

Analysis of the Impact of the Enrollment Zoning System on Education Quality, Principal Leadership Capacity, and Teacher Professionalism in the Special Region of Yogyakarta

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ABSTRACT

The Student Enrollment Zoning System (SEZS) is one of a national policy of the Ministry of Education and Culture that applies to primary and secondary education levels in Indonesia with aims of providing access and justice to education for all Indonesian people. Aims of this study were carried out to know the impact of the SEZS on aspects of the education quality, the principal's leadership capacity, and the teachers' professionalism at General Secondary Schools (GSSs) and Vocational Secondary Schools (VSSs) in the Special Region of Yogyakarta.

This study was conducted with an evaluation approach by Taylor's goal oriented method. Subjects were 480 people consisting of 15 GSS's principals and 15 VSS's principals, 75 GSS's teachers and 75 VSS's teachers, and 150 GSS's students and 150 VSS's students in the Special Region of Yogyakarta. Data were collected by documentation, interviews, and questionnaires. The coefficient of validity of the SEZS's questionnaire for GSS's level was 0.658 to 0.838 with its reliability of 0.774 and for VSS's level was 0.649 to 0.938 with a reliability of 0.796. The coefficient of validity of the education quality questionnaire for GSS's level was 0.614 to 0.891 with its reliability of 0.804 and for VSS's level was 0.766 to 0.958 with its reliability of 0.777. The coefficient of validity of the principal's leadership capacity questionnaire for GSS's level was 0.603 to 0.967 with its reliability of 0.793 and for VSS's level was 0.766 to 0.940 with its reliability of 0.816. The coefficient of validity of the teacher's professionalism questionnaire for GSS's level was 0.609 to 0.853 with its reliability of 0.830 and for VSS's level was 0.609 to 0.897 with its reliability of 0.817. The data were analyzed by multivariate analysis of variance approach and descriptively which were presented in the form of frequency distribution, crosstab tables, and graphs.

Results of this study can be known that the SEZS aspect was in Very High category (93.72% at GSSs and 84.10% at VSSs). The education quality aspect is in High category (52.18% at GSSs and 67.68% at VSSs). The principal's leadership capacity aspect is in Very High category (82.09% at GSSs and 81.95% at VSSs). The teacher's professionalism aspect is Very High category (92.25% at GSSs and 78.79% at VSSs). The results of the regression analysis can be seen that the SEZS's policy does not significantly affect respectively to the education quality, the principal's leadership capacity, and the teachers' professionalism aspects at GSSs and VSSs in the Special Region of Yogyakarta.

Kata Kunci: enrollment zoning system, education quality, principal leadership capacity, teacher professionalism