Zonation Systems, School Culture And Education Quality: Effects On Student Motivation And Achievement

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Abstract. *The contemporary state of Indonesian education grapples with challenges concerning educational quality. The zoning system stands as one policy initiative by the Ministry of Education and Culture (Kemendikbud) to ensure equitable access to educational services and an even dissemination of national education quality. This study aims to elucidate the impact of school zoning system policies and school culture on education quality, moderated through student motivation and achievement at Public school in Semarang City. A quantitative research approach was employed, involving 192 participants chosen through purposive sampling. Structural Equation Modeling (SEM) was employed as the data analysis method. Findings of this study reveal that both the school zoning system and school culture exhibit a significant, positive influence on student motivation and academic achievement. Consequently, these factors culminate in the enhancement of education quality within public senior high schools located in Semarang City. In sum, the study underscores the critical role of the zoning system and school culture in shaping student motivation, achievement, and, subsequently, the overall quality of education within the realm of public senior high schools.*

Keywords: *Zoning System, School Culture, Motivation, Achievement, Education Quality.*

Abstak. Kondisi pendidikan Indonesia saat ini bergulat dengan tantangan terkait kualitas pendidikan. Sistem zonasi merupakan salah satu inisiatif kebijakan Kementerian Pendidikan dan Kebudayaan (Kemendikbud) untuk menjamin pemerataan akses terhadap layanan pendidikan dan pemerataan mutu pendidikan nasional. Penelitian ini bertujuan untuk mengetahui dampak kebijakan sistem zonasi sekolah dan budaya sekolah terhadap mutu pendidikan yang dimoderasi melalui motivasi dan prestasi siswa pada Sekolah Negeri di Kota Semarang. Pendekatan penelitian kuantitatif digunakan dengan melibatkan 192 partisipan yang dipilih melalui purposive sampling. Structural Equation Modeling (SEM) digunakan sebagai metode analisis data. Temuan penelitian ini mengungkapkan bahwa sistem zonasi sekolah dan budaya sekolah menunjukkan pengaruh positif dan signifikan terhadap motivasi dan prestasi akademik siswa. Oleh karena itu, faktor-faktor tersebut berujung pada peningkatan mutu pendidikan di SMA Negeri yang berada di Kota Semarang. Singkatnya, studi ini menggarisbawahi peran penting sistem zonasi dan budaya sekolah dalam membentuk motivasi, prestasi siswa, dan, selanjutnya, kualitas pendidikan secara keseluruhan di sekolah menengah atas negeri.

Kata Kunci: Sistem Zonasi, Budaya Sekolah, Motivasi, Prestasi, Mutu Pendidikan.

Introduction

Education constitutes an integral facet of development, intricately interwoven with the developmental trajectory itself. The fate of a nation, particularly in the context of developing countries, hinges on the advancement of education. The pivotal role of education is underscored as vital for every nation (Wulandari et al., 2018). In the formal education sphere, the commencement of the educational journey is marked by the admission of new students. This pivotal selection process predicates the enrollment of students into schools, emphasizing the need for it to transpire objectively, transparently, accountably, and without discrimination,

thus fostering enhanced accessibility and the equitable allocation of education services (Wulandari et al., 2018).

However, an evident disparity has emerged due to the emergence of state-designated "favorite" or superior schools in almost every district or city (Pangaribuan & Hariyati, 2019). To address this, the government has undertaken concrete measures for education's equitable distribution. The issuance of Regulation of the Minister of Education and Culture No. 17 of 2017 concerning the Admission of New Students (ANS) embodies one such endeavor, mandating the implementation of a zoning system in student admission by schools (Hidayat, 2018).

In alignment with RMEC No. 17 of 2017, schools overseen by local governments must adopt a zoning system, obliging them to admit students domiciled within the closest geographical radius to the school, accounting for at least 90 percent of the total admitted students. Initiated in July, this regulation was implemented starting from the academic year 2017. Nevertheless, the zoning system has encountered resistance from students who find themselves unable to secure admission into their desired or favored schools under this framework. Consequently, the zoning system has precipitated a decline in students' motivation to learn, stemming from enrollment in undesirable institutions. This sentiment is congruent with the conclusions of a study by Ula & Lestari (2020), which corroborates the notion that the zoning system disproportionately affects high-achieving students, leading to their exclusion from the schools they aspire to attend and, in turn, impeding their learning achievements.

Furthermore, it is noteworthy that newly admitted students enrolled through the zoning-based admissions mechanism indeed reside closer to public schools compared to those admitted based on merit. Nevertheless, the composition of students accepted through the zoning approach displays lower scores and a more diverse range of abilities than their merit-based counterparts. Consequently, this scenario necessitates rapid adaptation on the part of teachers within public schools. Exceptional learners, possessing high aptitude, require novel challenges and enrichment from educators to stimulate their motivation and foster the advancement of their capabilities. Conversely, students with lower abilities necessitate teachers' guidance to construct accurate comprehension of scientific concepts. The challenges confronted by educators in catering to pupils with varying abilities surpass those encountered when teaching those with relatively uniform capacities. In classes with uniform aptitude,

educators can often deliver instruction uniformly. However, in heterogeneous classes, teachers are compelled to modify their instructional methods to accommodate varying learning paces.

The magnitude of the proficiency gap among students directly correlates with the extent of the pedagogical challenge teachers face. Given this context, this study was initiated with the objective of investigating the impact of the school zoning system and the prevailing school culture on the quality of education within public schools in Semarang City. This inquiry is mediated through the prism of student motivation and academic achievement. This research is rooted in both theoretical frameworks and empirical literature, offering a comprehensive analysis of the complex interplay between educational policies, institutional culture, and student outcomes.

Literature Review

The term "zoning" is intrinsically connected with spatial planning. In accordance with Law Number 26 of 2007 on Spatial Planning, zoning regulations function as tools for control, governing the prerequisites for spatial utilization and stipulations for its management, tailored for each designated area or zone. The application of zoning systems has been notably prevalent in countries with well-established education systems, such as Japan. As reported by Mashudi (2019), the Minister of Education and Culture cited Japan as an exemplar of successful zoning system implementation. He noted that Japan possesses one of the finest educational zoning systems globally, albeit developed over a span of approximately 30 years. Nonetheless, despite the worldwide recognition of Japan's accomplishment in implementing the zoning system, certain deficiencies persist. Research by Akabayashi (2006), as referenced by Pradewi & Rukiyati (2019), asserts that while the zoning system's implementation enhances the educational quality of urban schools by augmenting choices, its impact on average student achievement remains relatively modest when compared to the intensification of student screening endeavors**.** In the same vein, Maulid et al. (2022) underscore differences in learning motivation among students admitted before and after the zoning system was introduced. Moreover, Wulandari et al. (2018) ascertain a positive and substantial influence, categorized as having a strong correlation, between the admission of new students through the zoning system and subsequent student achievement. These scholarly perspectives provide insights into the multifaceted impacts and nuances of the zoning system within the educational context, both in Japan and potentially applicable in other settings.

A school functions as a type of organization, and the concept of school culture, as put forth by Deal & Peterson (1999), refers to a collection of values underlying behaviors, traditions, daily practices, and symbols observed by principals, educators, administrators, students, and the surrounding community. School culture embodies the distinct character and image of the school within the broader society. As elucidated by Purwoko (2018), school culture manifests as the collaborative interactions among teachers, principals, educational staff, and various entities, creating an environment conducive to learning. Mayer and Rowen, as cited in Jamaludin (2008), define school culture as the essence or spirit that imbues educational activities, and its strength profoundly influences the establishment of effective schools. A robust school culture acts as a catalyst for successful school enhancement, whereas a weak culture hampers the creation of an effective learning environment. In summary, school culture encompasses the values shaping the dynamics among all constituents in the school, aligned with the pursuit of the school's mission and vision. Zamroni's (2003) exploration of school culture underscores its correlation with student achievement and motivation, asserting that a "healthy" culture significantly impacts both. Similarly, Fyans Jr & Maehr's (1987) survey examining the impact of the five dimensions of organizational culture in schools reveals that students exhibit greater enthusiasm for learning within a school environment characterized by a robust organizational culture. These studies collectively underscore the influential role of school culture on student motivation and achievement, emphasizing the significance of cultivating a supportive and thriving educational environment.

Learning motivation embodies the comprehensive force, encouragement, and backing both originating internally and stemming from external sources, all of which fuel enthusiasm for the process of learning. Kambuaya (2015) expounds on students' learning motivation within educational settings, distinguishing between two categories: extrinsic motivation and intrinsic motivation. Extrinsic motivation is incited and sustained by external stimuli, while intrinsic motivation is instigated and upheld by internal stimuli within students themselves. The presence of robust motivation in learning invariably leads to favorable outcomes. Diligent exertion, propelled by motivation, results in individuals achieving commendable accomplishments. As stated by Sardiman (2007), motivation serves as a catalyst for endeavors and accomplishments. An individual's actions are fueled by motivation, impelling them to engage in activities.

The function and significance of learning motivation encompass its role as an impetus for exertion and attainment, guiding students towards their learning objectives. According to Hamalik (2002), learning bereft of motivation would be arduous to succeed in. Thus, motivation, being a pivotal determinant affecting learning achievement, not only shapes high-achieving students but also distinguishes between those with lower achievements or outright failure. This sentiment aligns with Sardiman's (2007) assertion that motivation operates as a driving force for endeavors and accomplishments.

As per Komara (2016), learning achievement denotes the level of a student's success in comprehending subject matter within the educational context, demonstrated through scores attained from assessments related to specific subjects. Learning achievement serves as an outcome of the learning process or a comprehensive evaluation. Factors Influencing the Learning Process and Achievement As outlined by Thaib (2013), the factors influencing both the learning process and learning achievement can be categorized into two main divisions: internal factors and external factors (Rahayu et al., 2022). Internal factors encompass elements originating within students themselves, capable of exerting an impact on learning achievement. On the other hand, external factors encompass additional components beyond students, influencing the attainment of learning achievements. These factors comprise the familial milieu, the school environment, and the broader community setting.

Agustina et al. (2016) provide an operational definition of school quality, characterizing it as the capacity of schools to efficiently process the various operational components pertinent to educational institutions. Sallis (2012) posits that the quality of education is contingent upon a proficient learning process, effective leadership, active teacher and student participation, adept management, cohesive organization, conducive physical settings, resource allocation, contentment among stakeholders, support inputs, and the prevailing school culture (Abdullah et al., 2022; Bakri et al., 2022). The term "quality education" encompasses both the process and the outcomes, as delineated by Umar and Ismail (2017). Zubaidah (2015) delineates several elements relevant to educational quality, encompassing input quality (students, infrastructure, human resources), process quality (teacher expertise, learning content, student learning outcomes, administrative competence), and output quality (academic and non-academic accomplishments).

The aspects of input, process, and output serve as indicators for understanding why previous endeavors to enhance educational quality have frequently fallen short. Generally, the underperformance of learning quality may be attributed to various factors, encompassing both internal and external dimensions (Husnah et al., 2023). Internally, schools can be impacted by factors such as ineffective teaching methodologies and curriculum implementation, resulting in an inefficient teaching and learning process, inadequate facilities and infrastructure, imbalanced teacher allocation, among others. On the other hand, external factors that influence learning quality encompass the involvement of parents, community members, and governmental bodies, which sometimes falls short of optimal collaboration to foster the advancement of quality education (Nikmah & Pratomo, 2016).

Drawing from the synthesis of literature and prior research, the present study's conceptual framework is depicted in Figure 1.
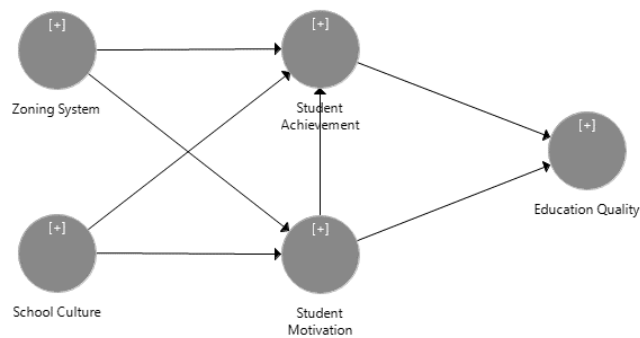

Figure 1. Conceptual Model

H1: Zoning system has a significant positive effect on student motivation

H2: Zoning system has a significant positive effect on student achievement

H3: School culture has a significant positive effect on student motivation

H4: School culture has a significant positive effect on student achievement

H5: Student motivation has a significant positive effect on student achievement

H6: Student motivation has a significant positive effect on the quality of education

H7: Student achievement has a significant positive effect on the quality of education

Method

The employed research methodology is quantitative in nature, utilizing a causal descriptive approach. Descriptive research, as defined by Zikmund et al. (2013), characterizes and delineates the attributes of objects, individuals, groups, organizations, or the environment. Concurrently, according to Sekaran & Bougie (2016), causal research is designed to uncover causal relationships between two or more variables. The study's independent variables are the zoning system and school culture, while student motivation, student achievement, and school quality constitute the endogenous variables. The data collection process involved distributing questionnaires to 192 students from public schools in Semarang City, employing a non-probability sampling method. The data analysis technique chosen is Structural Equation Modeling (SEM).

Partial Least Squares (PLS), as outlined by Ghozali (2011), serves as a robust analytical tool due to its flexibility in accommodating various data measurement scales and its ability to yield meaningful insights from relatively small sample sizes. PLS not only verifies existing theories but also elucidates the presence or absence of relationships between latent variables. Within the PLS framework, two aspects of model assessment are conducted: the outer model (measurement model) and the inner model (structural model). The outer model elucidates the interplay between each set of indicators and its corresponding latent variable. This evaluation involves reflexive indicators assessed for convergent validity, discriminant validity, and Average Variance Extracted (AVE), alongside composite reliability. Conversely, the inner model characterizes the associations between latent variables based on theoretical underpinnings. The efficacy of the inner model is gauged by analyzing R-squared values for each dependent latent variable. Changes in these R-squared values serve as a diagnostic tool for evaluating the impact of specific independent latent variables on the corresponding dependent latent variable.

Results

The results of the study depict the relationships between the variables, indicators, and their respective loadings, as well as the Average Variance Extracted (AVE) values. In this context, the loadings indicate the strength of the relationship between each indicator and its corresponding latent variable. A higher loading value suggests a more significant influence of the indicator on the latent variable. Additionally, the Average Variance Extracted (AVE) provides insight into the variance captured by each latent variable's indicators, indicating the extent to which they represent the latent variable. Higher AVE values signify that the indicators collectively account for a greater proportion of the latent variable's variance.
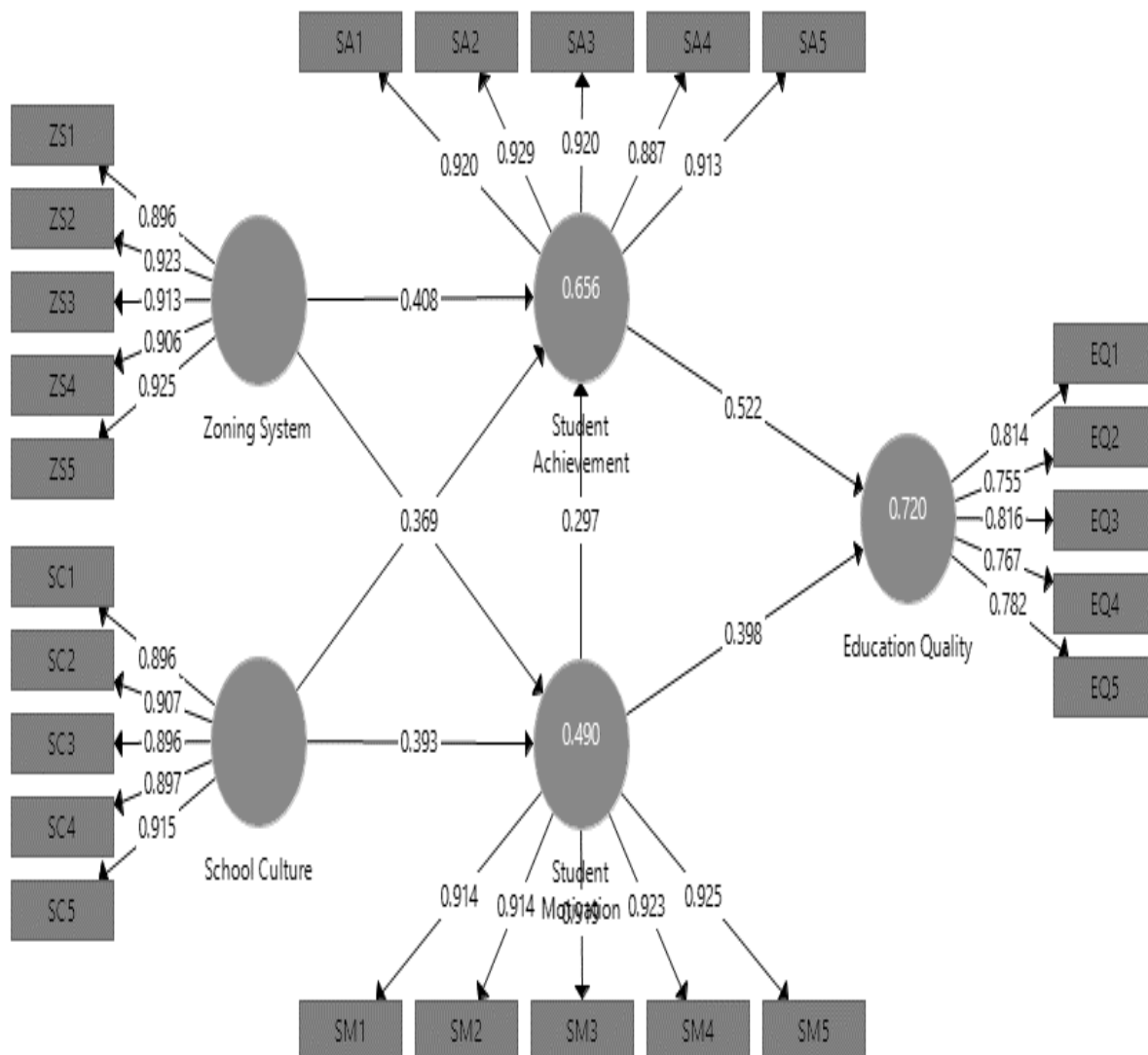

Figure 2. Outer Model Path Diagram with SmartPLS 3.0

Table 1. Loading and Average Variance Extracted (AVE)

Variable	Indicator	Loading	(AVE)
Zoning System	ZS1	0.896	0.833
	ZS2	0.923	
	ZS3	0.913	
	ZS4	0.906	
	ZS5	0.925	
School Culture	SC1	0.896	0.814
	SC2	0.907	
	SC3	0.896	
	SC4	0.897	
	SC5	0.915	
Student Motivation	SM1	0.914	0.845
	SM2	0.914	
	SM3	0.919	
	SM4	0.923	
	SM5	0.925	
Student Achievement	SA1	0.920	0.835
	SA2	0.929	
	SA3	0.920	
	SA4	0.887	
	SA5	0.913	
Education Quality	EQ1	0.814	0.620
	EQ2	0.755	
	EQ3	0.816	
	EQ4	0.767	
	EQ5	0.782	

The fulfillment of convergent validity occurs when the factor loading of each indicator exceeds 0.6. The outcomes of the convergent validity assessment using the loading factor data provided above confirm the validity of all 25 items. An Average Variance Extracted (AVE) value exceeding 0.5 indicates satisfactory convergent validity for the items within a variable. The respective AVE values for each variable are as follows: zoning system 0.833, school culture 0.814, student motivation 0.845, student achievement 0.835, and education quality 0.620. It is evident from the table that all variables possess an AVE value surpassing 0.5, signifying their achievement of convergent validity (Table 1; Figure 2).

Table 2. Discriminant Validity

Variable	Education Quality	School Culture	Student Achievement	Student Motivation	Zoning System
Education Quality	0.787				
School Culture	0.763	0.902			
Student Achievement	0.799	0.686	0.914		
Student Motivation	0.761	0.646	0.696	0.919	
Zoning System	0.725	0.687	0.744	0.639	0.913

Discriminant validity is established for a construct or variable when it is distinctly differentiated from other constructs or variables. An elementary method to evaluate discriminant validity involves comparing the square root of the Average Variance Extracted (AVE) value for two constructs against the correlation value between those constructs. For discriminant validity to be established, the square root of the AVE value must surpass the square root of the correlation value. As observed in the presented table, the square root of the AVE value for each variable exceeds the square root of the correlation value, affirming the presence of discriminant validity within the measurement instrument.

Additionally, the researcher carried out a reliability assessment. To ascertain the reliability of each construct in this study, a test was executed based on Composite Reliability and Cronbach's Alpha values for each construct. According to Hartono & Abdillah (2015), a Cronbach's Alpha coefficient of 0.6 or higher signifies a reasonably good level of questionnaire reliability.

Table 3. Composite Reliability and Cronbach's Alpha

Variable	Cronbach's Alpha	Composite Reliability
Education Quality	0.847	0.891
School Culture	0.943	0.956
Student Achievement	0.951	0.962
Student Motivation	0.954	0.965
Zoning System	0.950	0.961

The outcomes of the reliability assessment in the provided table demonstrate that the variables investigated in the research can be classified as reliable (with Cronbach's alpha values surpassing 0.6). Consequently, they can serve as dependable instruments for gauging the specified variables in this study.

In Partial Least Squares (PLS), the precision of the proposed model can be assessed using metrics like R-Square (R2) and Path Coefficient (PC). The examination of the structural model (inner model) was conducted by evaluating the R2 value for the endogenous latent construct and the t-value for each exogenous latent variable on the endogenous latent construct, as indicated by the bootstrapping results. An R-Square value of 0.67 is considered robust, 0.333 signifies moderate strength, and 0.19 indicates weak explanatory power (Indrawati, 2015). The inner model's pathway diagram is presented in Figure 3.
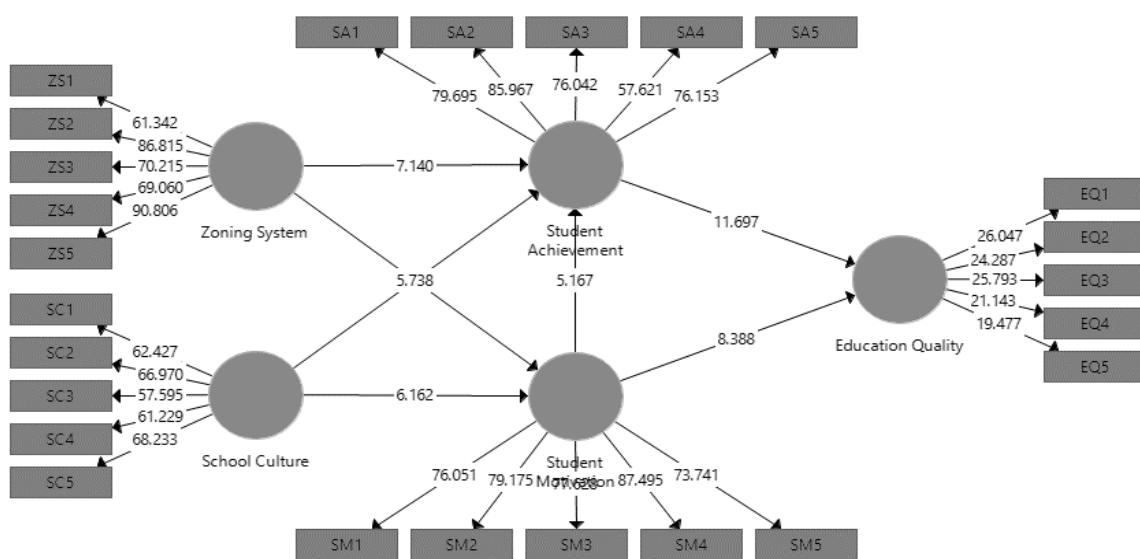

Figure 3. Path Diagram of the Inner Model with SmartPLS 3.0

Table 4. R Square

	R Square
Student Motivation	0.490
Student Achievement	0.656
Education Quality	0.720

In the provided Table 4, it is evident that the R-Square value for student motivation is 0.490 or 49%. This signifies that approximately 49% of the variation in the student motivation variable can be accounted for by the Zoning System and School Culture variables, while the remaining 51% is attributed to other unexamined factors. This value is characterized as moderate, as it falls below the threshold of 0.67. Subsequently, the R-Square value for Student Achievement is 0.656 or 65.6%, indicating that around 65.6% of the variability in Student Achievement can be elucidated by the Zoning System, School Culture, and Student Motivation variables. The residual 34.4% is influenced by other factors not explored in this study. This value is also considered moderate, as it is below 0.67. Furthermore, the R-Square value for Education Quality is 0.720 or 72%. This indicates that approximately 72% of the variance in Education Quality can be clarified by the Zoning System, School Culture, Student Motivation, and Student Achievement variables. The remaining 28% is attributed to other factors that were not investigated in this study. This value is regarded as strong, surpassing the threshold of 0.67. As per Indrawati (2015), assessing the effect of independent variables and their direction of influence can be ascertained from the T-value and the associated path coefficients. For path coefficients, a T-value greater than 1.96 is necessary to indicate significance, which is derived from the T-table at a confidence level of 0.05.

Table 5. Path Coefficient

Hypothesis	T*value*	P*value*	Conclusion
School Culture -> Student Achievement	3.878	0.000	Accepted
School Culture -> Student Motivation	6.549	0.000	Accepted
Student Achievement -> Education Quality	12.720	0.000	Accepted
Student Motivation -> Education Quality	8.981	0.000	Accepted
Student Motivation -> Student Achievement	5.076	0.000	Accepted
Zoning System -> Student Achievement	7.026	0.000	Accepted
Zoning System -> Student Motivation	6.052	0.000	Accepted

The study revealed that the effect of the zoning system on student motivation attained a significant research value, with a T-value of $6.052 > 1.96$ and a P-value of $0.000 < 0.50$. Moreover, the impact of the zoning system on student achievement was also statistically significant, yielding a research significance value with a T-count of $7.026 > 1.96$ and a P-value of $0.000 < 0.50$. Consequently, both Hypothesis 1 (H1) positing the influence of the zoning system on student motivation and Hypothesis 2 (H2) suggesting its impact on student achievement were corroborated. This underscores the fact that the school zoning system holds sway over the motivation and academic accomplishments of students within Public Schools in Semarang City. These findings were further substantiated by earlier research by Wulandari et al. (2018), Maulid et al. (2022), and Putra & Andriani (2020). Their studies similarly illuminated a positive or significant effect, characterized by strong correlation, between the admission of new students through the zoning system and the academic performance of students.

The impact of school culture on student motivation is ascertained from the research's significance value, yielding a T-value of $6.549 > 1.96$ and a P-value of $0.000 < 0.50$. Similarly, the sway of school culture on student achievement is evidenced by a research significance value with a T-count of $3.878 > 1.96$ and a P-value of $0.000 < 0.50$. Consequently, both Hypothesis 3 (H3) positing the connection between school culture and student motivation and Hypothesis 4 (H4) suggesting its influence on student achievement were substantiated. This underscores the pivotal role of school culture as a determinant in enhancing student motivation and achievement within Public Schools in Semarang City. These findings find resonance in the research conducted by Patonah (2018), Syamsudin (2016), and Zamroni (2003), who similarly establish that a "healthy" school culture exhibits a strong correlation with students' academic achievement and their drive to excel.

The impact of student motivation on student achievement is deduced from the research's significance value, yielding a T-value of 5.076 > 1.96 and a P-value of 0.000 < 0.50. Likewise, the influence of student motivation on education quality is evidenced by a research significance value of 8.981 > 1.96 and a P-value of 0.000 < 0.50. Hence, both Hypothesis 5 (H5) positing the association between student motivation and student achievement and Hypothesis 6 (H6) asserting its effect on education quality were corroborated. This signifies that the level of learning motivation holds a substantial sway over both students' academic accomplishments and the enhancement of education quality. These findings find alignment with the research conducted by Lomu & Widodo (2018), Yumte & Jatmika (2018), Sari (2013), and Zubaidah (2016), who similarly ascertain that learning motivation significantly impacts achievement and the overall quality of education.

The influence of student achievement on education quality is derived from the research's significance assessment, resulting in a T-value of 12.720 > 1.96 and a P-value of 0.00 < 0.50. Consequently, Hypothesis 7 (H7) posited in this study, which asserts that student achievement impacts education quality, is validated. This underscores that students' academic accomplishments bear ramifications for the overall educational quality within Public schools in Semarang City. These findings receive reinforcement from the outcomes observed in the research conducted by Nikmah & Pratomo (2016), which similarly conclude that student achievement wields an effect on the quality of education.

Conclusion

From the research findings, it can be deduced that both the school zoning system and school culture exert an influence on students' motivation and achievement, consequently impacting the overall educational quality. However, certain limitations are identified within this study. Specifically, the investigation only focused on the school zoning system, school culture, student motivation, and student achievement as variables related to the quality of education within Public schools in Semarang City. Furthermore, the data collected pertains solely to secondary education level institutions in Semarang City, potentially yielding varying results if data were gathered from different educational levels or locations. Consequently, it is recommended that future research endeavors delve into more intricate variables and data to offer comprehensive insights aimed at enhancing the educational quality.

The research findings contribute significantly to the theoretical understanding of the interplay between the school zoning system, school culture, student motivation, student achievement, and overall educational quality. The study establishes a clear relationship between these variables, highlighting the intricate ways in which school policies and cultural aspects impact students' motivation, achievement, and subsequently, the quality of education. This has broader implications for educational theories and frameworks, emphasizing the importance of considering both structural and cultural elements when analyzing educational outcomes.

From a practical standpoint, the research findings hold valuable insights for educators, policymakers, and school administrators. The identification of the positive influence of the school zoning system and school culture on student motivation and achievement underscores the significance of designing effective educational policies and creating a conducive learning environment. Educational institutions can refine their zoning strategies and cultivate a positive school culture that fosters students' motivation and engagement. Additionally, these findings underscore the need for a holistic approach to education that integrates various factors contributing to educational quality.

However, it's crucial to acknowledge the limitations of the current study. The focus on specific variables in a particular context (school zoning system, school culture, student motivation, and student achievement within Public schools in Semarang City) might restrict the generalizability of the findings to other educational settings. The narrow scope of secondary education institutions in Semarang City could also limit the applicability of these findings to diverse educational levels and geographic locations. To address these limitations, future research should aim to encompass a broader range of variables that could influence educational quality. Exploring different educational levels and regions could provide a more comprehensive understanding of the dynamics at play. Moreover, investigating the role of other factors such as teaching methodologies, parental involvement, and curriculum design could offer deeper insights into enhancing educational quality. Overall, by expanding the scope and depth of research, future studies can provide a more nuanced perspective on improving educational outcomes and quality.

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