

EVALUATION MODEL OF NEW STUDENT ADMISSION POLICY (PPDB) OF STATE JUNIOR HIGH SCHOOLS IN CIREBON CITY

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Abstract

This study evaluates the implementation of the New Student Admission Policy (PPDB) for state junior high schools in Cirebon City using William N. Dunn's policy evaluation model. The research examines the effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness of PPDB implementation in the 2024/2025 academic year. A qualitative descriptive method was applied through observations, interviews, and document analysis. Findings indicate that although PPDB follows existing regulations, challenges remain, particularly in uneven socialization, persistent public stigma regarding favorite and non-favorite schools, unequal school capacity, and geographical constraints. A key novelty of this study is the identification of *cultural lag* as a significant non-technical factor affecting policy outcomes. The study recommends a culturally grounded socialization model and strengthened political commitment to achieve equitable access to education.

Keywords: Public policy evaluation, PPDB, zoning system, junior high school, Cirebon City.

INTRODUCTION

The PPDB zoning system, implemented nationwide through Permendikbud No. 51/2018, aims to equalize access to education by prioritizing students living near schools. Local governments must operationalize this directive, including Cirebon City through Perwali No. 43/2021 and subsequent amendments.

However, implementation at the junior high school level still faces several challenges, such as disparities in school quality, uneven capacity, limited socialization, and persistent perceptions of "favorite" versus "non-favorite" schools. These conditions reduce the optimal functioning of the zoning policy.

Research Gap:

Previous studies on PPDB primarily focus on regulatory analysis or technical implementation. Few studies assess evaluation models and community cultural factors that influence policy performance.

Research Objectives:

1. To evaluate the implementation of PPDB for state junior high schools in Cirebon City.
2. To identify obstacles to PPDB implementation.
3. To formulate an appropriate evaluation model for PPDB policy improvement.

A public policy cannot be released just like that, without an evaluation that must be carried out. Policy evaluation assesses the extent of a public policy's effectiveness and efficiency, and must be accountable to the public to achieve the goals set beforehand. An evaluation is needed to determine the extent of the gap between expectations and reality. The zoning system policy in New Student Admissions (PPDB) which will be fully enforced in 2022, in accordance with the Regulation of the Minister of Education and Culture Article 11 Number 44 of 2019, it is explained that by implementing the zoning system, schools organized by the local government are of course obliged to accept prospective students who are domiciled in the nearest zone radius of the school by at least 50% of the total number of students to be accepted.

The objectives of this research are to:

- 1 Knowing and analyzing the Evaluation of the Admission Policy of New Junior High School (PPDB) in Cirebon City
- 2 Knowing and analyzing the obstacles in conducting the Evaluation of the Admission Policy of New Student Boarding Schools (PPDB) for State Junior High Schools in Cirebon City.
- 3 Knowing and analyzing effective Policy Evaluation Models in the Admission of New Student Programs (PPDB) for State Junior High Schools in Cirebon City.

RESEARCH METHODS

This research used a qualitative descriptive approach to understand policy processes in natural settings.

Data Collection

1. Interviews: PPDB committee members, school principals, teachers, parents, and officials from the Cirebon City Education Office.

2. Observations: PPDB registration process, socialization activities, and school environments.
3. Documentation: PPDB regulations (Perwal, Kepwal), website PPDB, school reports, and policy manuals.

Data Analysis

Data were analyzed using the Miles & Huberman model, consisting of:

1. Data reduction – coding interview data, identifying PPDB issues.
2. Data display – creating thematic matrices based on Dunn's evaluation criteria.
3. Conclusion drawing – interpreting findings and connecting them to the evaluation model.

Validity Techniques

1. Triangulation of sources (school, government, parents)
2. Triangulation of methods (interview, observation, document review)

LITERATURE REVIEW

Evaluating public policy is crucial for assessing the degree to which policy objectives are met (Anderson, 2000; Dunn, 2003). Dunn delineates six evaluative criteria: effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness. This study includes the idea of cultural lag (Ogburn), which denotes instances where social values and community views do not progress as swiftly as technology and administrative advancements, resulting in opposition to implementation.

Public policy comprises a collection of policies formulated by governmental bodies and authorities (Anderson, 2000). Public policy constitutes a governmental initiative designed to tackle various issues (Peterson, 2003). Public policy encompasses the actions or inactions undertaken by the government (Dye, 1975). Public policy refers to the actions undertaken by the government, rather than its intended objectives (Anderson, 2000). All governmental actions can be classified as public policy, and any public policy yields foreseeable outcomes (Winarno, 2011). Public policy encompasses "coercion," which may be deemed justified. The coercive aspect is absent in the policies of private enterprises, indicating that public policy necessitates an extensive social order. This final characteristic differentiates public policy from other types of policies (Winarno, 2011).

Anderson (2000) delineates the public policy process into five stages: problem formulation, policy formulation, policy determination, implementation, and evaluation. Udoji (Wahab, 2010) underscores that policy implementation holds greater significance than policy formulation, since unimplemented policies remain just aspirations or well-organized plans relegated to archives.

Numerous factors affect the efficacy of public policy execution. Numerous experts have identified aspects that influence the efficacy of public policy implementation. Van Metter and Van Horn (1975) identified four factors influencing public policy implementation: inter-organizational communication and activities; traits of implementing agents; economic, social, and political contexts; and the disposition of the implementer. Edwards III (1980:10) identified four elements that determine the success of public policy implementation: Communication, Resources, Disposition, and Bureaucratic Structure. Rondinelli & Cheema (1983:56) identified four factors influencing public policy: Environmental conditions, inter-organizational connections, resources for program implementation, and characteristics of implementation agencies. According to Smith (Tachjan, 2006), four variables must be considered in public policy implementation: Idealized policy, Target group, implementing organization, and Environmental factors.

William N. Dunn articulated that certain factors influence the execution of public policies, specifically: Effectiveness, Efficiency, Adequacy, Equity, Responsiveness, and Appropriateness.

RESULT AND DISCUSSION

Evaluation of PPDB Implementation Using Dunn's Criteria

Effectiveness

PPDB implementation generally adheres to regulations, yet its effectiveness is limited due to:

1. Uneven socialization of PPDB procedures.
2. Persistent concentration of applicants on certain "favorite" schools.
3. Some schools are still experiencing shortages of students.

Efficiency

The government has invested in IT infrastructure, online registration systems, and human resource readiness. However, efficiency declines when:

1. Servers experience disruptions,
2. Committees must extend working hours to handle technical issues,
3. Applicants rely heavily on school assistance due to low digital literacy.

Adequacy

The zoning system aims to address inequality, but outcomes remain limited:

1. Facilities and teacher quality differ significantly between schools.
2. Parents still strongly prefer certain schools despite distance.
3. Quotas in less-preferred schools remain unfulfilled.

Equity

Although PPDB rules are applied uniformly, actual equality is hindered by:

1. Geographic disparities (schools in remote areas like SMPN 17 & 18).
2. School clustering in certain sub-districts, causing uneven distribution.
3. Socio-cultural perceptions among parents.

Responsiveness

The Education Office attempts to respond through:

1. Direct socialization,
2. Pamphlets and online channels,
3. Nevertheless, community needs are not fully met due to limited coverage and distrust toward certain schools.

Appropriateness

Legally, PPDB implementation aligns with Perwal No. 10/2024 and Kepwal 421/2003-DISDIK/2024. However, appropriate outcomes are hampered by:

1. Cultural resistance,
2. Technical inequality across schools.

Obstacles in the Implementation of the New Student Boarding School (PPDB) Policy in Cirebon City Have Not Been Effective

The following are some of the factors that are obstacles to the implementation of admission of junior high school students in Cirebon City.

Socialization Factors

Admissions for new students at the SMPN level in Cirebon City are now in progress. The implementation can proceed effectively, with communication and coordination among the involved parties functioning well; however, the issue of community stigma associated with favored and non-favored schools remains a pressing concern that requires the organizers' attention, specifically the Cirebon City Education Office. In the future, thorough socialization should extend beyond mere brochure and booklet distribution, requiring a more comprehensive approach.

The absence of adequate socialization can foster public distrust towards the rastra organizers, as enhanced socialization can demonstrate that all parties involved in the PPDB zoning system operate with greater transparency and can elucidate the objectives of the PPDB zoning system to the public.

The dissemination of PPDB information in Cirebon City has not been uniformly communicated to the community. The budgetary limitations on socialization have restricted the Cirebon City Government to disseminating information through pamphlets in schools and public institutions, as well as through technological advancements.

Cultural Factors

The creation of stigma around favorite and non-favorite schools is attributable to cultural narratives; if it pertains to comprehension, this is a contemporary phenomenon known as Culture Lag (cultural inequality). This circumstance arises when cultural elements fail to evolve together. One aspect of culture evolves more rapidly than others, leading to a cultural lag that trails societal attitudes and behaviors in the face of the swift advancement of science and technology.

The notion of cultural lag, articulated by Ogburn, denotes the tendency for individuals' social customs and the frameworks governing their existence (values, norms, beliefs) to lag behind the initial advancements in material conditions (science and technology). That is the catalyst for societal change. Social transformation is typically marked by friction and disparity between material culture and immaterial culture. In specific communities, this engenders considerable conflict. In some instances, it results just in a divergence of perspective, allowing the two cultural aspects to persist despite their lack of parallelism or synergy.

In the context of this study, the author observes that parental preference for enrolling their children in preferred junior high schools significantly impacts the implementation of PPDB in Cirebon City in 2024, resulting in suboptimal fulfillment of prospective new student quotas.

It is challenging to convey understanding to the community (parents) of new students who compel their children to enroll in preferred schools, as the stigma may hinder the organization's capacity to fulfill its objectives, specifically, to bridge the divide between favored and unfavored schools.

School Location Factors

The primary obstacle to implementing the PPDB zoning system in Cirebon City is the varied geographical characteristics within each zone. The presence of schools in suburban regions adjacent to other districts poses challenges due to inadequate transportation access, as exemplified by SMPN 17 and SMPN 18. This situation compels the community to allocate supplementary funds for their children's commute, thereby impacting the local economy.

Moreover, several schools are located close to one another, including SMPN 10, SMPN 13, SMPN 14, SMPN 15, and SMPN 16, all within the Lemahwungkuk District, which influences the decisions of potential students.

Evaluation Model of the Admission Policy of New Junior High School Boarding Schools (PPDB) in Cirebon City

Based on the description of the results of policy evaluation using the theory of policy evaluation by William N Dunn (2003), in evaluating the Admission of New Students of State Junior High Schools in Cirebon City in 2024, it is appropriate, as it is based on six policy evaluation indicators, namely.

Effectiveness

Effectiveness serves as a criterion for policy implementation, reflecting the degree to which a program or policy achieves its intended objectives. Assessing efficacy requires meticulous consideration given the community's

broad, abstract aims (Lestanata & Pribadi, 2017). Based on the results of observations, the implementation of the zoning system policy in New Student Admissions (PPDB) using the zoning system at the State Junior High School level in 2024 in Cirebon City, has gone quite well, by following the provisions of the Cirebon Mayor Regulation Number 10 of 2024 concerning Amendments to the Cirebon Mayor Regulation Number 52 of 2023 concerning Guidelines for the Implementation of New Student Admissions in Kindergartens, Elementary Schools and Junior High Schools and in Kepwal Number: 421/2003 -DISDIK/2024 concerning Technical Guidelines for the Admission of New Students in Kindergartens, Elementary Schools, and Junior High Schools, for the 2023/2024 school year in Cirebon City, which is the Principle for the implementation of new student admissions based on the Regulation of the Mayor of Cirebon Number 10 of 2024 concerning Amendments to the Regulation of the Mayor of Cirebon Number 52 of 2023 concerning Guidelines for the Implementation of Admissions New Students in Kindergarten, Elementary School, Junior High School, are as follows: Non-discriminatory; Objective; Transparent; Accountable; Fair.

The implementation of PPDB for junior high school students in Cirebon City is conducted concurrently across the city via online registration on the Cirebon City Education website https://kotacirebon_siap-ppdb.com, as communicated by the Cirebon City Education Office through schools, which serve as registration points for students. This indoctrination occurs solely within schools, either directly or indirectly, through face-to-face interactions with the PPDB executive committee. Furthermore, socialization is conducted through the distribution of pamphlets at each school, including both the target state junior high school and the elementary school from which the prospective pupils originate. The socialization was conducted in accordance with the technical guidelines for the admission of new students in 2024, which delineate the target audiences for this initiative, including: the Cirebon City DPRD and its personnel; the Education Unit and School Committee; the Cirebon City Education Council; supervisors of Kindergarten (TK), Elementary School (SD), and Junior High School (SMP); and the community via print media, internet-based social media, or electronic media.

Regarding socializing, as indicated in section (c), it has been adapted to present circumstances because to the community's ongoing experience of the Covid-19 pandemic; thus, socialization occurs online via electronic and print media, among other platforms. The execution of PPDB through the Zoning method and the online platform has proceeded effectively. Despite ongoing advantages and disadvantages within the community, one notable aspect involves the parents of potential new pupils. To far, it has not been established that the policy effectively attains its primary objective of equalizing educational quality; nevertheless, some parents of potential new students continue to compel their children to enroll in their preferred schools, leading to a deficiency of candidates at specific institutions.

Efficiency

The implementation of PPDB in Cirebon City has been ongoing since the central government enacted a policy on student admissions via the zoning system. Furthermore, the Cirebon City Government, specifically the Cirebon City Education Office, consistently assesses the PPDB implementation annually to inform enhancements for subsequent years. This readiness encompasses not only the preparedness of human resources but is also bolstered by the infrastructure essential to the execution of the PPDB program. In terms of budget, the Cirebon City government has allocated funds to enhance the PPDB system, including improvements to internet devices, computerization, internet quotas, and strengthening the internet network in schools. Consequently, during the online registration process, the PPDB committee will not face network-related issues. Human resources operate professionally, adhering to designated working hours, though they may work into the night as required. The budget for PPDB implementation is deemed efficient, as it meets the requirements of PPDB supporters in Cirebon City through online registration.

Adequacy

In the execution of PPDB at the SMPN level in Cirebon City for 2024, the supporting facilities are aligned with the requirements for program implementation. This is evidenced by the exceptional readiness and capability of human resources in the IT sector, who can proficiently operate internet-based software and perform their duties professionally, often working late into the night. The community can feel that, by registering online, they do not experience difficulties, even with the help of the Cirebon City PPDB committee. Currently, classroom availability (capacity for prospective students) is sufficient; yet, there remains a scarcity of passionate schools. This occurs when specific individuals continue to form judgments based on external appearances and rely exclusively on their personal experiences, such as their preferred educational institution. Some parents of students contend that enrollment in their preferred schools confers greater advantages than attending less favored institutions, resulting in disparities in PPDB admissions among schools.

The Cirebon City Education Office can undertake efforts to inform and guide prospective students and their parents, both directly and indirectly. Direct guidance requires that every PPDB officer or committee in Cirebon City consistently provides direction and insights on schools in the area, thereby mitigating issues related to the categorization of favored and unfavored schools.

The favored school remains a competitive arena for prospective students and parents as their children seek admission. To gain admission to a favored institution, particularly a public school, many individuals resort to other methods, including using a purported "back road". Indeed, invest substantial resources to gain admission into institutions that attract prospective students and their parents. The competition for preferred educational institutions indicates an increase in public desire for quality education. Ultimately, a stigma exists suggesting that the institution's esteemed reputation for excellence, superior facilities, exceptional services, and robust alumni

network draws students.

The PPDB policy within the zoning system aims to increase student enrollment at this school; yet, despite quota limitations that do not align with the school's capacity, the institution perceives significant support from this policy. The PPDB policy on the zoning system effectively mitigates public perceptions, particularly among prospective students, regarding the disparities between suburban schools and preferred institutions. State Junior High Schools in Cirebon City are no longer permitted to select prospective students based on academic performance; hence, schools are compelled to admit all children within the designated zoning, regardless of their grades.

Equitable

The PPDB policy regarding the Cirebon City SMPN Zoning scheme has been equitably disseminated. This demonstrates the adoption of zoning system policies in all State Junior High Schools in Cirebon City. All 18 State Junior High Schools in the Cirebon City area have adopted zoning policies for the admission of prospective new pupils. The equal distribution is intrinsically linked to the function of the Cirebon City Government, particularly the Education Office. The Cirebon City Education Office is endeavoring to disseminate the PPDB policy about the zoning system uniformly across all State Junior High Schools in Cirebon City. The execution of PPDB in Cirebon City has been conducted in alignment with the expectations and directives from the leadership. Nonetheless, the issue of equity cannot be deemed uniform, as numerous junior high schools in Cirebon City continue to experience a shortage of new student enrollment. Furthermore, the resource person noted that implementing the PPDB zoning system at our school has both advantages and disadvantages. Children with the highest scores in the school zoning benefit the institution. Nonetheless, the drawback is that if there are a limited number of children with high school scores, they must certainly be accepted.

Responsive

The responsiveness to the admission of new students within the zoning system at the junior high school level in Cirebon City for the 2024/2025 academic year is understood as the Cirebon City Government's, particularly the Cirebon City Education Office's, reaction to the issues of student shortages and societal perceptions regarding favored and unfavored schools. Additionally, to ascertain whether the policy pertains to the party or only to specific parties.

The Cirebon City Education Office engages in community service by doing outreach for prospective new students and their parents, aiming to eradicate the stigma associated with favored and unfavored schools.

In the execution of the Cirebon City PPDB for the 2024/2025 academic year, it cannot be asserted that all schools are adequately populated; four schools still have insufficient student enrollment. SMPN 15 is experiencing a decline in student enrollment due to its proximity to another school, hence providing the community and potential students with alternative educational options. Conversely, for SMPN 16, SMPN 17, and SMPN 18, the decline in student enrollment during the 2024 PPDB is primarily attributable to the schools' geographical locations, which hinder access to transportation policies. The execution of PPDB extends beyond conducting an activity program; it also necessitates a cultural approach. A stigma exists regarding the distinction between favored and unfavored schools, which is perpetuated by cultural narratives. This habitual perception exemplifies a phenomenon known as Culture Lag, characterized by cultural inequality, where cultural elements fail to evolve concurrently. One aspect of culture evolves more rapidly than another, leading to a cultural element, termed cultural lag, that trails behind societal attitudes and behaviors in relation to the swift advancement of science and technology. 4). Moreover, William Ogburn (1950) asserted that those who fail to adapt to contemporary advancements, indicating an inability to adjust themselves, may experience a deterioration in their quality of life. In any social context where humans evolve, an adaptive disposition is essential; failure to do so will result in cultural lag. The intricacy of students' reactions to the online New Student Admission (PPDB) program utilizing the zoning system might be interpreted as an indication of "cultural lag". The notion of cultural lag, articulated by Ogburn, denotes the tendency for individuals' social customs and the frameworks governing their existence (values, norms, beliefs) to lag behind the material advancements (science and technology) that initially emerge.

That is the catalyst for societal change. Social transformation is typically marked by friction and disparity between material culture and immaterial culture. In specific communities, this engenders considerable conflict, whilst in others, it merely results in divergent perspectives, with the two cultural aspects coexisting concurrently (Ogburn, 1964).

Accuracy

The PPDB policy for the zoning system in Cirebon City is perceived to meet the needs of all stakeholders. The issue of equitable distribution of educational quality appears to provide no observable results. Simultaneously, it is vital to eliminate the distinction between favored and unfavored schools, considering the PPDB policy regarding the zoning system at the junior high school level, which limits the admission of high-scoring pupils from outside the designated zones.

The policy of the Cirebon City Government regarding the Admission of New Students (PPDB) for State Junior High Schools aligns with Cirebon Mayor Regulation Number 10 of 2024, which amends Mayor Regulation Number 52 of 2023. This regulation provides guidelines for the implementation of new student admissions in kindergartens, elementary schools, and junior high schools, as well as Kepwal Number: 421/2003 - DISDIK/2024, which outlines technical guidelines for the admission process for the academic year 2023/2024 in Cirebon City. The resolution of the New Student Quotas issue can be achieved through the initiatives undertaken by the Cirebon City Education Office, which include both direct and indirect outreach to prospective students and their parents.

Direct outreach involves the PPDB committee and officials consistently providing guidance and information regarding the schools in Cirebon City. This approach aims to mitigate the challenges associated with the categorization of favored and unfavored schools, thereby diminishing the societal stigma attached to these classifications. The PPDB policy on the zoning system effectively mitigates public perception, particularly among prospective students, concerning the disparity between suburban schools and preferred institutions. State Junior High Schools in Cirebon City are no longer permitted to select prospective students based on academic performance; they are now required to admit all students from the designated zoning region, regardless of their grades.

According to the findings of the research evaluating the Cirebon City PPDB policy for State Junior High Schools in Cirebon City for the 2024/2025 academic year, referencing the evaluation theory proposed by William N. Dunn (2013), the evaluation encompasses various models, including:

1. The descriptive model is an analytical framework designed to elucidate or forecast the causes and effects of policy decisions.
2. The Normative Model, which shares the same objective as the descriptive model, further offers recommendations to enhance the attainment of worth or utility.
3. A verbal model that depends on rational judgment to formulate forecasts and provide suggestions.
4. Procedural Model, which illustrates the dynamic interplay among variables that are thought to define a policy issue.
5. Models serve as both a substitute and a perspective; specifically, the final significant characteristic of policy models pertains to their underlying assumptions. Substitute models. Dunn, 2013.

The study's findings indicate that the appropriate policy evaluation model for implementing new student admissions (PPDB) in state junior high schools in Cirebon is the 'Impact' evaluation model. This conclusion is grounded in the issues surrounding the PPDB implementation, which the author has delineated in the preceding chapter, specifically that the PPDB is executed in accordance with prevailing laws and regulations at both central and regional levels. The procedure for implementing PPDB has been theoretically established and executed, ensuring that the evaluation aligns with normative and procedural standards, as the legal framework for the program has been formulated and established by the local government. Simultaneously, the evaluation was conducted in light of deficiencies in Cirebon City in the implementation of PPDB, including issues of equity in both quantity and quality, as certain schools experience a shortage of students while others face an influx of new enrollees, alongside societal stigma associated with favored and unfavored schools. We reference the policy implementation theory articulated by Goggin et al. (1990:74). the factors related to the public policy implementation messages that must be considered in detail are (1) the content of the policy message, (2) the form of the policy message itself (some aspects of content and form seem important), and (2) the reputation of the communicators (that is, the national policymakers) among the implementors at other levels of government, in the context of this study to evaluate the policy of New Student Admissions (PPDB) of State Junior High Schools in Cirebon City, then in the evaluation of the policy expected in the implementation of New Student Admissions (PPDB) of State Junior High Schools in Cirebon City can have an impact on changes in society, especially in changing the Stigma of the Community towards favorite and non-favorite schools, to achieve these goals, the implementation of a policy is inseparable from the "content of the message" conveyed by the government in the implementation of the program and the achievement of the program's objectives.

The findings from the research on the Evaluation Model of New Student Admissions Policy in Cirebon City indicate that, for the forthcoming implementation of PPDB, it is essential to incorporate socialization using a cultural approach to dispel community stigma around perceptions of favored and unfavored schools.

Novelty

Novelty refers to the uniqueness or originality of study findings. Research is deemed valuable if it produces novel findings that have not previously been identified. The recent research findings will advance scientific theory, benefiting both governmental and societal applications. This study is named "Policy Evaluation Model for the Admission of New Students to State First-Level High Schools in Koata, Cirebon, in 2024." The researcher use N. Dunn's theory of policy assessment to assess a running program. The review of the Admission Policy for New Students of State First-Level High Schools in Cirebon City in 2024 shall concentrate on six factors: Effectiveness, Efficiency, Adequacy, Equity, Responsiveness, and Accuracy. According to William N. Dunn's (2003) assessment theory, the researcher identified six elements influencing the implementation of the Admission Policy for New Students assessment at State Junior High Schools in Koata, Cirebon, in 2024. The study's findings revealed an additional aspect not addressed by Dunn: the "Community Culture" factor, which significantly influences a program's success in attaining its established objectives.

The policies for implementing PPDB should not only focus on executing an activity program but must also incorporate a cultural approach. A stigma exists regarding the differentiation between favored and unfavored schools, rooted in cultural narratives. This phenomenon aligns with the concept of Culture Lag, which denotes cultural inequality arising from the asynchronous development of cultural elements. When one cultural aspect advances more swiftly than another, it creates a disparity in societal perceptions and behaviors, particularly in the context of the rapid advancement of science and technology.

Alongside the Cultural factor, this dissertation research reveals that the objective of conducting PPDB (New Student Admission) is to provide governmental assurance that its implementation will facilitate fair and equitable access to education for all prospective students, irrespective of socioeconomic status, residential location, or prior

academic performance. PPDB aims to eradicate prejudice and disparities in educational access while promoting enhancements in the overall quality of education.

The cultural factor is consistently present in the annual implementation of PPDB. In addition to this factor, achieving the desired policy objectives requires the leadership's courage to address challenges, with the leadership's political will serving as a crucial catalyst for these changes. Political will refers to the dedication and consistency of leadership, manifested through genuine, concrete actions by pivotal decision-makers to address a specific issue through effective, sustainable policies, as evidenced in resource allocation, enforcement, and continuous backing from political leaders and stakeholders.

CONCLUSION

The implementation of PPDB in Cirebon City adheres to official standards; however, it faces challenges in efficacy, equity, and responsiveness due to insufficient socialization, enduring stigma associated with school favoritism, and geographical disparities.

The proposed evaluation model incorporates Dunn's evaluation criteria, cultural elements, and the commitment of political leadership. Enhancing community outreach, upgrading school infrastructure, and using culturally attuned messaging can enhance the effectiveness of PPDB. Proposed Assessment Framework for PPDB Policy. This study advocates for the implementation of an Impact Evaluation Model that integrates Dunn's six criteria, the Cultural dimension, and the Political will of local leadership, encompassing resource allocation and enforcement consistency.

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