EDUMALSYS
Journal of Research in Education Management

e-ISSN : 2988-1188
p-ISSN : 2988-1196

Index : Dimensions, Scilit, Crossref, Garuda, Semantic, Google Scholar, Base, etc

https://doi.org/10.58578/edumalsys.v1i2.1639

# THE IMPACT OF THE ZONATION SYSTEM ON THE COMPETENCE OF PAI TEACHERS AT SMAN 10 PADANG

Zaini Aulia Yahya & Wirdati
Universitas Negeri Padang, Indonesia
zainiauliayahya18@gmail.com ; wirdati@fis.unp.ac.id

**Abstract**

This study focuses on the impact of the zoning system on the competence of Islamic Religious Education teachers at SMAN 10 Padang. The purpose of this research is to find out whether the zoning system has an impact on the competence of PAI teachers at SMAN 10 Padang. Zoning is one of the policies stipulated by the Ministry of Education and Culture in the context of efforts to equalize access to quality education, and in its application, it has had many impacts, starting from public confusion about the zoning system due to lack of socialization, lack of transparency and accountability, even to the stuttering of educators in dealing with the implementation of the zoning system. this. This research is qualitative research with a descriptive method that will describe the impact of the zoning system on the competence of PAI teachers at SMAN 10 Padang. The results of this study are that the application of the zoning system has an impact on the competence of PAI teachers both in pedagogical competence, social competence, personal competence, and professional competence.

**Keywords** : Zoning System, Teacher Competence, Islamic Education


Edumalsys is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

## INTRODUCTION

Equitable education has become a major issue in educational development in the last three decades. This is the background to the birth of the zoning system policy. In practice, the zoning system which aims to equalize the quality of education has had an impact on many aspects including teacher competence. In the implementation of the new student admissions policy (PPDB) with the zoning system in West Sumatra, it is stipulated in Article 13 paragraph 1 of West Sumatra Governor Regulation No. 22 of 2018 which was later changed to West Sumatra Governor Regulation No. 44 of 2020 concerning the PPDB policy which is carried out purely according to the zone or distance of the nearest house to the school which is carried out based on the principles of transparency, non-discrimination, objective, accountability, and fairness.

In its implementation in the city of Padang, PPDB with a zoning system turned out to have had many significant impacts on policy achievements. First, the impact on access to education services. Access to education services aims to make it easy for people to enter certain schools. Indeed, on the one hand, it has a good impact on students who are close to school, but on the other hand, it is detrimental to students who are far from school. This is the weakness of the zoning applied in the city of Padang. Second, the implementation of PPDB with the zoning system in Padang City is considered to be less transparent and accountable, this is evidenced by findings in the field related to several problems, including server down and Google maps which are less accurate in determining student domiciles.

Of course, this is detrimental to society. Third, the impact of implementing the PPDB policy with the zoning system in fulfilling justice. The zoning approach that starts from the acceptance of new students is intended to provide more equal and fair access to students. Regardless of background ability or differences in socioeconomic status. Some people in Padang City think that the quota provided for the poor to enter certain schools is very small, namely around 15 percent. SMAN 10 Padang as one of the driving schools in the city of Padang with the application of the zoning system also reaps many impacts. Among them is the lack of transparency in the PPDB system resulting in the addition of unregistered classes, the decline in the existence of schools due to student delinquency starting to emerge, to the unpreparedness of teachers with learning methods, learning styles, and student comprehension which are starting to vary due to the zoning system.

Based on the results of the author's observations through interviews with PAI teachers at SMAN 10 Padang, we can judge that the success of implementing the zoning system in this school is inseparable from how the competence of the teacher itself plays a role. Where teachers who have good competence and are qualified will certainly be able to play their duties as educators both for students who have good academic abilities and for students who have sufficient academic ability. The zoning system policy is a rule related to the process of accepting new students at school by establishing a system of distance (zone) from the student's home or domicile to the school as an indicator of whether students are accepted or rejected at the school (Farihah et al., 2020) (Raharjo et al., 2020).

The policy states that there are three pathways for accepting new students, namely: zoning, achievement, and parent/guardian transfer. With a percentage of 50% of the school's capacity, as evidenced by the last 1 year's Family Card, affirmation with a percentage of 15% of the school's capacity, as evidenced by a poor card from the government, for example, transfer of parents with a percentage of 5% of capacity school and achievement with a percentage of 30% of the school's capacity.

## METHODS

The form of this research is qualitative research. According to Denzin & Lincoln (1994), qualitative research is research using natural settings to interpret a phenomenon that occurs and is carried out by involving various existing methods (Sugiyono, 2015). Qualitative research seeks to find and describe in a narrative way the activities carried out and the impact of the actions taken on their lives (Fadli, 2021).

So, qualitative research methods are often called naturalistic research methods because the research is conducted in natural conditions (natural settings), where the researcher is the key instrument, data collection techniques are carried out in a triangulation (combined) manner, data analysis is inductive/qualitative, and the results of qualitative research are more emphasizes the actual meaning/data that appears (Sugiono, 2021).

## RESULTS

In this section, the authors present the results of research conducted on the impact of the zoning system on teacher competence at SMAN 10 Padang. This research uses a

qualitative approach where the author is directly involved in the field to observe phenomena that occur directly. This research writer did this through interviews, observation, also supported by documentation. The author conducted interviews directly with 3 teachers and the principal of SMAN 10 Padang. To illustrate research data, previously the author had prepared several interview questions based on several indicators which according to the author could represent and provide information regarding the impact of the zoning system at SMAN 10 Padang.

The data obtained was based on direct observation, interviews, and documentation from 11 June to 11 July 2023 regarding the impact of the zoning system on the competence of PAI teachers at SMAN 10 Padang, it can be said that in achieving the goal of educational equity through the zoning system it also has an impact on teacher competence. pie in teaching. This basic competence must exist in every educator, but it turns out that the grouping of favorite and non-favorite schools that are filtered through the PPDB academic selection system and achievements which then change to PPDB zoning system also affects the competence of PAI teachers in teaching. This explanation is reinforced by the results of interviews conducted with several informants regarding the impact of the zoning system on the competence of pie teachers at SMAN 10 Padang.

The first interview was conducted with the pai teacher (Dra. Hj. Idawarnis, M.Sc) as the first informant on Wednesday, 14 June 2023 the author asked about whether there were differences in teaching students before and after the zoning system, he stated the following: "It feels very different, previously we taught children with the basics of good academic selection and good achievements, now we have to be faced with students with various learning styles and ways. And to be honest, this provides a challenge for teachers to be more innovative and creative in teaching."

The second interview was conducted with the pai teacher (Hendrayadi, M.Pd.I) as the second informant on Tuesday, 20 June 2023. as follows :

"Of course, the differences in the school community will also have an impact on society, for example before there was no need to be dictated if you saw the teacher the students would always greet or greet as a form of politeness, now since PPDB our zoning system is not even seen as a teacher, let alone just outside the class. we have to be extra in teaching."

The third interview was conducted with the pai teacher (mardanis) as the third informant on Thursday, 22 June 2023 the author asked about any impacts felt in implementing the zoning system, and he stated the following:

"There have been many changes, starting from the device, teaching style, to the emotional control that is felt as a pie teacher, if previously we only needed to direct students in learning, now we are more extra in building desire, building enthusiasm, dictating, and directing students in learning. And the application of this zoning system requires teachers to further sharpen the competencies they already have." The fourth interview was conducted with the school principal (Muhammad Isya, M.Pd) as the fourth informant on Wednesday, 5 July 2023 regarding what efforts were made by school principals in stabilizing teacher competence in implementing the zoning system, he stated the following:

"It is true that the implementation of the zoning system has had an impact on all aspects, starting from the existence of the school to the competence of the teachers themselves, and I am also worried about this. However, as the principal of the school, it is my responsibility to supervise and guide all members of the school. Conducting teacher training and conducting learning evaluations with all semester teachers is one of the ways schools take to maintain stability and increase innovation in teacher competence." From the findings that the researchers have described above, regarding the impact of the zoning system on the competence of pai teachers at SMAN 10 Padang, it can be concluded that equalizing education through the application of the zoning system also has an impact on the competence of pai teachers in learning.

## DISCUSSION

In the discussion section, the author endeavors to analyze and provide descriptions according to the observations, documentation, and results of the interviews that have been conducted during this research. This study uses a descriptive approach, where the data found by the authors through interviews and documentation will be analyzed using triangulation as a method for concluding the research results. Below is an analysis of the impact of the zoning system on the competence of PAI teachers at SMAN 10 Padang.

1. Pedagogic Competence

Pedagogic Competence is the ability to manage student learning which includes the way the teacher teaches and manages the learning system in the classroom by establishing good interactions with students (Firmansyah, Iman, 2019)(Farihah et al., 2020). Based on the results of research in the realm of pedagogical competence in the application of the zoning system it has an impact on learning. This can be seen in innovating lesson plans, and selecting strategies and methods of learning that require teachers to be extra extra in the teaching and learning process because of variations in student learning methods and facilitation (Masykur, 2019).

2. Social Competence

Social Competence is the ability of educators as part of the community to communicate and interact effectively with students, educational staff, parents, and the surrounding community (Indri, 2017). The teacher is an important component in the realm of education because it deals directly with all components, students, principals, fellow teachers, and the surrounding community (Abdurrohman & Syamsiar, 2017). That is why social competence is one of the most important points that a teacher must have. The application of the zoning system is not only a topic of discussion for school members but also for the community. This is where the role of the teacher's social competence is needed (Sugianti et al., 2020).

The teacher's incompetence in explaining the purpose of the zoning system to the community, there is still unequal treatment between children who enter the PPDB pathway of academic selection and achievement with children who enter the PPDB pathway of the zoning system, even to the inadequacy of teachers in social guidance outside of the regular learning hours. evidenced by the existence of fights and chaos that occurred between students.

3. Personality Competence

Personal competence is a personal ability that forms the basis for other competencies. In this competency, the teacher is not only required to interpret learning, but the most important thing is how he/she makes learning a venue for the formation of competence to improve students' personal qualities (Hidayat & Rahman, 2022) (Merdekawaty, 2018). After the implementation of the zoning system, this is what the Pai teachers feel the most impact on, where they are required to be more extra in learning where what is expected is not only academic changes but also changes in attitudes and behavior, bearing in mind that the

zoning system results in more varied student behavior and learning enthusiasm(Sarina et al., 2021). Therefore, teachers are also required to be steady and stable in the realm of emotions and feelings.

4. Professionalism Competence

Professional competence is mastery of learning material broadly and in-depth which allows guiding students to meet competency standards set out in national education standards (Widyaningtyas et al., 2013). In the realm of professional competence, from the results of the research that researchers have conducted, the application of the zoning system has had a diminishing impact on teacher professional competence. Given that previously the enthusiasm for student learning was very high and required the teacher to understand more deeply and in detail the meaning of the learning material. However, after applying the zoning system, the enthusiasm for learning students also decreased and made the teacher only present the basic material because the students lacked enthusiasm for learning.

## CONSLUSION

Equitable education has become a major issue in education development in the last three decades. This is the background for the birth of zoning policies in the world of education. However, in achieving the goal of equal distribution of quality and education services, it turns out that the zoning system also has an impact on the educational process, especially for teacher competence. Based on the results of the research that the researchers have done on the impact of the zoning system on the competence of PAI teachers at SMAN 10 Padang, it can be concluded that the zoning system has an impact on teacher competence, both pedagogic competence, social competence, personal competence, and professional competence.

## REFERENCES

Abdurrohman, A., & Syamsiar, H. (2017). Pembelajaran Pendidikan Agama Islam (PAI) Model Keberagamaan Inklusif untuk Mencegah Radikalisme Beragama Dikalangan Siswa SMA. *Fenomena*, *9*(1), 105. https://doi.org/10.21093/fj.v9i1.789

Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, *21*(1), 33–54. https://doi.org/10.21831/hum.v21i1.38075

Farihah, A. L., Umam, K., & Sari, R. M. (2020). Kurikulum Muatan Lokal Keagaman dalam Membentuk Budaya Religius: Studi Kasus di SMP Islam Raudlatul Ulum Brangkal Bandar Kedungmulyo Jombang. *Education, Learning, and Islamic Journal*, *2*(1), 98–110.

Firmansyah, Iman, M. (2019). Pendidikan Agama Islam: Pengertian, Tujuan, Dasar Dan Fungsi. *Jurnal Pendidikan Agama Islam*, *17*(2), 79–90.

Hidayat, A., & Rahman, R. (2022). Penanaman Nilai-nilai Moderasi Beragama dalam Pembelajaran PAI di SMP Negeri 22 Padang. *Islamika*, *4*(2), 174–186. https://doi.org/10.36088/islamika.v4i2.1742

Indri, A. (2017). Analisa Faktor-Faktor yang Mempengaruhi Proses Belajar Guru-Guru Sekolah Dasar Indri. *Kelola Jurnal Manajemen Pendidikan*, *4 (2)*(2), 205–212.

Masykur, R. (2019). Teori dan Telaah Pengembangan Kurikulum. *Bandar Lampung: AURA*.

Merdekawaty, A. (2018). Peran guru dalam menanggulangi kenakalan remaja. *Jurnal Pendidikan*, *2*(2), 77–86.

Raharjo, S. B., Yufridawati, Rahmawati, A., & Purnama, J. (2020). *Penerimaan Peserta Didik Baru Berdasarkan Zonasi Pendidikan*.

Sarina, D., Hidayat, A., Zen, A. R., Gusvita, A., Safni, P., Yanda, T. A., & Alfurqan, A. (2021). Persepsi Wali Santri Terhadap Pendidikan Seks pada Anak di TPQ Baitul Amal Kota Padang. *Az-Zahra: Journal of Gender and Family Studies*, *2*(1), 12–25. https://doi.org/10.15575/azzahra.v2i1.13574

Sugianti, S., Santi, S., & Rositah, R. (2020). Analisis kebijakan pendidikan terkait penerapan muatan lokal dan keterampilan sebagai mata pelajaran. *JURNAL MAPPESONA*, *3*(1).

Sugiono. (2021). *Metodologi Penelitian Kuantitatif, Kualitatif dan R&D* (Cetakan ke). PENERBIT ALFABETA.

Sugiyono, S. (2015). Metode Penelitian & Pengembangan Research and Development. *Bandung: Alfabeta*.

Widyaningtyas, A., Sukarmin, S., & Radiyono, Y. (2013). Peran lingkungan belajar dan kesiapan belajar terhadap prestasi belajar fisika. *Jurnal Pendidikan Fisika*, *1*(1), 136–143.