International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulfindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Domicile Policy In The New Student Admission System At SMA N 1 Pendopo

Gita Mutiara
PGRI University, Palembang, Indonesia
Edi Harapan
PGRI University, Palembang, Indonesia
Pahlawan
PGRI University, Palembang, Indonesia

Corresponding Author: pearlgita100@gmail.com

Abstract

This study aims to analyze the implementation of the zoning policy in the New Student Admission System (SPMB) at SMA Negeri 1 Pendopo and to identify the supporting factors, inhibiting factors, and the impacts arising from the implementation of the policy. This research employs a qualitative approach with a case study design. Data were collected through interviews, observations, and documentation involving the principal, the SPMB committee, teachers, parents, and students. The findings indicate that the implementation of the zoning policy has generally been carried out in accordance with government regulations, although challenges remain, including inaccuracies in domicile data, limited infrastructure, and uneven policy dissemination. Supporting factors include strong school commitment, effective coordination among stakeholders, and the use of digital systems in the registration process. The policy's impacts include improved equity in educational access, more proportional student distribution, as well as public concerns related to zoning boundaries. This study recommends strengthening data verification, improving policy socialization, and optimizing digital systems to enhance the effectiveness of zoning-based SPMB.

Keywords *:* **Implementation, Zoning System, SPMB, Educational Equity.**

INTRODUCTION

Field findings indicate that the implementation of the domicile policy is not solely related

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

to administrative regulations, but also intersects with the social dynamics, geographic conditions, and culture of the local community. For the policy to achieve its objectives, local adjustments are needed that take into account regional characteristics, such as Pendopo, which has limited public high school education facilities.

Theoretically, the success of policy implementation is greatly influenced by the alignment between regulations, implementers, and field conditions. Referring to Edward III's implementation theory, there are four key variables: communication, resources, implementer disposition, and organizational structure. In the context of domicile policies, communication appears to be a major issue due to the continued lack of understanding by the public of the policy's procedures, requirements, and objectives.

Mazmanian and Sabatier emphasized that policy implementation is influenced by the complexity of the problem, the effectiveness of regulations in guiding implementation, and social environmental conditions. In the case of SMA Negeri 1 Pendopo, geographic conditions, limited educational facilities, and public perception of school quality significantly influenced the successful implementation of the domicile policy.

SPMB is based on several government regulations. Number 51 of 2018 and the Minister of Education and Culture Regulation Number 44 of 2019 becomes runway beginning implementation system reception based address place stay . Regulation the mandate that part big quota must allocated based on domicile use ensure equality access more education fair .

Minister of Education and Culture Regulation Number 1 of 2021 then emphasize return principles implementation of SPMB which prioritizes justice , transparency , objectivity , and equality service education . Even though at the moment That Still use PPDB terms , principles the still relevant and become foundation in implementation of SPMB based on domicile .

Regulation latest that is **Minister of Education and Culture Regulation Number 3 of 2025 concerning System New Student Admissions (SPMB)** give improvement to mechanism acceptance , especially in matter arrangement address domicile as base selection . Minister of Education and Culture Regulation This emphasize importance population data verification , flexibility for area with limitations amount school , and transparency of the admission process .

Minister of Education and Culture Regulation Number 3 of 2025 also strengthens role government area in integrating population data with system digital registration so that the policy domicile can executed in a way objective . Share area like Subdistrict The pavilion that has a number of point with limitations internet network , regulations This emphasize the need support technical so that all prospective students can access SPMB with fair .

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

In the SPMB implementation for the last academic year at SMA Negeri 1 Pendopo, approximately 90% of students were accepted through the domicile route . the in accordance with directions government center that provides priority big to reception based on address place stay . However thus , the height amount applicant within the domicile area No ensure all over prospective students can accepted Because Power capacity limited schools .

When the applicant based domicile exceed capacity , school must do selection addition based on age , distance place stay , and verify administration other . Conditions This often cause dissatisfaction , especially from parents who feel own domicile near but still No get chair Because competition in a dense zone .

Interview with some parents show that part public Still evaluate quality school based on old reputation or facility physique certain . They feel worry If policy domicile force child attend an institution that according to they not enough superior compared to schools outside the area stay . This is show that policy domicile Not yet fully change paradigm public about equality quality education .

Party school state that policy domicile in principle aim For equality access , however equality quality No can achieved only with change system student admission . Required improvement capacity means infrastructure , teacher quality , and management school in a way comprehensive so that every school can truly become choice main communities in their area .

From the perspective implementation policy public , conditions This show existence gap between design policy and reality empirical in the field . According to Ripley and Franklin, the implementation of effective need compliance implementation , consistency policies , and stakeholder involvement . In context this , implementation policy domicile need commitment school , understanding society , as well as support from government area .

In a way general , observation and interviews in the field show that implementation policy domicile in SPMB is a multidimensional and complex process . Policy This interact with character socio-cultural society , conditions geographical area , capacity institutional school , and applicable regulations . Because that , study academic is very necessary For give description more deep about effectiveness policy This .

Study This become important Because can give contribution empirical for taking policies at the level school and government area . Research results expected can become base evaluation policy , good in form repair technical implementation in schools and improvement regulations by the Ministry of Education, Culture , Research , and Technology .

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

RESEARCH METHODS

This study uses a qualitative research method with a descriptive approach. The qualitative method was chosen because this study seeks to describe in depth the phenomenon of the implementation of the domicile policy in the New Student Admission System (SPMB) at SMA Negeri 8 Empat Lawang. The object of this study is the implementation of the domicile policy in the New Student Admission System (SPMB) at SMA Negeri 8 Empat Lawang. The focus of the research is directed at how the domicile policy as regulated in Permendikbudristek Number 3 of 2025 is implemented at the school level, especially in the registration process, domicile verification, student selection, and decision-making by the SPMB committee.

The research procedure was carried out through four main stages, namely (1) the preparation stage, (2) the data collection stage, (3) the data analysis stage, and (4) the conclusion drawing and report preparation stage. In this research, the data collected came from interviews, observations, and documentation.

RESULTS AND DISCUSSION

Implementation of the Domicile Policy at SMA Negeri 1 Pendopo

The implementation of the domicile policy in the New Student Admission Selection (SPMB) at SMA Negeri 1 Pendopo is a crucial aspect that determines equal access to education for the community in the area around the school. Based on the results of interviews, observations, and document reviews, this domicile policy has essentially been implemented in accordance with the guidelines in Permendikbud Number 3 of 2025, which stipulates that the proximity of prospective students' residences to educational institutions is one of the bases for admission priority, especially for the regular/non-achievement pathway. This principle aims to ensure equal distribution of services, reduce transportation costs, and strengthen the affordability of education for all levels of society.

The domicile policy at SMA Negeri 1 Pendopo begins with address verification for prospective students using population documents such as Family Cards (KK), domicile certificates, or other administratively recognized supporting documents. The school collaborates with village/sub-district officials to ensure data validity, especially for prospective students who have moved within the last year.

However, in the field, it was discovered that a small number of prospective students faced issues related to incomplete population documents or sudden changes of address that had not been recorded in the population administration. In such cases, schools sought clarification directly

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

from parents and requested additional documentation from village officials. This process was quite time-consuming and resulted in queues during the verification stage, but it was still considered essential to ensure transparency and data validity.

From a public policy perspective, the implementation of the domicile policy is not only an administrative issue but also touches on the dimension of social justice. In several interviews, parents stated that the implementation of the domicile requirement provides a greater opportunity for students living near the school to be accepted, thereby reducing unhealthy competition with applicants from outside the area. On the other hand, there is also a perception that the domicile policy can lead to dissatisfaction among students who live outside the school area but have good academic performance. Some parents believe that the domicile policy plays an overly dominant role, thus reducing opportunities for high-achieving students from other areas.

In the context of SMA Negeri 1 Pendopo, the domicile policy is implemented flexibly, while maintaining open pathways for achievement, affirmative action, and parental transfer. Thus, prospective students from outside the region with outstanding achievements still have the opportunity to be accepted through the appropriate pathway. This multi-pathway approach has proven effective in balancing aspects of equal access and recognition of academic achievement. This is reinforced by research by Rahman & Oktaviani (2024), which states that a multi-pathway selection system is the most adaptive strategy for schools to manage the diversity of social backgrounds and academic abilities of prospective students.

During the implementation of the domicile policy, information transparency is also a crucial factor in maintaining public trust. Schools routinely upload information about requirements, the registration process, and domicile requirements on their official websites and social media platforms. Information is also posted on school bulletin boards and communicated through school committee meetings.

Furthermore, the use of web-based information technology for SPMB registration simplifies the initial verification process, particularly in matching addresses with the system database. However, network difficulties in some rural areas remain a significant obstacle, so schools continue to provide offline registration services. This policy supports the principle of inclusivity as recommended by UNESCO (2023), which states that digital-based education policies must be balanced with alternative mechanisms for communities with limited access to technology.

Overall, the implementation of the domicile policy at SMA Negeri 1 Pendopo can be

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

categorized as quite good, although several administrative and technical challenges remain. The implementation pattern, which combines rigorous verification, active communication, and a multi-channel mechanism, has proven effective in maintaining a balance between fair access and rewarding achievement.

Analysis of Supporting and Inhibiting Factors

The analysis was conducted by linking field findings, educational policy implementation theory, and the findings of previous relevant national and international studies.

1. **Supporting Factor Analysis**

The research results show that several factors significantly contribute to the successful implementation of the domicile/zoning policy in the SPMB. These supporting factors include institutional aspects, regulations, resources, and communication patterns within the school organization.

First, the principal's commitment and leadership are fundamental factors influencing the success of policy implementation. The principal acts as a director, decision-maker, and controller of the SPMB implementation to ensure it aligns with Minister of Education and Culture Regulation No. 3 of 2025. The principal's commitment to directing the committee, ensuring the readiness of facilities, and fostering inter-personnel coordination is a form of transformative leadership that is essential for implementing education policies.

Second, the availability of supporting facilities, particularly information technology , is a crucial factor in the implementation of zoning/domicile-based SPMB. Schools have developed a digital registration system accessible through their websites, making it easier for the public to register without having to visit in person. This digital platform not only increases the efficiency of the selection process but also strengthens the principles of transparency and accountability. According to Putra (2021), the use of technology in the student selection process can increase public trust because information can be accessed widely and in real time.

Third, cooperation and synergy between teachers, staff, and the SPMB committee are crucial pillars in supporting policy implementation. This collaboration is reflected in the clear division of tasks, regular coordination, and effective communication throughout the new student admissions process.

Fourth, regulatory support through Minister of Education and Culture Regulation No. 3 of 2025 serves as a legal guideline that provides direction and boundaries for schools in

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

implementing SPMB. This regulation not only establishes the legal basis but also establishes minimum standards that schools must meet to ensure the selection process is objective and fair.

Fifth, community support and openness to public information contribute to the successful implementation of zoning policies. A community that understands the objectives and procedures of SPMB tend to give support and not submit protests that hinder the process. Openness information public , such as distribution announcement through websites and social media , expanding access information and improve participation public .

In a way overall , factors supporters This show that implementation policy domicile / zoning at SMA Negeri 1 Pendopo walk Good when environment operational school capable provide strong leadership , means adequate , work The same team , clear regulations , and support informative society .

2. Analysis Factor Inhibitor

Although implementation policy domicile / zoning at SMA Negeri 1 Pendopo own a number of factor supporters , research This find various barriers that reduce effectiveness Implementation of SPMB. Obstacles the reflect common dynamics found in implementation policy education in Indonesia and in various developing countries .

First, limited human resources (HR) are a major obstacle. Not all committee members or teachers have sufficient technological skills to manage the online registration system. This situation causes the file verification process to take longer, especially when data input errors or difficulties occur in accessing the system.

Second, inadequate public outreach is also a significant obstacle. Some parents and prospective students remain confused about the registration process, particularly regarding the use of the online system, residency requirements, and selection criteria. Inadequate outreach leads to miscommunication between schools and the community.

Third, differing understandings between school committees and stakeholders often lead to disparate information circulating within the community. This lack of uniform interpretation of regulations leads to inconsistencies in the information provided to prospective students.

Fourth , obstacles technical like internet access that is not stability also affects the online registration process . Many prospective students experience difficulty upload file or access system Because quality varying networks in the area where stay they .

Fifth , inconsistency and completeness document prospective students also become significant obstacles . Many documents address or domicile that has not been updated , so that

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

committee difficulty determine data validity . Conditions This slow down the verification process and hinder smoothness channel selection .

In a way overall , obstacles the show that implementation policy domicile / zoning in SPMB still influenced by factors HR competency , quality socialization , consistency understanding inter-implementer , condition digital infrastructure , as well as suitability document administration . Without proper mitigation , obstacles This potential lower effectiveness implementation policies and reduce level trust public to implementation of SPMB.

3. Impact Implementation Policy Zoning

Implementation policy zoning in reception participant educate new at Pendopo 1 State High School give a number of impact real towards the selection process , equality access education and dynamics environment school . Research results show that policy This No only influence pattern registration and composition participant educate , but also bring implications social , academic , and administrative impacts . This can seen Good from side positive and challenges that still exist need repaired .

In a way positive , policy zoning impact on equality access education , especially for student from family with level economy medium to below . With existence priority for candidate participant students who are domiciled near with school , happened improvement chance for previous students difficult compete in a way academic .

From the side environment school , policy zoning give impact on diversity social participant educate . State Senior High School 1 Pendopo experience improvement heterogeneity background behind social and economic students , so that demand school For strengthen approach education inclusive . Teachers are challenged For presenting adaptive learning strategies to profile more students diverse . According to Lestari's research (2021), diversity This can enrich interaction social at school as long as the teacher has competence differentiation learning .

Another impact is seen in distribution. participant educate in room class , where the policy zoning tend reduce accumulation students in schools favorite . SMA Negeri 1 Pendopo which was previously be one of objective main candidate participant educate , now accept composition more students evenly from surrounding areas . This reduction in applicant concentration has been shown to reduce the administrative burden and increase committee efficiency in the document verification process. Similarly, a study by Setyawan and Kusuma (2024) found that zoning in several secondary schools can stabilize the number of applicants and simplify class capacity management and teacher distribution.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

However, negative impacts remain, particularly in terms of public perception and the quality of student input. Some parents still believe that zoning limits their children's opportunities to choose the best schools. This has led to resistance and dissatisfaction, especially among families who feel disadvantaged by distance restrictions.

Furthermore, the zoning policy impacts the need to strengthen population administration data. SMA Negeri 1 Pendopo faced challenges verifying domicile data due to discrepancies between the addresses on family cards and actual conditions on the ground. Accurate domicile data is a crucial factor in implementing this policy, as Prasetyo (2021) explains, explaining that the success of zoning is highly dependent on the integration of valid population data and a technology-based monitoring system.

From the school's perspective, the impact of the zoning policy is also evident in the need to strengthen internal management. Schools are required to improve communication mechanisms, increase information transparency, and ensure that all selection stages comply with regulations. These administrative challenges ultimately prompted SMA Negeri 1 Pendopo to implement innovations, such as the use of a simplified registration information system and enhanced training for committee members.

Overall, the zoning policy has significantly changed the student admissions ecosystem at SMA Negeri 1 Pendopo. Despite various positive impacts, such as equal access, student diversification, and increased administrative efficiency, challenges remain, including community resistance, disparities in school quality, and population data issues. Therefore, the implementation of the zoning policy requires continuous improvement through increased outreach, strengthened school capacity, and collaboration with local governments to ensure equitable education quality.

CONCLUSION

Based on the research results, data analysis, and discussion regarding the implementation of zoning policies in the New Student Admission Selection (SPMB) at SMA Negeri 1 Pendopo, several main conclusions can be drawn as follows.

1) The implementation of the zoning policy has been carried out in accordance with the principles outlined in Minister of Education and Culture Regulation No. 3 of 2025, particularly in efforts to equalize access to education and organize new student admissions services. The implementation of the SPMB demonstrates schools' commitment to developing transparent planning, implementation mechanisms, and administrative governance. However, in practice, discrepancies

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

remain, particularly in aspects of file verification, information dissemination, and technological readiness.

2) The research identified several supporting factors that play a significant role in the smooth implementation of the policy, namely the commitment of school leaders, internal coordination, the use of a technology-based registration system, and the existence of clear regulatory guidelines . the strengthen management implementation and improvement effectiveness of the selection process .

3) Implementation policy zoning also encountered obstacles , such as limitations source Power man in mastery technology , lack of even socialization , mismatch document prospective students, as well as constraint internet network . Obstacles the impact on the occurrence of miscommunication , queues verification , and data discrepancies .

4) Policy zoning give sufficient impact significant , good in a way positive and negative . Impact positive in the form of improvement access education for student closest , equal distribution distribution participant educate and grow trust public to transparency of the selection process . Meanwhile that , the impact negative seen from emergence parents ' complaints related limitation distance , inequality access technology , as well as perception injustice for prospective high-achieving students However live outside the zone.

In a way overall , implementation policy zoning in SPMB at SMA Negeri 1 Pendopo can it is said Enough effective , but Still need repair in matter socialization , improvement service technology , and strengthening coordination between school , government area , as well as public.

REFERENCES

Adawiyah, R. (2022). *Efektivitas Sosialisasi Kebijakan Pendidikan Berbasis Media Digital*. Jurnal Komunikasi Pendidikan, 11(2), 145–158.

Ahmad, T. (2022). *Diversifikasi Jalur Penerimaan Peserta Didik Baru di Indonesia*. Jurnal Manajemen Pendidikan, 7(1), 33–48.

Al-Harbi, M. (2022). *Digital Transformation in School Admission Systems: Challenges and Opportunities*. International Journal of Educational Technology, 4(3), 112–125.

Al-Mutairi, A., Rahman, K., & Singh, P. (2023). *Determinants of Effective Student Admission Systems in Developing Countries*. Journal of Comparative Education, 19(1), 22–39.

Anderson, J. (2022). *Public Policy-Making*. Boston: Cengage Learning.

Anderson, S., & Boyle, M. (2021). *Equity Issues in School Admission Policies*. Journal of Global Education Policy, 5(2), 55–71.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Azzahra, R., & Rahayu, D. (2022). *Akses Inklusif dalam Penerimaan Peserta Didik Baru*. Jurnal Kebijakan Pendidikan, 12(1), 67–80.

Bappenas. (2023). *Laporan Pemerataan Akses Pendidikan Nasional 2023*. Jakarta: Bappenas.

Bovens, M. (2021). *The Quest for Public Accountability*. Cambridge University Press.

Bryk, A., Gomez, L., & Grunow, A. (2021). *Learning to Improve: How School Systems Succeed*. Harvard Education Press.

Chan, L., & Abdullah, M. (2023). *Digital Barriers in Online School Admissions in Southeast Asia*. Asian Education Review, 18(2), 44–59.

Creswell, J. (2021). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage Publications.

Darling-Hammond, L. (2022). *The Future of Educational Reform and School Improvement*. Stanford University Press.

Dunn, W. (2021). *Public Policy Analysis* (6th ed.). Routledge.

Dye, T. (2022). *Understanding Public Policy*. Pearson.

Evans, M., & Honig, D. (2021). *Transparency and Accountability in Education Governance*. Oxford University Press.

Febriyanto, R. (2021). *Efisiensi Sistem Pendaftaran Online di Sekolah Negeri Indonesia*. Jurnal Teknologi Pendidikan, 10(3), 201–214.

Fitriani, S. (2021). *Penerapan Sistem Domisili dalam PPDB dan Tantangannya*. Jurnal Administrasi Pendidikan, 8(1), 57–70.

Fullan, M. (2021). *The New Meaning of Educational Change*. Teachers College Press.

Fullan, M. (2022). *Leading in a Culture of Change*. Jossey-Bass.

Goggin, M., et al. (2021). *Implementation Theory Revisited*. Public Policy Journal, 32(2), 90–108.

Hardani, dkk. (2020). *Metode Penelitian Kualitatif*. Pustaka Ilmu.

Harjanto, I. (2022). *Akuntabilitas Data dalam PPDB Zonasi*. Jurnal Kebijakan Publik, 6(2), 120–133.

Hargreaves, A., & Ainscow, M. (2022). *Educational Change and Inclusion*. Routledge.

Hasan, R., & Peterson, A. (2022). *Complaint Handling in Public Sector Education Services*. Journal of Public Administration, 41(3), 122–136.

Hendrawan, A. (2021). *Kendala Administrasi Domisili dalam PPDB*. Jurnal Administrasi Pendidikan, 9(2), 45–59.

Hill, M., & Hupe, P. (2021). *Implementing public policy: An introduction to the study of operational governance* (4th ed.). Sage Publications.

Howlett, M., & Ramesh, M. (2022). *Studying Public Policy* (4th ed.). Oxford University Press.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Jacobs, L. (2021). *Improving Education Quality in Developing Countries*. International Education Studies, 14(4), 15–29.

Kemendikbudristek. (2023). *Pedoman Pelaksanaan PPDB dan SPMB Tahun 2023*. Jakarta: Kemendikbudristek.

Kementerian Keuangan RI. (2022). *Evaluasi Bantuan Kartu Indonesia Pintar*. Jakarta.

Komisi Informasi Pusat. (2021). *Transparansi Informasi Publik di Sektor Pendidikan*. Jakarta.

Koutrouba, K. (2021). *Organizational Adaptation in Schools Implementing Policy Changes*. Education & Society, 39(1), 66–79.

Kusumawati, H. (2022). *Kepuasan Orang Tua terhadap Sistem Domisili PPDB*. Jurnal Penelitian Pendidikan, 12(3), 121–134.

Leithwood, K. (2021). *Seven Strong Claims About Successful School Leadership*. Educational Administration Quarterly, 57(2), 1–25.

Lestari, I. (2022). *Kinerja Lembaga Pendidikan dalam Implementasi PPDB*. Jurnal Kependidikan Nasional, 8(1), 27–39.

Lestari, D. (2024). *Dampak Kebijakan Domisili terhadap Siswa Berpenghasilan Rendah*. Jurnal Kebijakan Pendidikan, 13(1), 77–93.

Li, J., & Zhao, Y. (2023). *Policy Communication in Chinese School Admission Reform*. Asian Policy Studies, 9(2), 100–118.

Lipsky, M. (2022). *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. Russell Sage Foundation.

Mahendra, A. (2022). *Koordinasi Antarinstansi dalam Pelaksanaan PPDB*. Jurnal Administrasi Negara, 11(2), 79–95.

Mardiasmo, A. (2022). *Digitalisasi Pelayanan Publik Pendidikan*. Jurnal Teknologi Pemerintahan, 5(1), 88–102.

Mazmanian, D., & Sabatier, P. (2022). *Implementation and Public Policy* (Updated ed.). University Press of America.

Miles, M., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Sage.

Moleong, L. J. (2021). *Metodologi Penelitian Kualitatif* (Edisi Revisi). Remaja Rosdakarya.

Ningsih, T., & Bakri, S. (2023). *Perencanaan Partisipatif dalam Kebijakan Pendidikan*. Jurnal Administrasi Pendidikan, 14(1), 51–62.

Nugroho, R. (2021). *Public Policy: Teori, Implementasi, dan Evaluasi* (Edisi 7). Jakarta: Elex Media Komputindo.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

OECD. (2021). *Education at a Glance 2021*. Paris: OECD Publishing.

OECD. (2022). *School Choice and Equity Policies*. Paris: OECD.

OECD. (2023). *Education Governance and Risk Management*. Paris: OECD.

Parsons, W. (2021). *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*. Edward Elgar.

Peters, B. G. (2023). *The Politics of Bureaucracy* (9th ed.). Routledge.

Pressman, J., & Wildavsky, A. (2021). *Implementation*. University of California Press.

Prasetyo, A. (2023). *Digitalisasi Layanan Penerimaan Peserta Didik*. Jurnal Sistem Informasi Pendidikan, 9(1), 87–97.

Putra, R. (2021). *Tantangan Seleksi Peserta Didik Berbasis Online*. Jurnal Administrasi Pendidikan, 8(2), 55–70.

Putra, S. (2023). *Resistensi Sosial dalam Kebijakan Zonasi Pendidikan*. Jurnal Sosiologi Pendidikan, 11(2), 113–129.

Rahmadani, & Fikri, A. (2023). *Kepemimpinan Kepala Sekolah dalam Implementasi Kebijakan*. Jurnal Kepemimpinan Pendidikan, 5(1), 22–37.

Rahmadani, F., & Pratama, Y. (2022). *Efektivitas PPDB Domisili di Sekolah Negeri*. Jurnal Manajemen dan Kebijakan Publik, 9(3), 203–217.

Rahmawati, S. (2021). *Kualitas Sosialisasi Kebijakan PPDB*. Jurnal Komunikasi Publik, 4(2), 29–41.

Rawls, J. (2021). *Justice as Fairness: A Restatement*. Harvard University Press.

Rinaldi, M. (2022). *Transparansi dalam Pelaksanaan PPDB*. Jurnal Kebijakan Publik, 12(1), 45–60.

Robbins, S. (2022). *Organizational Behavior* (18th ed.). Pearson.

Sabatier, P. A. (2021). *Theories of the policy process* (4th ed.). Westview Press.

Santosa, B. (2024). *Beban Kerja dalam Implementasi Kebijakan Pendidikan*. Jurnal Administrasi Pendidikan, 10(1), 55–70.

Sari, D. (2021). *Akurasi Verifikasi Domisili dalam PPDB*. Jurnal Administrasi Manajemen Pendidikan, 7(2), 141–153.

Sari, M. (2022). *Kualitas Sosialisasi Kebijakan Pendidikan kepada Orang Tua*. Jurnal Pendidikan Nasional, 8(2), 88–101.

Setiawan, A. (2023). *Kolaborasi Internal Sekolah dalam Implementasi Kebijakan*. Jurnal Manajemen Pendidikan, 15(1), 99–115.

Singh, A., & Kumar, D. (2021). *Online Admission Platforms in South Asia*. Journal of Educational ICT, 12(3), 77–89.

Singh, N., & Pande, P. (2023). *Digital Readiness in Asian School Systems*. Journal of EdTech

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Development, 9(1), 33–52.

Suherman, D. (2023). *Ketergantungan Informasi Luring dalam Pelayanan Publik*. Jurnal Komunikasi Layanan Publik, 3(2), 44–58.

Suharto, B., & Yuliani, P. (2023). *Dampak Kebijakan Domisili terhadap Distribusi Sumber Daya Sekolah*. Jurnal Pendidikan Indonesia, 14(2), 66–78.

Sugiyono. (2021). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Alfabeta.

Suryadi, S. (2023). *Tata Kelola Pendidikan Daerah dan Pemerataan Mutu Sekolah*. Jurnal Pemerintahan Daerah, 6(1), 19–36.

Supriyanto, A. (2021). *Kepemimpinan Instruksional Kepala Sekolah*. Jurnal Administrasi Pendidikan, 8(2), 101–116.

Suwandi, T. (2024). *Siklus Evaluasi Kebijakan Pendidikan*. Jurnal Evaluasi Pendidikan, 13(1), 60–75.

UNESCO. (2021). *Education for All Global Monitoring Report*. Paris.

UNESCO. (2022). *Digital Transformation and Inclusion in Education*. Paris.

UNICEF. (2021). *Inclusive Access to School Admission*. New York.

Vedung, E. (2022). *Public Policy and Program Evaluation*. Transaction Publishers.

Wahyudi, A. (2022). *Kesiapan Infrastruktur Digital dalam PPDB*. Jurnal Teknologi Pendidikan, 13(1), 71–85.

Wahyudi, R., & Hapsari, S. (2022). *Perencanaan Kebijakan Pendidikan di Sekolah*. Jurnal Kebijakan Pendidikan, 6(1), 55–70.

Wibowo, D. (2022). *Pengaruh Perencanaan terhadap Implementasi Kebijakan Pendidikan*. Jurnal Administrasi Pendidikan, 12(2), 81–99.

Widiastuti, N. (2022). *Transisi Sistem Informasi Pendidikan di Indonesia*. Jurnal Sistem Informasi, 14(1), 23–36.

Wijaya, A. (2023). *Kepatuhan Sekolah terhadap Regulasi PPDB*. Jurnal Administrasi Pendidikan, 11(2), 133–147.

Wijaya, H., & Fauzi, M. (2023). *Kompetensi SDM dan Implementasi Kebijakan Pendidikan*. Jurnal Kebijakan dan Manajemen Pendidikan, 9(1), 55–71.

World Bank. (2021). *Human Capital and Education Quality Report*. Washington, DC.

World Bank. (2022). *Education Equity in Developing Countries*. Washington, DC.

Zed, M. (2021). *Metode Penelitian Dokumentasi*. Yayasan Obor Indonesia.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License