

How Does the Zoning System Policy Impact the Quality of Student Input on Islamic Elementary School?

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Abstract

This study aims to examine the impact of zoning system policy on schools under the auspices of Lembaga Pendidikan Ma'arif (LPM) Banyumas as well as differences in terms of prospective students' physical-psychological readiness, the supporting capacity of prospective students' parents, and the supporting capacity of the distance of prospective students' house to school, after the implementation of the zoning system policy. This research is a descriptive qualitative in nature. The research subjects in this study are 13 Ma'arif Islamic elementary schools (Madrasah Ibtidaiyah/MI) under the auspices of the LPM in Banyumas. The research sample was determined using random sampling method, taking into account the level of relevance and representation. Data were collected through observation, interviews and documentation. The result shows that 1) the zoning system has indirect impact on the quality of student input at Islamic elementary schools under LPM Banyumas, 2) there has been difference in terms of prospective students' physical-psychological readiness, the supporting capacity of prospective students' parents, and the supporting capacity of the distance of prospective students' house to school, before and after the implementation of the zoning system policy.

Keywords: Zoning System Policy, Quality of Student Input, MI Ma'arif

Abstrak

Penelitian ini bertujuan untuk mengkaji dampak kebijakan sistem zonasi bagi sekolah-sekolah di bawah naungan LP Ma'arif Banyumas serta untuk mengetahui perbedaan kesiapan fisik-psikis calon siswa, daya dukung orang tua calon siswa, dan daya dukung jarak rumah calon siswa dengan sekolah, setelah adanya kebijakan sistem zonasi. Penelitian ini merupakan penelitian lapangan (field research) yang bersifat deskriptif kualitatif. Subjek penelitian dalam penelitian ini adalah 13 MI Ma'arif yang berada dibawah naungan LP Ma'arif NU Cabang Banyumas. Sampel diambil menggunakan metode random sampling dengan memperhatikan tingkat relevansi dan representasi. Metode pengumpulan data pada penelitian ini menggunakan observasi, wawancara serta dokumentasi. Hasil penelitian ini menunjukkan bahwa 1) Secara tidak langsung sistem zonasi berdampak pada kualitas input siswa pada sekolah di bawah LP Ma'arif NU

Banyumas, 2) Ada perbedaan antara kesiapan fisik-psikis calon siswa, daya dukung orang tua calon siswa, dan daya dukung jarak rumah calon siswa dengan sekolah setelah dan sebelum kebijakan sistem zonasi.

Kata Kunci: Kebijakan Sistem Zonasi, Kualitas Input Siswa, MI Ma'arif

Introduction

Everyone has the right to education including all Indonesian's citizens. Therefore, everyone deserves quality education according to their interests and talents regardless of social status, economic, political, gender, tribe, ethnic, or religion.¹ In order to realize quality education, Indonesian government has been implementing access to equality in education. This program is expected to give the citizens life skills to encourage the establishment of human development as a whole and create a modern civil society with the spirit of 'Pancasila'. This is in accordance with Indonesian Law No. 20 year 2003 about the National Education System stating that the success of the equality in educational access results in positive impacts to human resource quality and economic growth.²

Educational institutions should be able to utilize educational resources, including curriculum, to optimally improve learning ability. Curriculum is a set of study plan and learning program designed to achieve professional competence and academic quality.³ Since the function of education is to foster human beings, then educational curriculum should be directed to develop human's personal behavior.⁴

In addition to the curriculum design, principal leadership is similarly important as it engages in full responsibility in developing educational

¹ Novrian Satria Perdana, "Implementasi PPDB Zonasi Dalam Upaya Pemerataan Akses dan Mutu Pendidikan", *Jurnal Pendidikan Glasser*, 3 (1), 2019: 78.

² Novrian Satria Perdana, "Implementasi PPDB Zonasi....", 78-79

³ Ara Hidayat dan Rizka Dwi Seftiani, Strategi Pengembangan Kurikulum dan Sarana Prasarana Ma'had Aly Pondok Qur'an Bandung, *Manageria: Jurnal Manajemen Pendidikan Islam*, 3 (2) 2018: 314.

⁴ Hani Eni Nuraeni & Lani Polina, "Peningkatan Sumber Daya Manusia pada Majelis Taklim Jamiyyatul Ummahat Jakarta Selatan", *Manageria: Jurnal Manajemen Pendidikan Islam*, 4 (4), 2019: 318.

institution.⁵ Principal is the supreme leader and occupies the central position in school. Principal holds complete responsibility in carrying out the school mandate including planning, organizing, implementing, and supervising procedures.⁶ Nonetheless, the principal also stands as the driving element in the implementation of education policies at the educational unit.

A recent educational policy related to the access of equality in education has been stated in The Regulation of the Ministry of Education and Culture No. 17 year 2017 about admission of new students namely the zoning system policy. With this policy, the government intends to bring school reformation thoroughly. The government seeks out to target access equality not only in terms of service but also educational quality. The zoning system is viewed as a promising strategy to accelerate equality of educational quality as prospective outstanding students will no longer gather in favorite school, instead they have to enroll in the nearest school whatever the condition of the school is.

The zoning system policy has been enforced since 2017 by which the terms of “favorite school” and “superior school” could be eliminated.⁷ Furthermore, it is also expected that by implementing this policy, there will be a paradigm shift from school seen as corporate that is a place to produce education services purchased by customers that cause schools to compete to obtain as many students as possible, to school as pure educational institution.⁸

A number of researches has been examining the zoning system policy in Indonesia. Moh Toha and A. Ghazali's found that Islamic Education Institutions in Madura are likely to accept outstanding prospectus students

⁵ Faiz Aulia Rohman dan Nailatul Muna, Kepemimpinan Demokratis Kepala Madrasah Ibtidaiyah (MI) Nurul Ummah Kotagede Yogyakarta, *Manageria: Jurnal Manajemen Pendidikan Islam*, 3, (2) 2018: 272.

⁶ Kris Setyaningsih, Democratic Leadership: Upaya Kepala Sekolah dalam Membangun Kualitas Peserta Didik di Sekolah Dasar (SD) Tunas Teladan Palembang, *Manageria: Jurnal Manajemen Pendidikan Islam*, 4 (1), 2019: 2.

⁷ Dinar Wahyuni, “Pro Kontra Sistem Zonasi Penerimaan Peserta Didik Baru Tahun Ajaran 2018/2019”, *Center for Research, Parliament Expertise Agency, the Indonesian House of Representatives*, 14, II 2018: 14.

⁸ Muhammad Iqbal, Pemasaran Jasa Pendidikan dan Implementasinya sebagai Strategi Pengembangan Pendidikan di SMP Muhammadiyah 1 Depok Sleman Yogyakarta *Manageria: Jurnal Manajemen Pendidikan Islam*, 4 (1), 2019: 128.

through the zoning system. Thus, the implementation of the Regulation of the ministry of Education and Culture No. 14 of 2018 has positive influence to Islamic Educational Institution.⁹ Another research conducted by Candra Wijaya et al (2020) found that the zoning system positively affects students' potential at Langkat Junior High School. Potential students are fairly distributed in all Junior High School in Langkat Regency. This indicates the equalization of students' competence as school input.¹⁰ The implementation of the zoning system also supports the equality of human resource quality. Ahmad Mashudi's research on the zoning system policy in East Java's High School and Vocational School explained two important results. Firstly, the policy eliminates school exclusivism. Secondly, the diversity of students' quality encourages teachers to improve their competencies. Unqualified students have the opportunity to receive supervision and teaching from qualified teachers.¹¹ This demonstrates the equality of human resources which function as school investment.

Nevertheless, this research completes previous existing researches with emphasis on students' inputs in *Ma'arif* Islamic elementary schools, private educational institutions not required to implement the zoning system, in Banyumas. Using qualitative field research, this study examines the quality of students' input in the schools following the implementation of the zoning system in public schools.

The Zoning System Policy

The enactment of the zoning system policy has invited debate among educational practitioners and experts as well as common citizens. Parents who have potential children are complaining because they cannot enroll in their favorite schools. Long before their outstanding children graduate, they have

⁹ Mohammad Thoha & H.A. Gazali, Dampak Penerapan Sistem Zonasi dalam Penerimaan Peserta Didik Baru terhadap Lembaga Pendidikan Islam di Madura, *Tadris: Jurnal Pendidikan Islam*, 15 (1), 2020: 142.

¹⁰ Candra Wijaya, Ahmad Fuadi, & Syahrul Hasibuan, Implementasi Kebijakan Sistem Zonasi pada Penerimaan Peserta Didik Baru di Sekolah Menengah Pertama Kabupaten Langkat, *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial*, 12 (1), 2020: 162.

¹¹ Ahmad Mashudi, Kebijakan PPDB Sistem Zonasi SMA/SMK dalam Mendorong Pemerataan Kualitas Sumberdaya Manusia di Jawa Timur, *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 4 (2), 2019.

planned to register them in favorite school. This also constitutes a strategy to build their children learning motivation. Meanwhile, parents of children living in urban areas are astonished that their children cannot enroll in public school because there are no public schools in their surroundings. On the other side, teachers are anxious of handling heterogeneous students in class.

Unequal access and quality of education inevitably results in diverse resources availability among schools which further affects schools' ability in offering educational services. This has led to the establishment of school castes in the form of "favorite school", "ordinary school", and "outcast school." This phenomenon deteriorates as the community assumes that only superior schools could give the best services. Thus, parents will make efforts to enroll their children in these schools despite the long distance and the high price. Meanwhile, the non-favorite schools remain abandoned. This leads to a condition in which favorite schools manage to have abundant resources while other less favorite schools to have scarce resources. By this, any rigorous attempts to win community interest carried out by less favorite school will eventually fail. In fact, the government has actually set up school quality assessment through accreditation process conducted by The National Board of School Accreditation, thus, school qualification is not based on the term of "favorite" or "non-favorite."

The quality of school should be preceded by the effectiveness of the whole programs which is organized in an integrated system. As an organization, school receives inputs from its surrounding environment and processes them to produce outputs.

Input, which appears as fresh students, is a vital element which directly affects the quality of school output. The higher supporting capacity they have, the easier the school to develop them. Supporting capacity may refers to the students' level of intelligence, their high scores, their parents' high education level and high concern on children's development as well as high level of well-being. Education, in its basic meaning, can be interpreted as a process of developing students to be better in attitude, knowledge and skill. Then, it becomes serious problem when people only measure the success of the school from its quantitative output such as students' score of their National Examination. They ignore the process done throughout the journey and even do not notice the changes brought about by the school. Excellent output

produced from outstanding input is certainly of different compared to exceptional output shaped from low input. The indicators of input quality in this article refers to students' input, consisting of reading, writing and counting skills, Arabic letters (hijaiyah) reading skill, and students' physical weight and height. Besides, parents' background, job, latest education and their income also affect the quality of the input.

The government's effort to provide qualified equality education becomes more challenging considering the culture of "school caste" rooted firmly within the community. The non-favorite schools' competitiveness weakens significantly due to the increasing popularity of the favorite schools. The effort to develop schools located in remote areas in attempt to provide educational access will be of no worth if the community remains choosing to enroll in favorite schools sited in urban areas. Therefore, the zoning system can be an alternating formulation to eliminate the culture of "school caste" in Indonesia. Within the zoning system, schools are necessitated to open student enrollment by criteria of nearest school-house distance, students' achievement, and special issues by percentage of 90%, 5% and 5% respectively. However, the enactment of this policy has been beset with a number of controversies, such as unachieved quota in some schools and insufficient capacity in other schools. Occasionally, students cannot enroll in the school closest to their house due to limited school capacity while being rejected in other schools as a result of not meeting school-house distance zone criteria.

Lembaga Pendidikan Ma'arif (Ma'arif Educational Institution) or LPM is the biggest and largest community-based organization managed by Nahdlatul Ulama which provide private-non government educational institution in Banyumas Regency. Schools arranged under the LPM are not obliged to implement the zoning system policy because they are non-government educational institutions. It is interesting to know whether zoning system policy affected the admission of new students in private schools, especially those under Ma'arif Educational Institution in Banyumas Regency. Therefore, it is necessary to examine the impacts of the zoning system implementation towards private schools particularly in Banyumas Regency. The research aims (1) to analyze the impact of zoning system policy to private schools under Ma'arif Educational Institution (LPM) in Banyumas, (2) to study the difference in terms of prospective students' physical-psychological

readiness, the supporting capacity of prospective students' parents, and the supporting capacity of the distance of prospective students' house to school, before and after the implementation of the zoning system policy. This research took sample of 13 Islamic elementary school under Ma'arif Educational Institution in Banyumas.

Ma'arif Educational Institution

Ma'arif Nahdlatul Ulama Educational Institution or *LP Ma'arif NU* is one of the institutions under *Nahdlatul Ulama* community organization dealing with education. The branches of *LP Ma'arif NU* spread almost in line with the numbers of NU branches in Indonesia. In Indonesian, *Nahdlatul Ulama* means 'revival of scholars'. This organization was founded by K.H. Hasyim Asy'ari in January 31, 1926. NU declared as *jam'iyah* or religious social organization that supports traditions of *Ahlussunnah waljama'ah*. It is a tradition of *Imam Abu Musa Asy'ari* and *Al Maturidi*, it admits 4 *fiqh mazhab* (*Maliki, Hanafi, Syafi'i, and Hanbali*), and uses 4 Islamic law sources such as *Qur'an, Hadith, Ijmak* and *Qiyas*. It becomes antithesis for reformer groups. The presence of NU as scholars' organization in the middle of Indonesian plural community is not a coincidence.¹² NU presences as the result of local insistence to preserve the tradition which is endangered by modernists as internal factors (read: Muhammadiyah, Syarikat Islam dan al-Irsyad). From the external view, NU presences as resistance to *wahabisme* and strengthens reformer groups such as *Afghani* and *Rasyid Ridho*.¹³

Since the 3rd *Muktamar NU* meeting in 1928, NU leaders initiated the education care movement and invited the members to visit Islamic Boarding Schools such as Tambak Beras, Denanyar, and Nganjuk in the 4th *Muktamar NU* meeting (1929). *Muktamar's* committee responds to the increased tendency of education quantity and quality which encourages the formation of institution that handles education called *Hoof Bestur Nahdlatul Oelama* (HBNO). It led to the formation of Ma'arif NU Educational Institution (LPMNU), until National Discussion (Munas) and Major Conferences (Konbes)

¹² Deliar Noer, *Gerakan Moderen Islam di Indonesia 1900-1942*, (Jakarta: LP3ES, 1985), 241.

¹³ A. Rubaidi, *Radikalisme Islam, Nahdlatul Ulama, Masa Depan Moderatisme Islam di Indonesia*, (Yogyakarta: Logung Pustaka, 2010), 22.

NU of 2020 in Pondok Gede Jakarta firmed that education becomes a priority of NU program.

Data Description

Table 1. The Input Quality of Schools Under LPM in Banyumas After Zoning

No	Questions	System Implementation												
		Schools Name												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1	New students within selection system	O	X	O	X	-	X	X	X	O	X	O	O	O
2	Number of registrants	O	X	O	X	-	X	X	X	O	X	O	O	O
3	Number of new students	O	X	O	X	-	X	X	X	O	X	O	O	O
4	Number of students not from kindergarten (TK/RA/KB)	X	-	O	X	-	O	O	X	-	-	-	-	X
5	Students over 7 years old (in %)	O	O	O	O	O	O	X	O	O	O	O	O	O
6	Number new students who able to read	O	X	O	X	-	X	X	X	O	X	O	O	O
7	Number of students able to read Arabic letters (<i>hijaiyah</i>)	O	X	O	X	-	X	X	X	O	X	O	O	O
8	Number of students able to calculate operation (addition and subtraction)	O	X	O	X	-	X	X	X	O	X	O	O	O
9	Height	O	O	O	O	O	O	X	X	X	X	O	O	O
10	Weight	O	X	O	X	O	O	O	O	X	X	X	O	X
11	Students absorption	O	O	X	X	-	O	X	X	X	X	O	O	X
12	Average distance of students' home to school	O	-	-	-	-	-	-	-	-	-	-	-	-
13	Students' transportation to school;													
	On foot	O	X	O	-	O	X	X	X	O	X	O	-	-
	Bicycling	O	X	O	X	O	-	X	-	-	O	O	O	-
	Dropped by motorcycle	X	O	X	O	X	-	-	X	-	-	X	O	O
	Dropped by private vehicles								-					

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	School transportation													
	Public transportation													
14	Parents' job;													
	Labor/farmer	O	X	O	O	X	X	X	X	O	X	O	O	O
	Permanent private employee	O	O	-	-	X	X	O	-	-	-	-	-	O
	Government honorers	O		-	-	X	X	X	-	-	X	O	-	-
	Civil servants	O	O	O		O	X	-	X	-	X	-		-
	Entrepreneur	O	X	O	X	O	X	-	X	-	X	X	O	X
	Indonesian Army/Police	-	-	-	-									
15	Parents' education;													
	Below Junior High School	X	X	O	O	O	O	O	X	O	O	X	-	X
	High School	O	X	O	X	X	X	-	X	O	X	O	O	O
	Above High School	O	X	X	X	-	X	X	X	-	X	X	O	O
16	Parents' income;													
	Under 1 million	O	O	-	X	X	O	X	X	O	X	X	O	X
	1-2 million	O	X	O	-	X	X	-	X	O	X	O	O	O
	Above 2 million	O	O	O	-	O	X	-	X	-	X	X	X	O

Description:

1	MI Ma'arif NU Karangturi	9	MI Ma'arif NU Beji
2	MI Ma'arif NU Ciberem	10	MI Ma'arif NU Pengabetan
3	MI Ma'arif NU Banteran	11	MI Ma'arif NU Pasir Kulon
4	MI Ma'arif NU Pliken	12	MI Ma'arif NU Pasir Wetan
5	MI Ma'arif NU Darul Hikmah	13	MI Diponegoro 1 Purwokerto Lor
6	MI Ma'arif NU Karang Nangka	O	Increased
7	MI Al-Ittihad Pasir Kidul	X	Decreased
8	MI Ma'arif 2 Pasir Kidul		

The research shows that the zoning system policy in general gives impact to the input quality of new students in *Ma'arif* Islamic elementary schools in Banyumas. Although the schools do not implement the zoning system, these schools are indirectly affected by the zoning system implemented by public-government schools.

Ma'arif Karangturi Islamic elementary School gains increase in terms of the number of new students, new students aged over 7 years old, students with reading literacy, students with Arabic letters literacy and students with simple counting literacy. The average height, weight, and students' absorption also

increases and so does the number of students getting to school on foot and by cycling. Meanwhile, the number of students who are not from kindergarten decreases as well as the students dropped by motorcycle. Parents' supporting capacity seen from parents' job as labor/farmer, permanent private employee, government honoree, civil servants, and entrepreneurs has also increased. The number of parents graduated from High School level and parents' income also rise.

Meanwhile, the input quality in *Ma'arif* Ciberem Islamic elementary school decreases in term of new students' enrollment. The number of students with reading, writing, and Arabic letters literacy also experience decline. The increase occurred in the terms of students' height and students' absorption in contrast with the students' weight which encounters slight decrease. The number of students getting to school on foot, bicycling, and dropped by private vehicle decreased. Meanwhile, parents' supporting capacity in terms of job decreases especially those who deals with farming and entrepreneurship while the number of parents engage as permanent private employees and government honoree has increased. Parents' education level has decreased while the number of parents' earning less than 1 million and those who earns more than 2 million has increased whereas the sum of parents receiving 1-2 million decreases.

The input quality of new students at *Ma'arif* Pliken Islamic elementary school increases in terms of the number of new students' enrollment. In addition, the number of students with reading, writing, Arabic *hijaiyah* letters and simple counting has also increased. The physical height and weight of the new students increases while the absorbency of students decreases. The number of students getting to school on foot and riding bicycles increases while the number of students dropped by private vehicles decreases. The parents' supporting carrying capacity related to job involving farmworkers, civil servants, and entrepreneurs are increasing while permanent employees and government honoree remain stable. Parents' education level under junior high school and those who graduate high school has increased while parents pursuing tertiary education has decreased. The number of parents with average income of 1-2 million and those who earn more than 2 million has increased.

At *Ma'arif* Darul Hikmah Islamic elementary school, the number of new students' enrollment remains steady. In addition, the number of students with reading, writing, Arabic *hijaiyah* letters and simple counting literacy also remains stable. The number of students aged over 7 and students' absorption has increased while the physical weight and height decreases. The number of students getting to school on foot and those riding bicycles increases while the students dropped by motorcycle decreases. The number of parents working as civil servants and entrepreneurs increases while those engaging as permanent private employees, laborers/farmers and government honoree decreases. Meanwhile, parents' educational degree under Junior High School has increased yet those graduated from High School decreases. In terms of parents' income, there is a decrease in light of earnings less than 1 million and 1-2 million.

In contrast to *Ma'arif* Darul Hikmah Islamic elementary school which remain steady, the quality of new students at *Ma'arif* Karang Nangka Islamic elementary school, Al-Ittihad Pasir Kidul Islamic elementary school, *Ma'arif* 2 Pasir Kidul Islamic elementary school and *Ma'arif* Pengebatan Islamic elementary school decrease in terms of the number of students enrollment, the number of students with reading, writing, Arabic letters, and simple counting literacies, the average physical height and students' absorption, the number of student getting to school on foot, the number of parents working as labor/farmer, permanent employee of civil servants, government honoree and entrepreneurs, and the number of parents earning less than 1 million, average 1-2 million and more than 2 million. Meanwhile, the average physical weight of new students increases and students riding bicycles to school and those dropped by motorcycle remain stable.

Ma'arif Beji Islamic elementary school, *Ma'arif* Pasir Kulon Islamic elementary school, *Ma'arif* Pasir Wetan Islamic elementary school and Diponegoro 1 Purwokerto Lor Islamic elementary school have experienced an increase in terms of the quality of student input. The increase can be seen in the number of students enrollment, the number of students with reading, writing, simple counting and Arabic letters literacies, the average physical height and weight, students' absorption, the number of students getting to school on foot and those riding bicycles, the number of parents working as labor/farmers, permanent employees of civil servants, government honoree

and entrepreneurs, the number of parents graduated under Junior High School, High School and above High School, the number of parents earning less than 1 million, 1-2 million and more than 2 million. A decrease is experienced by the school in terms of students dropped to school by motorcycle experienced.

Based on the above explanation, it can be concluded that the schools managed under the LPM in Banyumas have experienced both ups and downs in terms of the quality of the students input after the implementation of the zoning system. This happens as a result of diverse students' input enrolled in the schools. Moreover, parental backgrounds such as job, education, and income correspondingly play significant roles affecting the quality of the students input that unquestionably support students' learning process. This means that the implementation of the zoning system policy does not affect substantially the quality of students input at the schools under LPM in Banyumas.

The Impact of the School Zoning System towards the Quality of Student Input

Although the zoning system policy has resulted in controversy among various parties including local government, schools, as well as parents and students, the zoning system has some positive impacts such as the achievement of equal access to education. The zoning system policy has been considered as an actual strategy to solve inequality in terms of educational access in Indonesia. The immediate impact received by parents can be the cut of the expenditure allocated for school transportation since parents do not need to spend extra cost on it. This happens because the distance of school-house within the zoning system is relatively close. Moreover, parents do not need to pick up and drop off their children owing to the close distance of the school. Therefore, the zoning system is likely to bring direct as well as long-term positive impacts. The zoning system policy has also been enacted in order to provide broader educational access including those from low economic backgrounds. Another positive impact of the zoning system is transportation costs efficiency that was once a parental burden. The quality of the student input involves two aspects i.e., student aspect and parental aspect. Students quality includes reading, writing, simple counting, Arabic letters literacy, as

well as students' physical height and weight while parental quality ranges from job qualification, educational background to income.

The zoning system policy requires school to prioritize students by criteria of nearest school-house distance within certain zone. In fact, this negatively affects the quality of students input received by public schools which consequently may lower the school ranking. This is certainly unfair because before the implementation of the zoning system, these public schools had achieved high quality yet had to confront immediate lowering quality due to the policy.

This is actually in contrast to the private schools not implementing the zoning system including *Ma'arif* educational institution. The enactment of the zoning system policy is truly a blessing for the private schools because the policy leads to the increasing quality of the students input. This can be seen from the rise of the students' enrollment with reading, writing, simple counting literacy as well as the increase in terms of the number of students aged over 7 years old.

In particular, the implementation of the zoning system indirectly impacts the quality of students input at *Ma'arif* Islamic elementary schools in Banyumas Regency. By this zoning system policy, it is expected that the equality of education especially at the elementary School level can be achieved.

Conclusion

The implementation of the zoning system has indirect impact on the quality of the students' input at the schools under *Ma'arif* educational institution (LPM) in Banyumas Regency. The impact can be seen from students' physical-psychological readiness, the supporting capacity of prospective students' parents, and the supporting capacity of the distance of prospective students' house to school. After the implementation of the zoning system policy, the quality of the students' input increases involving the rise in terms of the number of students' enrollment, the number of students aged over 7 years old, the number of students with reading, writing, and Arabic letters literacy. Meanwhile the increasing parental supporting capacity includes the improvement in terms of job qualification, parents educational background, and income.

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