

Student Learning Motivation in the Zoning System

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Abstarct

This research was motivated by the enactment of a ministerial regulation regarding the zoning-based PPDB system in various schools in Indonesia. The zoning system is an approach used in education to limit students' access to schools based on the geographical area in which they live. This study aims to analyze and understand how the description of students' learning motivation in schools that use the zoning system. The research method used is literature review or literature review. This research literature review comes from various media in the form of articles, journals, books, and other literary sources related to motivation to learn in the zoning system. The selected source is a study whose school uses a zoning system. There are 13 articles used to study this research. The results of the study can be concluded that the zoning system can produce high learning motivation and low learning motivation. High learning motivation in the zoning system is due to external and internal factors in students. These factors include the quality of teaching, learning environment, social support, and students' personal goals. Meanwhile, learning motivation is low because the zoning system prioritizes the distance between home and school as the main requirement for admitting new students, making students reluctant to learn because grades are considered not too important, there are favorite schools in several areas, schools are not evenly distributed in each area, and teaching quality not optimal.

Keywords: Learning Motivation, Zoning System, Students, Policy, Motivation, PPDB

Introduction

Education is an important factor that determines the progress of a nation (Aziiru, 2015). The importance of improving education through various aspects. An important aspect in the educational process is student motivation. With motivation, students will make their learning efforts harder, tenacious, not give up, be diligent optimally and have full concentration in the learning process to achieve their goals or aspirations (Rahmi, 2011; Arianto in Wahyuni, 2009; Abraham Maslow in H. .Nashar, 2004:42;Novia, 2013). Students who do not have motivation in learning within themselves, are unlikely to want to carry out learning activities (Nurhayati, 2011). Therefore, learning motivation influences learning activities/processes in achieving their goals, and learning motivation also certainly plays an important role in student achievement (Nurhayati, 2011; Sardiman, 2007; Uno, 2009; Biggs, 2003; Pintrich, 1999; Kang, 2008). So learning motivation is an important factor affecting student achievement (Rahmi, 2011; Uno, 2009; Iswanti, 2002). It can be concluded, the higher the learning motivation, the higher the achievement. Conversely, the lower the stimulant learning motivation, the lower the learning achievement will be (Aini, 2016). This is certainly useful to support student learning activities at school (Sardiman, 2014).

In 2017 the Ministry of Education and Culture implemented the zoning system listed in Article 15 to Article 17 of the Minister of Education and Culture 17/2017 where schools are required to accept at least 90% of students who live in the radius zone closest to the school. Meanwhile, 10 percent is allocated for two categories, namely 5 percent for outstanding students and another 5 percent for students moving between regions or abroad. This domicile statement is proven by a family card issued no later than 6 months before the implementation of PPDB. This is useful for bringing the educational environment closer including the school environment, family environment and community environment. With the implementation of the zoning system to create the same educational environment so that the educational process is easier to do. It is hoped that this zoning system can also help the family's economy due to the distance that is close to the

school. And with this zoning system it is hoped that there will be an even distribution of education and no favorite schools.

Minister of Education and Culture (Mendikbud) Muhadjir Effendy in the Working Cabinet at a press conference in Jakarta, also stated that zoning is a complete, integrated and systemic series of policies from our efforts to carry out restoration in the education sector, especially in the school system. This policy is not a policy that is independent from a series of previous or future policies.

In practice, it turns out that high schools in several cities still have favorite schools that still survive today even though the zoning system is in place, because they have not been socialized yet, are constrained by technical factors, school capacity is insufficient and there is still a high disparity in quality between schools, homes are close together, and loss of motivation to learn (Andina, 2017).

So from there a comprehensive literature review is needed about motivation to learn in the zoning system. The researcher will look at previous studies that have been conducted in this field and analyze their findings. It is hoped that this research will provide a better understanding of how students' learning motivation is described in schools that use the zoning system. The results of this study can provide insight to educators and policy makers about how students' learning motivation is illustrated using the zoning system. In addition, this research can also be the basis for more in-depth future research and more targeted interventions to improve the quality of education in the zoning system.

Methods

The method used is literature study or literature review. Literature study is a research design used in collecting data sources related to a topic. The literature study aims to describe the main content based on the information obtained (Herliandry et al., 2020).

Sources of research data from literature in the form of articles, journals, books, and other literary sources related to motivation to learn in the zoning system. Literature search and discussion involves a critical analysis of the literature sources obtained. The selected source is research that has student respondents in Indonesia with a zoning system. Source tracing was carried out using various electronic databases and search engines to identify relevant literary sources, including Google, Google Scholar, Pubmed, Sciepub, and Garuda Portal. In searching for literature studies, the latest published year is prioritized. After obtaining several appropriate articles, the next process is grouping data based on the variables to be discussed. Articles that are appropriate and used to study in this study totaled 13 articles. Furthermore, data synthesis is carried out such as identifying general patterns, similarities, differences, or contradictions in the relevant literature to integrate the findings of the literature into coherent conclusions. Finally, the researcher interprets the findings of the literature and relates them to the research objectives that have been set.

Findings dan Discussion

Before the zoning system was implemented, students could enter the school they wanted, they had to go through tests, report cards, or achievements. This has resulted in many parents competing to register their children for tutoring or students competing to study hard so that they are expected to be accepted at the leading or favorite elementary schools in their cities. The community believes that favorite schools have high quality and quality of education in terms of infrastructure as well as teaching staff.

After the zoning policy was implemented, this was prohibited as stated in Permendikbud number 14 of 2018 that the selection of prospective new students had changed where the distance between home and school was prioritized, no longer based on achievement. But this raises the pros and cons among the community.

This, according to Andina's research (2017), certainly makes most parents have a positive perception of the zoning system. They see the zoning system as a step that improves access to education and provides fair opportunities for students. Parents also think that the zoning system helps reduce the gap between favorite and non-favorite schools. However, some parents are also worried about the zoning system. Some of these concerns are because in a number of cities it turns out that there are still favorite schools that still survive

today even though the zoning system is held, because they are still not socialized, constrained by technical factors, insufficient school capacity and still high disparities in quality between schools, the houses are close together, and loss of motivation to Study. In addition, there is also manipulation or fraud in the application of the zoning system.

This is also supported by the opinion of Widyaningtyas, et al. (2021) how is the public's perception of the zoning new student admissions system in Broto Village, Slahung District, Ponorogo Regency. It can be concluded that the advantages of the zoning system include, it can equalize the education system in Indonesia, it can reduce traffic jams and accidents caused by students, and can facilitate parental supervision. The drawback is that it makes students lose their enthusiasm for learning and competitive attitude, equity in other aspects of education has not been implemented, can eliminate children's rights to study anywhere. The impact of the zoning system, firstly for parents of students, is that it causes them to prepare special steps that must motivate children to study harder so they can excel. In addition to moving or entrusting the child's Family Card to relatives who have a radius of residence from the desired school. For students the zoning system makes children lose their enthusiasm for learning because grades will not determine which school they will go to, besides that the competitive attitude of children is also increasingly lost, this is because to enter school they do not need to compete with other students and the abilities of students in schools are also considered equal, so there is no need for competition in the classroom. While the latter is for schools, in this case schools must make more efforts to improve the quality of teachers, infrastructure, and school quality.

From the perceptions that reap the pros and cons, it turns out to provide a further picture of how students' learning motivation is portrayed. The results obtained are divided into high learning motivation and low learning motivation. As in Dianita's research (2020), it shows that there are positive results between zoning policies and student learning motivation at SMP Negeri 17 Manyar Gresik. Another study by Daffa, S. E. (2020) and Prayoga, et al (2021) found that student learning motivation reached the high category, due to external and internal factors in students.

Meanwhile, the negative results according to Wahyuni (in Anjawati and Rochmat, 2020) are that with the establishment of this zoning policy students have low motivation. This was also explained in Hidapenta's research, et al (2022) that the zoning system which prioritizes the distance between home and school as the main requirement for admitting new students makes students reluctant to learn because grades are considered not too important which results in decreased student learning motivation.

Hairunisa (2018) argues that there are two types of thoughts when prospective students register, namely students whose radius of distance meets the PPDB requirements and does not meet the requirements. For prospective students whose homes are close to schools, they tend to underestimate the lessons because after all, the zoning policy will prioritize distance over the grades or abilities that students already have so that students' motivation in learning decreases and they are even reluctant to learn. Meanwhile, students whose distance from home to school does not meet the requirements will feel disappointed because the learning efforts that have been made to be able to reach the desired school are in vain. Because in reality PPDB uses new rules, namely looking at the distance to the house, not the value. This also results in decreased motivation to learn. Whereas motivation is the main capital of a student to be able to carry out learning activities.

Also supported by the opinion of Razak, et al (2022) There is a negative and significant effect of the PPDB zoning system on the learning motivation of students at SDN 002 Aralle, and it is known that the coefficient of determination obtained is 0.204 meaning that PPDB zoning students directly affect students' learning motivation of 20.4% while 79.6% is influenced by other factors outside the PPDB zoning system.

Another factor mentioned according to Hamalik (2005) is due to the adjustment of the teacher's ability to teach. As a result, the learning process in class cannot run optimally which actually disrupts the learning process in class. Apart from the problems faced by teachers, students also experience challenges due to heterogeneous class composition. Students who are slow in learning can be left behind by their friends and become uncomfortable in learning. Then, students who are fast in learning can lose motivation if they don't get challenges.

Hamalik's (2005) opinion was supported by Suprianto (2021) that teachers felt the impact of the zoning system on students' learning motivation. Teachers mentioned that students who came from remote or remote zones tended to have lower motivation to learn. This can be caused by factors such as long distances, lack of

family support, and a less motivating social environment. In addition, this study also revealed that some teachers felt burdened with the additional tasks assigned by the zoning system, such as dealing with students who had low learning motivation or overcoming challenges in dealing with differences in the quality of students between zones.

According to Nurlailiyah, A. (2019) we need to pay attention to that schools that accept students with low abilities will provide two directions, positive exposure to high achieving students will motivate students, but negatively students have difficulty following the learning of high achieving students. Whereas schools that accept students with high abilities, the positive is that exposure to a variety of environments will stimulate students and the negative is that students have to slow down their learning to accommodate other students. Examples of other teacher complaints regarding the behavior of students who enter through the zoning route have no motivation to learn, find it difficult to be disciplined, are crowded in class and want to go home before class ends. According to Bambang, a senior teacher at SMPN C, the social community who live around the school is in a weak economy that doesn't really pay attention to children's development, this zoning is very profitable for them with the consideration that the child's UAN score is low, prospective students also have the perception that regardless of the UAN score he will be still accepted at public schools, so it is not uncommon for students to go to school only as a routine to earn pocket money, meet friends and play in class. Meanwhile, the effects of a negative friend environment will easily spread to other students.

While Hamid's research. et al. (2020) that the description of students' motivation in the zoning system at SMA N 1 Wonosari Klaten is quite low, this is because the resources received by using the zoning system have below average learning motivation, so there is an element of coercion from students in continuing education at school. However, even though it is categorized as low there are some students who have high motivation, because there are several factors that affect student motivation in the zoning system. These factors include the quality of teaching, learning environment, social support, and students' personal goals.

Conclusion

Based on the results of the analysis of literature review sources, it can be concluded that the zoning system can produce high learning motivation and low learning motivation. High learning motivation in the zoning system is due to external and internal factors in students. These factors include the quality of teaching, learning environment, social support, and students' personal goals. Meanwhile, learning motivation is low because the zoning system prioritizes the distance between home and school as the main requirement for admitting new students, making students reluctant to learn because grades are considered not too important, there are favorite schools in several areas, schools are not evenly distributed in each area, and teaching quality is still low. not optimal.

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