coordination. The opposition encountered from certain educational institutions, the parents of students, or community organizations with regards to the allocation of students based on zoning can pose a significant challenge to the successful implementation of policies. The act of resistance frequently necessitates the implementation of persuasive endeavors and the engagement in extensive dialogue in order to surmount divergent viewpoints. Furthermore, the implementation of zoning policies may face obstacles due to the scarcity of resources, be it financial, human resources, or the necessary infrastructure. In the event that educational institutions within specific zones lack sufficient capacity or adequate facilities, the placement of students may become a challenging endeavor, thereby leading to an inequitable distribution of educational quality across said zones. Furthermore, the intricate coordination among diverse stakeholders, including local authorities, educational institutions, and parents of students, can pose a formidable obstacle. In the realm of divergent perspectives and clashing interests, the arduous task of surmounting such hurdles necessitates a concerted endeavor in coordination and communication.

When it comes to the implementation of the zoning policy in Makassar City, it is of utmost importance to discern the underlying factors that either bolster or impede its progress. Consequently, it is imperative to undertake suitable measures to fortify the supporting factors while effectively addressing and surmounting the inhibiting factors. By cultivating a profound comprehension and employing a judicious approach, the seamless execution of zoning policies can effectively

bolster the realization of equitable educational excellence.

## Conclusion

The successful execution of the zoning policy in the esteemed city of Makassar has undeniably yielded favorable outcomes in the pursuit of equitable dispersion of educational excellence. The zoning policy has proven to be a triumphant endeavor in rectifying the discrepancy in educational standards between urban and rural regions. It has effectively enhanced the availability of education, fostered egalitarianism in educational opportunities, and elevated the caliber of schools within each designated zone. The triumphant execution of zoning policies heavily relies on the bolstering presence of local government support, active stakeholder involvement, and the artful practice of effective outreach. Nevertheless, the presence of opposition from relevant stakeholders, the scarcity of resources, and the intricate nature of coordination pose as formidable obstacles that must be surmounted. In order to guarantee the triumph and enduring viability of the zoning policy, it is imperative to persistently oversee, assess, and address the obstructive elements that may arise. Henceforth, the implementation of the zoning policy in the illustrious city of Makassar emerges as a pivotal stride towards fostering an enhanced parity in the realm of educational excellence across its expanse.

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