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# Government-School Collaboration Strategy In New Student Admission Policy (Case Study at SMPN in Telaga District, Gorontalo Regency)

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**Abstract**

*This study aims to analyze the collaboration strategy between the government and schools in the implementation of the New Student Admission (PPDB) policy at the Junior High School (SMP) level in Telaga District, by referring to the five main indicators of public policy collaboration. A qualitative approach was used in this study, with data collection techniques through in-depth interviews, observations, and documentation studies. The results of the study show that (1) the identification of problems and stakeholders is carried out through an Education deliberation forum involving local governments, school principals and community leaders. (2) Building trust and commitment is achieved through intensive communication and information disclosure between parties, although there is still a disparity in perception of zoning policies. (3) the formulation of common goals and rules can be seen from the technical agreement on the implementation of PPDB as outlined in the common guidelines, including zoning criteria, achievement affirmation and mutation. (4) implementation and coordination are supported by the formation of a PPDB coordination team and the use of online information systems, although they still face technical obstacles in some schools. (5) evaluation and improvement are carried out periodically through post-PPDB evaluation meetings which are the basis for the revision of the mechanism the following year. This research emphasizes the importance of a collaborative approach in education policy, and recommends increasing digital capacity*



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*and strengthening community policy literacy to improve the implementation of PPDB in the future.*

**Keywords: collaboration, PPDB, education policy, government, schools, Telaga District**

## INTRODUCTION

The Government of Indonesia has pursued various policies to improve equitable access and quality of education, one of which is through the New Student Admission (PPDB) policy. This policy is designed to ensure that every child has an equal opportunity to obtain an education, regardless of social and economic background. Education policy cannot be separated from the essence of learning in the process of humanizing human children to become independent human beings (Medtek 2010).

Public policy is a legal product that contains rules in the form of written and oral statements regarding statements, appeals, innovations and invitations made by the government as an answer to a problem that needs to be solved, reduced and prevented so as not to cause harm to society (Rizki and Ridwan 2023). For now, the policy that is a reference in the implementation of PPDB is the Regulation of the Minister of Education and Culture (Permendikbud) which regulates the Admission of New Students (PPDB) is Permendikbud Number 1 of 2021. To support the implementation of these regulations, the Decree of the Secretary General of the Ministry of Education, Culture, Research, and Technology Number 47/M/2023 has been issued on October 30, 2023, which contains Guidelines for the Implementation of Permendikbud Number 1 of 2021. This guideline aims to provide guidance for local governments and schools in implementing PPDB in an objective, transparent, and accountable manner. There are 4 PPDB registration paths, namely zoning, affirmation, transfer of parent/guardian duties and achievements, where since the enactment of the Permendikbud from year to year there have been several endless problems. For this to run well, of course, there needs to be a good collaboration strategy between stakeholders.

Research results (Diana and Hakim 2021) "Collaborative strategies between universities, industry and government: A conceptual review in an effort to increase educational innovation and learning creativity in Higher Education" discusses the importance of partnerships between universities, industry, and government to increase innovation in education and learning creativity in higher education.


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Based on the results of observations in the field, the admission of new students (PPDB) for the 2024/2025 Academic Year at SMPN 1 Telaga occurred maladministration or irregularities in the registration procedure where the school accepted all applicants without looking at the admission procedures in accordance with the rules of the new student admission policy (PPDB). From the data read in Dapodik and the results of PPDB analysis by the curriculum section of the Gorontalo district Education and Culture Office, it is known that the number of grade 9 students who graduated was 232 students while 254 students were accepted. Based on the zoning distribution circular, SMPN 1 Telaga can only accept 3 supporting schools, namely SDN 1 Telaga (14 students), SDN 2 Telaga (26 students) and SDN 3 Telaga Jaya (19 students) with a total of 59 students. This resulted in an excess number of students of 195 students where the number of rombels recorded in dapodik could only accept 2 classes or as many as 64 students while the available rombel was 7 classes or around 224 students (the average of each rombel was 24-32 students). This resulted in an explosion of students and affected the operational data of students or Dapodik. In addition, the list of new student capacity, the number of grade 9 students who graduated was 208 students (7 classes) and the capacity of grade 7 was 140 students (5 classes). From this data, there are several differences so that the analysis of new student admissions (PPDB) needs good and extra cooperation between stakeholders, especially the school and the Education and Culture Office so that the data provided is appropriate.

## LITERATURE REVIEW

### Public Administration

Pfiffner & Presthus dalam (Dr. Abdul Kadir, SH 2020:28) Public administration can be defined as a coordinated effort of individuals or groups to carry out public policies. Ahmad Mustamir el all dalam (Elvia, Adnan, and Khaidir 2025:200) explain the basics of public administration, namely: 1) The effectiveness of administration is carried out through increasing the specialization of tasks among a group of people; 2) Administrative effectiveness is carried out through improvement through the arrangement of the parts of the parties in an appropriate hierarchy of authority; 3) Administrative effectiveness is carried out through increasing the distance in supervising each company in the agency until it becomes less and less; 4) Administrative effectiveness distinguishes the tasks in supervision, according to the purpose, process, subscription, and place.


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**Policy Implementation**

George C. Edwards III's theory in (Maulidiyah 2016:30-31), emphasizing that the successful implementation of policies depends not only on the content of the policy itself, but also on how it is implemented on the ground. There are 4 success factors in policy implementation, namely: communication, resources, disposition or attitude of the implementer, bureaucratic structure**.** If any of the four factors above experience obstacles, then the policy is at risk of failure.

**Public Policy**

According to Thomas R. Dye in (Munadi 2013:274) defines public policy as *"whatever governments choose to do or not to do"* (what the government chooses to do or not do). In the context of education policy, this concept shows that government decisions in regulating education reflect the political, social, and economic priorities and goals of a country. Education policy is a reflection of the political, social, and economic goals held by the government.

**Definition of Collaboration Strategy**

John M. Bryson dalam (Khusnul Rifani and Ezni Balqiah 2021:4) Define a strategy as: *"A pattern of purposes, policies, programs, actions, decisions, or resource allocations that define what an organization is, what it does, and why it does it."* (A pattern of goals, policies, programs, actions, decisions, or resource allocations that define what an organization is, what it does, and why it does it).

Woods & Gray dalam (Paiva dan Rabechini 2025:7) Develop a theory of collaboration that explains that collaboration occurs when a group of individuals or organizations with different interests choose to work together to achieve a common goal. Collaboration goes through several stages that must be carried out systematically so that common goals can be achieved effectively. There are several stages in collaboration according to Woods & Gray, namely:

1. Identify problems and stakeholders
    a. All parties must be aware that there are common problems that require collaboration to resolve.
    b. Identify who are the stakeholders involved and have a role in solving the problem.
2. Building trust and commitment
    a. Build relationships between parties through good communication.


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b. Maintain transparency in information sharing and decision-making.
c. Creating mutual trust and a commitment to work together.

3. Formulation of common goals and rules
   a. Determine the vision and mission of collaboration that is in line with the interests of all parties.
   b. Establish clear roles, responsibilities, and rules of cooperation.
   c. Avoid conflicts by agreeing on norms and mechanisms for resolving disagreements.
4. Implementation and coordination
   a. Carry out the work plan that has been prepared together.
   b. Ensure good coordination between the parties involved.
   c. Manage the resources needed to support the execution of collaboration.
5. Evaluation and refinement
   a. Assess the effectiveness of cooperation based on predetermined indicators.
   b. Identify the obstacles and challenges faced during the collaboration process.
   c. Improve strategies and work plans to increase the effectiveness of collaboration in the future.

These stages ensure that collaboration takes place systematically, effectively, and is able to achieve the desired goals

## RESEARCH METHODS

### Research Approach

The approach used in this study is a qualitative approach. This approach is used to understand in depth how the collaboration strategy is applied in the new student admission policy (PPDB), what the role of stakeholders in the process is, and the challenges faced in the implementation of the policy.

### Research Methods

a. Approach Method

The research method used is a case study. The case study was chosen because this study focuses on an in-depth analysis of the collaboration strategy in PPDB policies in the Gorontalo Regency area, namely at the Gorontalo Regency Education Office and public schools in Telaga sub-districts, namely SMP Negeri 1 Telaga, SMP Negeri 2 Telaga, SMP Negeri 3 Telaga and SMP Negeri 4 Telaga.


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b. Data Analysis Method

The data obtained was analyzed using the qualitative analysis technique of the Miles and Huberman model, which consists of three stages:

1. Data Reduction – Select, summarize, and filter relevant data from interviews, observations, and documents.
2. Data Presentation – Organize data in the form of narratives, tables, or diagrams to facilitate analysis.
3. Drawing Conclusions – Interpreting research findings to answer research questions as well as provide recommendations.

**Research Procedure**

The stages of research are carried out systematically as follows:

1) Research Planning

In planning research by determining the focus of research and formulating the problem to be researched. Then the researcher compiled a literature review related to the policy of admitting new students and their collaboration strategies. The researcher prepares a research proposal and then obtains approval from academics.

2) Data Collection

The researcher conducted a preliminary study on the policy of accepting new students in the Gorontalo Regency area, namely at SMP Negeri 1 Telaga, SMP Negeri 2 Telaga, SMP Negeri 3 Telaga and SMP Negeri 4 Telaga. Then the researcher identifies and contacts the main resource persons such as the education office, in this case the head of the section for primary and secondary education, one of whose duties includes the admission of new students. The researcher conducted in-depth interviews, observations and document analysis.

To obtain valid and reliable data, some of the data collection techniques used in this study include:

1. In-Depth Interviews
   a) It is carried out on stakeholders such as officials of the Education Office, in this case the Head of the Curriculum Section for Primary and Secondary Education of the Gorontalo Regency Education Office, the principal of SMP Negeri 1 Telaga, the Principal of SMP Negeri 2 Telaga, the Principal of SMP Negeri 3 Telaga and the Principal of SMP Negeri 4 Telaga, teachers (Head of Curriculum Affairs, dapodik operators, chairman of the PPDB committee in 2024) for each school.


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b) It aims to understand the perspective of stakeholders regarding the collaboration strategy in PPDB policies.

2. Observation
   a) Conduct live interviews with stakeholders
   b) Analyze the dynamics of interaction between stakeholders in the implementation of PPDB policies.
3. Document Analysis
   a) Review regulations, government policies, and documents related to the admission of new students.
   b) Analyzing reports or evaluations from educational institutions related to the effectiveness of PPDB policies.

3) Data Analysis

At this stage, the researcher reduces the data that has been collected and groups it based on relevant themes. Then compile the pattern and relationship between collaboration strategies and the effectiveness of the New Student Admission policy. Analyze the results using the Miles and Huberman model with three main steps, namely data reduction, data presentation, and withdrawal Conclusion/verification (Fiantika, Wasil M, Jumiyati, Honesti, Wahyuni, Jonata 2022).

## RESULTS AND DISCUSSION

### Exposure to research data

An interview with a resource person from the Gorontalo Regency Education Office, the head of the curriculum and assessment section, Mrs. Wati Baderan, M.Pd (WB), was conducted on May 5, 2025. Then with the principal of SMPN 1 Telaga, Mrs. Amna Taludio (AT) and the chairman of the PPDB committee, Mr. Andi Yunus (AY), on May 7, 2025. Together with the principal of SMPN 2 Telaga, Mr. Mahjudin Husain (MH) and the PPDB committee, Ibrahim Hulalango (IH) on May 7, 2025. Interview with the principal of SMPN 3 Telaga, Mrs. Aysa Utiarahman (AU) and the PPDB committee, Mrs. Intan Madina (IM) on May 8, 2025. Followed by an interview with the principal of SMPN 4 Telaga, Mrs. Rahmiyati Simon (RS) and the PPDB committee, Mrs. Marlinda Mootalu (MM) on May 8, 2025. The data obtained during the interview was complemented by direct observation results and different places and times to get different information from one another in May 2025. This research is described based on the following indicators:


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a. Identify problems and stakeholders

The researcher conducted interview and observation techniques to explore how the collaborative strategy of accepting new students to the head of the curriculum and assessment section of Mrs. WB, the principal of Mrs. AT, MH, AU and RS as well as the PPDB committee of each school, namely AY, IH, IM and MM. According to WB, the system for accepting new students is in accordance with existing procedures or techniques and is carried out in collaboration with the head of the Education unit. WB stated that:

"For the process related to PPDB between the Office and the School, here we build collaboration related to information about the PPDB. So, when we want to determine how much capacity the Education Unit has, that's where they will provide information related to the number of classrooms needed and also the study groups available in the school. So, we build this collaboration first from the Education Unit, then after there are results, that from the Education Office will determine how much capacity is needed by the school". (interview May 5, 2025).

b. Formulating Shared Goals and Rules

In formulating the Joint Goals and Rules, there are several points that are asked, but the point is that WB conveyed that:

"We have a technical team, here we involve supervisors, there is a chairman of MKKS, chairman of K3S, and there is also a regional coordinator. So there we discuss what we will pour in the juknis, especially related to the four paths. Domicile paths, affirmations, achievements, and mutations, such as. With this, with the placement of capacity and domicile, so that later, God willing, what we hope, God willing, all schools can be filled, there will be no more people who think that their children will be put into outstanding schools or whatever. So all schools in Gorontalo Regency this time, thank God the quality is evenly distributed"

The Gorontalo Regency PPDB committee prepares technical rules (juknis) collaboratively with supervisors, MKKS, K3S, and regional coordinators. This rule regulates four pathways for registration of domicile, affirmation, achievement, and mutation as well as the mechanism for placing students based on school capacity and domicile address. That way, the distribution of students becomes evenly distributed, all schools are fully filled, and the notion that only "favorite schools" are worth filling can be eliminated. Implementation and coordination


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c. Evaluation and refinement

The new student admission strategy is carried out to review the extent to which the applied selection process has run effectively, fairly, and in accordance with the set objectives. Through this evaluation, it is hoped that a comprehensive picture can be obtained of the success of implementation, challenges faced, and opportunities for improvement to improve the quality and equitable access to education in the future. WB conveyed one example that occurred so that the Education Office conducted an evaluation in the implementation of PPDB:

"Yes, of course, this is God willing, when we carry out PPDB or SPMB, of course, we will evaluate the results for future improvements of anyone involved here, automatically from the supervisors because they have their own target schools, then Mr. and Mrs. Korwil, then also from agencies that cooperate or MOUs with the Service. Yes, we only have a discussion forum, so later God willing, there will be a launch of PPDB God willing, this Thursday so there will be a launch, it is a collaboration with related OPDs and there is also from the National Police, yes, it just means that if we are then from the Council members, some are from, where else yesterday was the TNI, so we have income there". (interview May 5, 2025).

**Research Findings**

Based on data obtained through in-depth interviews, direct observation during PPDB, as well as policy documentation and implementation reports, several main things were found related to the collaboration strategy between the government, in this case the Gorontalo district Education Office and junior high schools in Telaga district in the implementation of PPDB.

1. Identify problems and stakeholders
   a) SMPN 1 Telaga accepts students far beyond the capacity listed in Dapodik
   b) SMPN 2, 3, and 4 Telaga experienced a shortage of students due to the imbalance in the distribution of registrants.
   c) Initial coordination between schools in the Telaga area and the Education Office to map prospective students and zoning distribution has been carried out, but there has been no compliance from the school itself or the understanding of parents and students as registrants.


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2. Building trust and commitment
   a) PPDB socialization is uneven and does not touch the community directly. Many parents do not understand the boundaries of zoning and school capacity.
   b) The decision to accept all registrants shows a lack of commitment to central and regional policies.
3. Formulate common goals and rules
   a) Common rules are not implemented consistently. The zoning circular is not used as the operational basis for PPDB by schools.
   b) No reporting mechanism or clarification forum was found between the school and the Education Office when there was an excess of registrants.
4. Implementation and coordination
   a) The formation of the committee and the implementation of PPDB have been carried out in accordance with existing policy procedures.
   b) There is a discrepancy between Dapodik's data and the real conditions in the field. The number of students, the number of students accepted, and the class ratio are not aligned.
   c) Coordination between schools and between schools and agencies is one-way and minimal follow-up.
5. Evaluation and refinement
   a) PPDB evaluation has not been carried out across schools and stakeholders. PPDB data is only collected, not used for policy learning.
   b) Post-PPDB evaluation is not carried out systematically. There was no evaluative report used as the basis for improvement in the following year.

The evaluation of the implementation of PPDB in the Telaga area has not been carried out thoroughly and coordinated. Evaluations are administrative only, limited to data collection without in-depth analysis involving cross-schools or other stakeholders. As a result, the data collected is not used as a basis for decision-making or policy refinement.

## DISCUSSION

### Identify problems and stakeholders in the collaboration strategy government and schools in the policy of accepting new students in Junior High School in Telaga District, Gorontalo Regency

From the results of interviews and analysis in the field, it was found that the form of collaboration between the Education Office and schools in Telaga District has been


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carried out through several efforts, such as the preparation of a joint socialization schedule, the use of the online PPDB information system, and the preparation of technical instructions (juknis) that are adjusted by the school. However, the implementation in the field has not been fully optimal. These findings show that the success of PPDB is largely determined by the quality of cross-stakeholder collaboration and technical readiness at the school level.

**Building trust and commitment between the government and schools in the policy of accepting new students in junior high schools in Telaga District, Gorontalo Regency**

The success of the PPDB policy is not only determined by the regulations issued by the government, but also by how strong the trust and commitment built between the Education Office and the school are built. Public involvement in the data verification process is also important to increase trust and transparency (Djafar Lucyane, Sukarman, and Nopiana 2016). This trust and commitment is an important foundation in building healthy, transparent, and sustainable collaboration in the implementation of education policies. The relationship between policymakers (top-down) and implementers on the ground (bottom-up) needs to be bridged with mutually respectful, open, and results-oriented interactions. According to Iskandar and Liana's research (Purwoko1, Alam2, and Ahmad3 2025), Organizational Citizenship Behavior (OCB) is influenced by job satisfaction and organizational commitment. In the context of PPDB, this means that teachers, school staff, and related parties will be better prepared to cooperate and help the PPDB process run smoothly if they feel satisfied with their work and feel tied to the school's and government's goals. The government-school collaboration strategy in PPDB will be more successful if it creates a supportive work environment and builds mutual commitment. When the work atmosphere is positive and the sense of ownership of the common goal is strong, OCB's behavior will grow, and collaboration runs more smoothly.

**Formulate common goals and rules between the government and schools in the policy of accepting new students in junior high schools in Telaga District, Gorontalo Regency**

The main idea of this research focuses on the importance of collaboration between the local government and schools in the formulation and implementation of the New Student Admission (PPDB) policy, especially in the Telaga District area. The transformation of government organizations needs to continue to be directed towards a


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change from the old design that is less conducive to a new design that is more conducive to continue to develop innovation, innovation management and risk management as well as organizational integration in building collaboration and synergy (Lisda Van Gobel, Zulaiha Kadjintuni, Udin Hamim 2023 : 146).

**Implementation and coordination in the New Student Admission (PPDB) policy** is a crucial aspect in ensuring the implementation of policies that are fair, transparent, and in favor of equal access to education. This process includes the implementation of the zoning system, selection stages, management of quotas for affirmation and achievement pathways, and supervision of violations. In the implementation process, there are at least three elements that must be present, namely: 1) the existence of a program or policy implemented, 2) the target of the program, namely the community that is expected to receive benefits from the program, 3) the existence of implementers, both organizations or individuals who are responsible for the management, implementation and supervision of the implementation process (Nani, Rustam, and Tui 2024).5. Evaluation and improvement in the policy of admitting new students at junior high schools in Telaga District, Gorontalo Regency

The main idea in evaluating and improving the New Student Admission (PPDB) policy at the junior high school level is the importance of adapting the policy to local conditions contextually. Zoning systems that aim to equalize access to education are often unable to accommodate geographical realities, inequality of quality between schools, and limited capacity in certain areas. Therefore, PPDB policies need to be evaluated periodically with a field data-based approach, including the distribution of the number of students, the availability of schools in each zone, and the effectiveness of admission pathways such as zoning, affirmation, and achievement. These ideas are relevant to be implemented in Telaga District, Gorontalo Regency, considering that this area has geographical and social characteristics that require an inclusive, flexible PPDB policy, and is able to ensure equity and equal quality of education throughout all junior high schools.

**COVER**

Based on the results of the research on the collaboration strategy between the Gorontalo Regency Education Office and State Junior High Schools in Telaga sub-district in the implementation of the New Student Admission (PPDB) policy, it can be concluded that several things are as follows:

1. Identify Problems and Stakeholders


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The implementation of PPDB in the Telaga area shows the inequality of the distribution of students between schools. SMPN 1 Telaga accepts students beyond the capacity, while SMPN 2, 3, and 4 lack registrants. Although there has been initial coordination between the school and the Education Office, the school's compliance and the understanding of parents and students of the zoning policy is still low.

2. Building Trust and Commitment

PPDB socialization has not reached the community evenly, so many parents do not understand the zoning and capacity provisions. The decision of some schools to accept all applicants without considering limitations shows a weak commitment to central and regional policies.

3. Formulate Common Goals and Rules

The agreed common rules are not consistently implemented by the schools. The circular letter regarding zoning is not used as an operational reference in the PPDB process. In addition, there is no reporting mechanism or clarification forum that allows schools and the Education Office to respond quickly and appropriately to the problem of excess registrants.

4. Implementation and Coordination

Administratively, the formation of the committee and the implementation of PPDB have followed the procedure. However, there is a discrepancy between Dapodik's data and real conditions in the field, especially in terms of the number of students, class ratios, and number of students. Coordination between schools and agencies is one-way and has minimal follow-up, so it does not support collaborative problem solving.

5. Evaluation and Improvement

Evaluation of the implementation of PPDB is not carried out across schools and across stakeholders. Data is only collected without being used as a basis for policy reflection. The post-PPDB evaluation has also not been carried out systematically, so there is no feedback that can be used to improve the PPDB policy for the following year

The PPDB policy in the Telaga area has not been implemented effectively due to weak understanding and commitment to the rules, lack of coordination across schools and agencies, and the absence of continuous systematic evaluation. Technical implementation does follow procedures, but it has not been supported by policy consistency, data accuracy, and overall stakeholder engagement.


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