



IMPLEMENTATION OF ZONATION-BASED NEW STUDENT ADMISSION MANAGEMENT TO PROMOTE EDUCATIONAL QUALITY EQUITY AND SHIFT SCHOOL CULTURE IN PUBLIC SENIOR HIGH SCHOOLS ACROSS MATARAM CITY

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Abstract

This study examines the implementation of zoning-based New Student Admission and its contribution to educational quality equity and school culture change in public senior high schools across Mataram City. The study addresses the problem that equal access through zoning does not necessarily guarantee equal educational quality due to differences in school capacity, student characteristics, teacher readiness, and public perceptions of school quality. This study employed a qualitative approach with a descriptive design. Data were collected through observation, semi-structured interviews, and documentation involving school principals, teachers, PPDB committees, students, parents, and other relevant stakeholders. Data were analyzed through data collection, data condensation, data presentation, and conclusion drawing, while source and technique triangulation were used to ensure data validity. The findings indicate that zoning-based PPDB improves the distribution of students and broadens access to public senior high schools. However, its contribution to educational quality equity depends on school capacity, teacher adaptation, learning resources, and institutional management. The policy also contributes to changes in school culture by increasing student diversity and encouraging more inclusive, adaptive, and collaborative educational practices. Clear regulations, strong leadership, effective coordination, information systems, and stakeholder communication support implementation, while resource disparities, differences in student readiness, parental resistance, and persistent school reputation gaps remain significant barriers. The study concludes that zoning-based PPDB should be integrated with teacher development, school capacity strengthening, inclusive leadership, and continuous evaluation to achieve substantive educational equity and sustainable school culture transformation.

Keywords *Zoning-Based Student Admission, Educational Equity, School Culture, Educational Management, Public Senior High Schools*

INTRODUCTION

Educational equity remains an important issue in education policy and school management. Equal access to education does not automatically guarantee equal educational quality. Differences in school resources, student characteristics, teacher capacity, learning environments, and school reputation may create disparities among schools. In Indonesia, these disparities have encouraged the government to develop student admission policies that promote more equitable access to public schools. One of the major policy instruments is the zoning-based New Student Admission (Penerimaan Peserta Didik Baru/PPDB) system, which considers the geographical distance between students' residences and schools as an important criterion for admission. Sulistyosari et al. (2023) argue that school zoning was introduced to promote equal educational access, although geographical proximity alone does not necessarily guarantee equal access because school capacity and educational resources remain unevenly distributed.

The zoning policy seeks to reduce the concentration of students with high academic achievement in particular schools and to distribute students more evenly across public schools. The policy also aims to reduce the distinction between so-called favorite and non-favorite schools. From an educational equity perspective, the zoning system can strengthen the principle of justice by directing students to schools based on their residential location rather than relying primarily on academic achievement. Musadad and Purwanta (2023) found that the zoning system contributed to greater fairness in access because students were directed to schools according to their residence. However, they also identified challenges in the educational process, particularly when schools and teachers were not sufficiently prepared to provide equal learning support for students with different academic backgrounds.

From a school management perspective, student admission is a strategic process because it determines the composition of students entering the school. Effective admission management requires clear planning, transparent procedures, adequate coordination, accurate information, and continuous evaluation. The implementation of zoning-based admission therefore requires more than compliance with administrative regulations. Schools must also develop management strategies that respond to differences in students' academic abilities, social backgrounds, and learning needs. Anzaldi and Sukmana (2022) found that the implementation of zoning-based admission was supported by clear regulatory mechanisms, but its effectiveness was constrained by the unequal distribution of public schools and differences in implementation conditions across regions.

The implementation of zoning-based admission also has implications for school culture. School culture includes shared values, norms, practices, expectations, and patterns of interaction that shape daily life within a school. Changes in student composition may influence classroom interaction, teacher expectations, student relationships, learning practices, and approaches to student development. Hidayat (2023) found that the implementation of zoning-based admission affected the academic culture of a public senior high school, particularly in relation to students' learning interest, academic achievement, and interactions with teachers. These findings indicate that changes in student composition can require schools to adapt their academic and organizational practices.

Previous studies have identified several challenges in implementing zoning-based admission, including limited school capacity, unequal distribution of educational resources, public misunderstanding of admission mechanisms, and persistent perceptions of differences in school quality (Sulistiyosari et al., 2023; Chaniago et al., 2024). Chaniago et al. (2024) further reported that zoning has the potential to expand educational opportunities for students from diverse socioeconomic backgrounds, but disparities in school quality remain a major challenge. Similarly, Taqwa et al. (2023) highlighted that changes in the student selection system can create challenges for teachers in responding to differences in student academic backgrounds and may influence school culture. These findings suggest that geographical redistribution of students alone is insufficient to achieve educational equity. Zoning policy needs to be accompanied by effective school management and continuous improvement in educational quality.

Mataram City provides an important context for examining this issue. As one of the main educational centers in West Nusa Tenggara, Mataram has several public senior high schools with different institutional characteristics, student profiles, resources, and public perceptions. The implementation of zoning-based admission requires these schools to accept students from their surrounding areas while maintaining educational quality and responding to diverse student characteristics. A previous evaluation of the zoning policy in public senior high schools in Bima, West Nusa Tenggara, found that implementation was generally positive but still faced challenges related to socialization, clarity of zoning regulations, teacher distribution, and coordination among educational institutions (Hendrawansyah & Zamroni, 2020). This regional context demonstrates the importance of examining how zoning-based admission is managed and experienced at the senior high school level.

Despite the growing literature on zoning-based student admission, limited studies have simultaneously examined the relationship between admission management, educational quality equity, and changes in school culture, particularly in public senior high schools in Mataram City. Existing studies have largely focused on policy implementation, access equality, administrative challenges, or the academic consequences of zoning. Therefore, further empirical investigation is needed to understand how school management mediates the implementation of zoning policy and how changes in student composition influence educational practices and school culture.

Therefore, this study examines the implementation of zoning-based New Student Admission management in public senior high schools throughout Mataram City. It specifically investigates how schools plan, organize, implement, and evaluate the zoning-based admission process; how the policy contributes to efforts to equalize educational quality; and how changes in student composition influence school culture. The study aims to provide empirical evidence on the relationship between student admission management, educational equity, and school culture. The findings are expected to contribute to educational policy and school leadership by identifying management practices that can strengthen zoning-based admission while supporting equitable educational quality and the development of an inclusive and adaptive school culture.

METHODS

This study employed a qualitative approach with a descriptive research design to examine the implementation of zoning-based New Student Admission (Penerimaan Peserta Didik Baru/PPDB) management, its contribution to educational quality equity, and its implications for school culture in public senior high schools in Mataram City. The research was conducted in three public senior high schools selected purposively to represent different geographical areas and institutional characteristics. Primary data were obtained from school principals, PPDB committee members, teachers, and students who were directly involved in or experienced the implementation of zoning-based admission, while secondary data were obtained from PPDB technical guidelines, admission announcements, student admission records, school profiles, meeting documents, and other relevant administrative documents. Informants were selected using purposive

sampling based on their involvement, knowledge, and experience with PPDB implementation. Data were collected through observation, semi-structured interviews, and documentation. Observations focused on PPDB procedures, interactions among school administrators, teachers, students, and parents, and changes in school practices resulting from the zoning policy. Interviews explored PPDB planning, organizing, implementation, supervision, and evaluation, as well as its implications for educational quality and school culture. Documentation was used to verify information obtained through observation and interviews. The research instruments consisted of observation and interview guidelines developed around three main dimensions: PPDB management, educational quality equity, and school culture.

Data analysis followed an interactive qualitative model consisting of data collection, data condensation, data display, and conclusion drawing. Interview, observation, and documentation data were organized and coded according to the research focus, then condensed by identifying recurring themes related to PPDB planning, implementation challenges, educational quality, student diversity, teacher adaptation, and changes in school culture. The categorized data were presented narratively to identify relationships among the findings, while conclusions were drawn continuously and verified against the available evidence. Data credibility was ensured through source and technique triangulation. Source triangulation involved comparing information from principals, PPDB committee members, teachers, and students, while technique triangulation involved comparing interview, observation, and documentation findings. Member checking was also conducted by confirming selected interview findings with relevant informants. These procedures were applied to strengthen the credibility, consistency, and accuracy of the research findings.

RESULTS

Zoning-Based New Student Admission Management

The implementation of zoning-based New Student Admission (PPDB) in public senior high schools in Mataram City is managed through several stages, including planning, organizing, implementation, supervision, and evaluation. The findings show that schools have adjusted their admission management to the applicable zoning regulations while considering school capacity, geographical location, prospective students, and administrative requirements. At the planning stage, schools determine student capacity, establish the PPDB committee, prepare technical procedures, and disseminate information to prospective students and parents. This process is important because differences between school capacity and the number of applicants can create administrative and social challenges. One school administrator explained: “Before the admission process begins, we determine the school capacity, establish the PPDB committee, and provide information to parents regarding the zoning requirements. The main challenge is ensuring that parents understand the mechanism and requirements correctly.” The findings indicate that PPDB planning involves not only administrative preparation but also communication and coordination among school administrators, teachers, parents, students, and education authorities. This finding is consistent with Terry’s management perspective, which

emphasizes planning, organizing, actuating, and controlling as essential management functions for achieving organizational objectives. In the context of PPDB, these functions provide a systematic framework for ensuring that zoning-based admission is implemented effectively and accountably.

Implementation of Zoning-Based Admission

The implementation of zoning-based PPDB generally follows the stages of registration, document verification, selection, announcement, and re-registration. However, the findings show that implementation is influenced by school capacity, geographical conditions, public preferences, and perceptions of school quality. Some parents continue to perceive particular schools as more prestigious than others. Consequently, schools need to provide repeated explanations regarding the objectives and procedures of the zoning system. A PPDB committee member stated: “Some parents still consider certain schools to be better than others. Therefore, we have to explain that the admission process follows the zoning mechanism and that every student has the right to receive educational services.” This finding indicates that communication is an important element in the implementation of zoning policy. Sulistyosari et al. (2023) found that geographical zoning does not automatically guarantee equal access because school capacity and educational resources remain unevenly distributed. Musadad and Purwanta (2023) similarly found that zoning can strengthen educational justice, but challenges emerge during the educational process when schools are required to serve students with different academic backgrounds.

Zoning and Educational Quality Equity

The findings indicate that zoning-based PPDB has increased the diversity of students entering public senior high schools in Mataram City. The diversity includes differences in academic achievement, socioeconomic background, residential area, and learning characteristics. One teacher explained: “After the zoning system was implemented, the abilities of students in the classroom became more diverse. Some students adapt quickly, while others need additional guidance. Teachers therefore need to adjust their learning strategies.” This finding indicates that zoning contributes to access equity by providing opportunities for students from different backgrounds to attend public schools. However, equal access does not automatically result in equal educational quality. Schools must provide additional academic support to students who require greater assistance. Hendrik et al. (2024) found that zoning policies increased student diversity in schools, including diversity in academic ability and socioeconomic background, and recommended that schools strengthen their capacity to manage such diversity.

The findings can also be interpreted through Coleman’s concept of equality of educational opportunity, which emphasizes that educational equality involves more than providing access to educational institutions. Students must also have opportunities to obtain meaningful educational experiences and resources. Therefore, the effectiveness of zoning-based PPDB should be assessed not only through the distribution of students but also through the school’s ability to provide equitable learning services. This finding is

consistent with Musadad and Purwanta (2023), who found that the zoning system relatively succeeded in directing students to schools according to their residence, but challenges remained in ensuring equal treatment and educational support after admission.

Changes in School Culture

Zoning-based PPDB also influences school culture. The findings show changes in student interaction, learning patterns, teacher expectations, classroom management, and student development practices. Increased student diversity requires teachers to become more adaptive in managing classroom interactions and learning activities. A teacher stated: “The characteristics of students are now more diverse. Teachers cannot use exactly the same approach for every student. We need to understand their backgrounds and adjust our teaching approach.” The finding indicates that zoning encourages schools to develop more inclusive practices. However, diversity also creates challenges in maintaining academic standards, learning discipline, and established academic traditions.

School culture develops through shared values, norms, assumptions, and practices that influence the behavior of members within an organization (Schein, 2017). Changes in student composition can therefore influence the interaction patterns and educational practices that form the school culture. Hidayat (2023) found that zoning-based admission affected academic culture through changes in students’ learning interest, academic performance, and interactions with teachers. These findings support the present study, which indicates that zoning is not merely an administrative policy but also a factor that can influence the cultural dynamics of schools.

Teacher Adaptation and Inclusive Learning

Teacher adaptation is another important finding of this study. The diversity of students resulting from the zoning system requires teachers to modify learning strategies according to students’ abilities and learning needs. Teachers use additional explanations, group learning, individual assistance, and classroom differentiation to support students with different levels of academic readiness. One teacher explained: “We identify students who need additional support. Sometimes we provide additional explanations, group them with other students, or give individual guidance so that they can follow the learning process.” These practices demonstrate that zoning-based admission indirectly encourages teachers to develop more flexible and student-centered learning strategies.

This finding is important because educational equity requires schools to transform student diversity into an educational resource. Diversity should not be treated merely as an administrative consequence of zoning. It should become a basis for developing inclusive learning practices. Hendrik et al. (2024) emphasize that schools and teachers need stronger capacity to manage student diversity following the implementation of zoning-based admission. Similarly, Musadad and Purwanta (2023) found that differences in students’ prior academic abilities can become a challenge when schools do not provide adequate support for students with lower academic readiness.

Supporting Factors

The implementation of zoning-based PPDB in public senior high schools in Mataram City is supported by several factors. First, clear technical guidelines provide a common reference for school administrators and PPDB committees in carrying out the admission process. Second, the commitment of school leaders and PPDB committees supports the implementation of admission procedures in a transparent and systematic manner. Third, the availability of digital registration and information systems facilitates administrative processes and enables parents and prospective students to access admission information. Fourth, coordination between schools, education authorities, teachers, and parents supports the resolution of administrative and technical problems. Fifth, the commitment of teachers to adapt learning practices supports the school's ability to accommodate students with diverse academic and social backgrounds. One school administrator stated: "The process becomes easier when the committee works together, the technical guidelines are clear, and communication with parents and the education office runs well." These findings are consistent with Muhartono (2024), who emphasizes the importance of complete student data, coordination among school stakeholders, support from school leaders, and an effective public information system in strengthening zoning-based admission.

The supporting factors also demonstrate that successful implementation requires institutional capacity rather than merely compliance with regulations. Strong leadership, adequate information, effective coordination, and teacher readiness create conditions that enable schools to respond to the consequences of zoning. From a management perspective, these factors strengthen the organizing, actuating, and controlling functions of school management. Consequently, the success of zoning-based PPDB depends on the interaction between policy clarity and the internal capacity of schools to implement the policy.

Inhibiting Factors

Despite the supporting factors, the implementation of zoning-based PPDB also faces several obstacles. The first obstacle is the unequal capacity of schools compared with the number and distribution of prospective students. The second is the persistence of public perceptions that certain schools have higher quality or prestige than others. The third is the diversity of students' academic abilities, which requires teachers to provide differentiated learning and additional support. The fourth concerns limitations in educational infrastructure and learning resources. The fifth is the difficulty of communicating policy changes to parents who have different levels of understanding of the zoning mechanism. A PPDB committee member stated: "The biggest difficulty is usually related to parents' expectations. Some parents still want their children to enter a particular school, even though the zoning requirements do not support it." This condition shows that policy implementation is influenced by both structural and social factors.

The findings are consistent with Chaniago et al. (2024), who identified public resistance, differences in school quality, and logistical problems as major challenges in the implementation of zoning-based PPDB. Sulistyosari et al. (2023) also found that the

number of available seats does not always correspond to the number of prospective students and that differences in school quality continue to affect the effectiveness of zoning. In addition, Hidayat (2023) reported that the zoning system may create challenges for schools in maintaining academic culture when student academic backgrounds become more diverse.

Evaluation and Follow-Up

Evaluation is conducted as the final stage of PPDB management to assess the effectiveness of the admission process and identify areas for improvement. The findings show that schools evaluate administrative procedures, student distribution, communication with parents, technical problems, and the suitability between admission results and school capacity. A school administrator explained: “After PPDB is completed, we evaluate the process to identify administrative problems, communication issues, and student distribution. The results are used to improve the following admission process.” Evaluation therefore functions not only as an administrative activity but also as a mechanism for organizational learning and continuous improvement.

The evaluation findings are used to improve information dissemination, strengthen coordination, refine admission procedures, and prepare teachers to respond to increasingly diverse student characteristics. This indicates that PPDB management operates as a continuous management cycle rather than a one-time administrative activity. The overall findings show that zoning-based PPDB has contributed to broader access and increased student diversity, but its contribution to educational quality equity depends on the capacity of schools to provide equitable learning services. Therefore, the success of zoning should be measured not only by whether students are admitted according to geographical criteria but also by whether schools can improve educational quality and develop an inclusive, adaptive, and supportive school culture.

DISCUSSION

The findings of this study indicate that zoning-based New Student Admission (PPDB) is not merely an administrative mechanism for distributing students according to residential location. It represents a broader educational governance instrument that influences access, student composition, teaching practices, and school culture. The central finding is that zoning has the potential to strengthen educational equity, but its effectiveness depends on the capacity of schools to manage student diversity and maintain educational quality. Therefore, the policy should be understood as a process that connects admission management with the broader responsibilities of schools to provide equitable and quality education.

Zoning-Based PPDB as an Educational Management Instrument

The first important issue concerns the position of PPDB management within the implementation of zoning policy. The findings demonstrate that effective zoning requires systematic planning, clear division of responsibilities, transparent implementation, supervision, and evaluation. This means that the success of zoning cannot be separated

from the quality of school management. The policy provides the regulatory framework, while schools determine how effectively that framework is translated into administrative and educational practices.

This finding answers the first objective of the study concerning the implementation of PPDB management in public senior high schools in Mataram City. The implementation process shows that school administrators do not simply execute admission procedures. They also interpret regulations, communicate them to parents, coordinate with education authorities, and respond to problems that emerge during the admission process. This condition demonstrates that policy implementation requires managerial capacity at the school level.

The finding is consistent with the basic management functions proposed by Terry, particularly planning, organizing, actuating, and controlling. However, the present study extends this perspective by showing that management functions in zoning-based PPDB have social consequences. Planning determines not only the number of students admitted but also the composition of the student population. Organizing determines the capacity of the admission committee to manage administrative processes. Implementation influences public acceptance, while evaluation determines whether problems can be corrected in subsequent admission periods. Thus, PPDB management functions as an important link between education policy and school-level outcomes.

Zoning and the Meaning of Educational Equity

The second major finding concerns the relationship between zoning and educational equity. The study shows that zoning has reduced the concentration of students in schools traditionally perceived as superior. This indicates a shift from competition for particular schools toward a more geographically distributed admission system. However, the findings also demonstrate that equal access does not automatically produce equal educational quality.

This distinction is important for interpreting the contribution of zoning. If equity is defined only as equal opportunity to enter public schools, zoning can be considered a mechanism for improving access. However, if equity includes equal opportunities to receive quality teaching, adequate learning resources, academic support, and positive educational experiences, zoning alone is insufficient. This finding confirms the broader concept of educational equity, in which access must be accompanied by conditions that enable students to achieve meaningful learning outcomes.

The findings are consistent with Sulistyosari et al. (2023), who found that zoning can support educational access but remains constrained by differences in school capacity and resources. Musadad and Purwanta (2023) also showed that zoning can promote educational justice while creating challenges related to differences in students' academic backgrounds. The present study adds an important dimension by demonstrating that the consequences of these differences extend into classroom practices and school culture. Thus, the policy problem does not end when students are distributed more evenly. The more fundamental challenge begins after admission, when schools must transform equal access into equitable educational experiences.

Student Diversity and Teacher Adaptation

The increasing diversity of students is one of the most significant consequences of zoning-based PPDB. The findings suggest that teachers can no longer rely entirely on homogeneous assumptions about students' academic abilities, learning habits, or social backgrounds. This condition requires teachers to reconsider instructional strategies and classroom management practices.

Scientifically, this finding can be interpreted as a shift from a homogeneous instructional model toward a more differentiated and inclusive learning orientation. When students enter school with different levels of academic readiness, teachers need to identify learning needs and adjust instructional strategies accordingly. Additional explanation, peer learning, individual guidance, and differentiated tasks become important mechanisms for reducing learning gaps within the classroom.

This finding is consistent with Hendrik et al. (2024), who found that zoning increased student diversity and required schools to strengthen their capacity to manage differences among students. The present study further demonstrates that teacher adaptation becomes a critical mediating factor between zoning policy and educational quality. In other words, zoning does not directly determine classroom quality. Its educational consequences depend partly on how teachers respond to the diversity produced by the admission system.

This has an important implication for educational policy. Zoning should not be implemented independently from teacher development. If schools receive students with increasingly diverse abilities but teachers do not receive adequate professional support, the policy may increase instructional burdens without producing proportional improvements in educational equity. Therefore, teacher professional development, differentiated learning, classroom management, and collaborative instructional planning should accompany zoning-based admission.

Zoning and Changes in School Culture

The findings also reveal that zoning influences school culture by changing the composition of students and, consequently, patterns of interaction within the school. A more diverse student population requires schools to develop greater tolerance, inclusion, adaptability, and flexibility in managing differences. The change therefore occurs not only at the level of classroom instruction but also at the level of institutional values and everyday practices.

This finding can be interpreted through Schein's (2017) view that organizational culture develops through shared assumptions, values, and practices. When the characteristics of organizational members change, existing practices may also be challenged and reconstructed. In schools, the arrival of students with different academic and social backgrounds can influence teachers' expectations, peer relationships, disciplinary approaches, and definitions of academic achievement.

The finding is consistent with Hidayat (2023), who reported that zoning affected academic culture through changes in students' learning interest, achievement, and interaction with teachers. However, the present study suggests that the cultural implications of zoning are broader than changes in academic culture alone. Zoning can

encourage schools to move toward a more inclusive culture because teachers and administrators must respond to differences rather than assuming that students share similar characteristics.

Nevertheless, cultural change is not automatically positive. Greater diversity may also create tensions when schools continue to use practices designed for relatively homogeneous student populations. This explains why school leadership becomes important. Leaders need to communicate shared expectations, strengthen inclusive values, and encourage teachers to treat student diversity as part of the educational mission rather than as an institutional burden.

Supporting and Inhibiting Factors in Policy Implementation

The findings concerning supporting and inhibiting factors demonstrate that the effectiveness of zoning depends on the interaction between policy design and institutional capacity. Clear technical guidelines, leadership commitment, committee coordination, digital information systems, and communication with parents support implementation. Conversely, unequal school capacity, public perceptions of school quality, differences in student academic readiness, limited resources, and parental resistance create barriers.

These findings show that zoning policy operates within an existing educational structure that is not completely equal. When schools differ substantially in infrastructure, teacher capacity, learning resources, and public reputation, regulating student admission by residence does not immediately eliminate those inequalities. Instead, zoning may redistribute students while leaving structural differences between schools relatively unchanged.

This finding is consistent with Chaniago et al. (2024), who identified public resistance, differences in school quality, and logistical challenges as important obstacles to zoning implementation. Sulistyosari et al. (2023) similarly found that differences in school capacity and resources limit the effectiveness of zoning. The present study therefore suggests that zoning policy should be accompanied by a parallel policy for strengthening schools with lower institutional capacity.

The role of public perception is particularly important. The persistence of preferences for certain schools indicates that school reputation remains influential even when admission procedures have changed. This means that policy reform at the admission stage must be followed by reforms that improve the actual and perceived quality of schools. Otherwise, zoning may change where students study without fully changing the hierarchy of school reputation in society.

Evaluation as a Mechanism for Continuous Improvement

The final important finding concerns the role of evaluation. Evaluation should not be understood merely as a formal stage after the admission process. It should function as a mechanism for organizational learning. Through evaluation, schools can identify administrative problems, assess the effectiveness of communication, examine student distribution, and develop strategies for dealing with the educational consequences of student diversity.

This interpretation reinforces the view that zoning-based PPDB should operate as a continuous management cycle. Planning should be informed by previous evaluation. Implementation should be monitored continuously. Problems should be documented and analyzed. The results should then inform the following admission cycle. This approach enables schools to respond to changing student characteristics and community expectations rather than repeating the same administrative procedures every year.

The findings therefore suggest that the quality of zoning-based PPDB should be evaluated using broader indicators. Administrative compliance is necessary but insufficient. Evaluation should also consider student diversity, teacher workload and readiness, learning adaptation, student development, parental satisfaction, school culture, and access to quality educational services. Such indicators would provide a more comprehensive assessment of whether zoning contributes to the substantive goal of educational equity.

Implications for Educational Policy and School Management

Taken together, the findings demonstrate that zoning-based PPDB has both redistributive and transformative implications. Its redistributive function concerns the distribution of students across public schools. Its transformative function concerns changes in teaching practices, school culture, institutional management, and relationships among school stakeholders.

The study therefore argues that zoning should not be treated as an isolated admission policy. It should form part of an integrated educational equity strategy. Schools with different levels of capacity need differentiated support. Teachers need continuous professional development to manage heterogeneous classrooms. Parents need clear and accessible information about admission procedures and policy objectives. School leaders need stronger capacity to manage cultural and instructional changes. Education authorities need reliable data to monitor whether zoning produces genuine improvements in educational equity.

The main contribution of this study is therefore the identification of a critical relationship between admission policy and post-admission school capacity. Zoning can redistribute access, but schools determine whether that redistribution becomes meaningful educational equity. When zoning is supported by strong management, adaptive teachers, adequate resources, inclusive leadership, and continuous evaluation, it can contribute to more equitable educational opportunities and encourage positive changes in school culture. Without these supporting conditions, zoning risks becoming primarily an administrative redistribution mechanism without sufficiently reducing differences in educational quality.

CONCLUSION

This study concludes that the implementation of zoning-based New Student Admission (PPDB) in public senior high schools across Mataram City contributes to broader access and supports efforts to reduce disparities in student distribution among schools. Effective implementation depends on systematic planning, transparent admission

procedures, strong coordination, and continuous evaluation. However, zoning alone cannot guarantee equal educational quality because differences in school resources, student academic readiness, teacher capacity, and public perceptions remain significant challenges.

The study also confirms that zoning contributes to changes in school culture by increasing student diversity and encouraging teachers and school leaders to adopt more inclusive, adaptive, and collaborative practices. Supporting factors include clear regulations, committed school leadership, adequate information systems, and effective stakeholder communication. Meanwhile, limited resources, differences in school capacity, parental resistance, and persistent perceptions of school hierarchy remain major obstacles. Therefore, zoning-based PPDB should be accompanied by teacher development, school capacity strengthening, inclusive leadership, and continuous policy evaluation to achieve substantive educational equity.

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