

**THE IMPACT OF THE ZONING SYSTEM ON
THE PROFESSIONAL DEVELOPMENT
OF ENGLISH TEACHERS**

SKRIPSI

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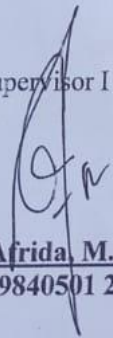
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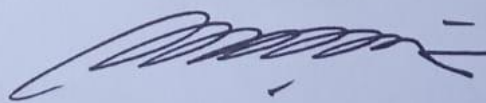
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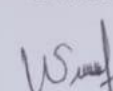
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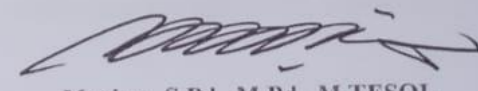
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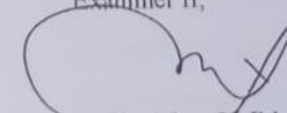
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **“The Impact Of The Zoning System On The Professional Development Of English Teachers”** untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 10 Januari 2024

Yang Membuat Pernyataan



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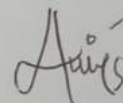
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ABSTRACT

Aprilliana Zura, 2023. The Impact Of The Zoning System On The Professional Development Of English Teachers
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The study aimed to determine the impact of the zoning system on learning English and the challenges for English teachers when the zoning system was implemented at SMPN 1 Langsa. This study uses a qualitative method using an ethnographic approach. This research was conducted at SMPN 1 Langsa with the subject of three English teachers. The data collection techniques used were observation and interviews. The results showed that: 1) The teaching and learning process is not conducive due to the lack of student discipline in learning. 2) The lack of politeness of students when talking to teachers in class. 3) The lack of student motivation to learn English. This research also showed that the challenges for English teachers during the implementation of this zoning system are that teachers must be more assertive in managing students, be extra in teaching students from the basics again in order to achieve learning objectives, and must conduct inclusive education training to deal with students with special needs.

Keywords: Zoning System, Education, Professional Development, English Teacher, challenges

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CHAPTER I

INTRODUCTION

A. Background of Study

Education is a human right, so it's a big part of people's lives. Article 31, paragraph 2, of the Indonesian Constitution provides clarification on the right to education. It reads that every person has the right to get a basic education, which must be financed by the government. Then, in article 31, paragraphs 3, which reads that the government tries to establish a system of national education that, within the framework of teaching a law-governed nation, increases faith, piety, and noble character. From the description of these paragraphs, we can conclude that every citizen has the right to education, especially basic education.

Actually, education in Indonesia has become a special concern to see how equality access can be enjoyed by all citizens in Indonesia. When it comes to ensuring equality in schools, two things must be taken into consideration. First, all people in Indonesia who are of school age can take advantage of equal possibilities for education that are accessible to them. Second, having equal access to education in society is just. It means education can be accessed by inter-ethnic groups, religions and groups in the same ways.

The government has introduced a new regulation, namely the implementation of a zoning system written in Permendikbud No. 14 of 2018. New Students' Admission which emphasizes the distance or radius between the student's residence. So that makes prospective students accepted no longer because of consideration of test scores but because the location of the house is

close to the school. This allows people to access education more easily. So that education equality in all aspects can be fulfilled.

The Ministry of Education and Culture adheres to the equal education concept, which guarantees Indonesian children equal access to high-quality education. One of the strategies to support equality in high-quality education is the zoning system. Every segment of society in Indonesia is given the equal opportunity to receive a high-quality education, hence this system is supposed to do away with "caste" in the educational system.

Zoning systems for new student admission are implemented based on several factors, including non-discrimination, being objective, transparent, accountable, and fair. Through the concept of effectiveness, efforts to evaluate the zoning system's implementation process can be achieved. This concept is one of the criteria used to decide whether or not the concept and management of admissions for prospective students need to be significantly changed.

A great challenge is still present during the implementation of the zoning system that is the difference in the quality of education in Indonesia.¹ In Indonesia, there is a significant disparity in educational quality between regions. Consider the following comparison: the quality of education or schooling in the capital city differs from that in schools in rural regions. Many people, including students, are surprised by the zoning system. They have to deal with new rules that are decidedly different from any social norms that may have developed. Students must be able to adapt to the policies set.

¹ Sinta Ary Gasella and Luh Sri Damayanti, 'Diving Deeper into Zonation System in Indonesian School Admission System', *EFL Proceedings*, 4 (2019), 3.

In fact, with the implementation of New Students' Admission System, the favorite label of SMPN 1 school could be in danger of being erased, if there is no improvement during this system. The zoning system at SMPN 1 Langsa has been implemented since 2021 until now. On the other hand, New Students' Admission System is a problem for teachers and students. In particular, English teachers at SMPN 1 Langsa who usually teach students with higher education, now have to teach students with various abilities and as well as new students who enter SMPN 1 which has long been called a favorite school.

English is a second language that we should know now. Due to the fact that English is a language that is widely spoken worldwide. Another name for English is "the universal language." Students are taught English as one of their topics from elementary school through college. Learning English is no longer an obligation to get good scores or grades at school, but also as a defense against the increasingly challenging currents of globalization. However, we still need to work hard to achieve excellent scores in our English classes, it will benefit us in the future. English also can open access to unlimited assets needed by people in Indonesia.

Therefore, the teacher who is a communicator in the learning process in the classroom must be able to master the class. Teachers need professional development to develop themselves in terms of teaching and learning. Additionally, according to Banks and Mayes (2012), professional development enables teachers to maintain and improve successful educational methods, be critically aware of educational policy, and advance their knowledge of societal

developments, such as technological advancements.² Therefore, the teacher who is a communicator in the learning process in the classroom must be able to master the class. Teachers who used to teach students with high average abilities now have to teach students with low average scores and very diverse abilities.

In line with this assumption, teachers should have more effort and innovation to be implemented in the learning process in order to obtain optimum learning outcomes especially in learning English subject. The Indonesian government needs to find out how to solve this to make the zoning system more effective. Based on the problems that have been described before, this research is intended to examine "The Impact Of The Zoning System On The Professional Development Of English Teachers".

B. Research Questions

To clarify the problem to be studied, then the problem formulated are :

1. What is the impact of the zoning system on learning English at SMPN 1 Langsa?
2. What are the challenges for English teachers when the zoning system was implemented at SMPN 1 Langsa?

C. Purposes of Study

The purpose of this study are :

1. To explain the impact of the zoning system on learning English at SMPN 1 Langsa.

² Anchieta Ave Avillanova and Paulus Kuswandono, 'English Teacher Professional Development in Indonesia: The Challenges and Opportunities', *English Review: Journal of English Education*, 8.1 (2019), 42.

2. To explain the challenges for English teachers when the zoning system was implemented at SMPN 1 Langsa.

D. Significances of Study

The result of this research is expected to inform :

1. Theoretical significance

This research is expected to be used to provide our knowledge regarding the zoning system that has been implemented in every school in Indonesia.

2. Practical significance

Adding insight or knowledge for researchers as prospective English teachers to find out the impacts of the zoning system on the teaching and learning process. This research is expected to give information, reference or modify in developing similar research. It also hoped that people who read the results of this research can provide an understanding of the implementation of the zoning system based on Permendikbud Number 14 of 2018 about New Students' Admission System. And, it can be one of the government's considerations in evaluating the zoning system in the future.

E. Scopes of Study

The researcher only limits the problem by focusing on the impact of the zoning system on learning English and what challenges have been passed by English teachers at SMPN 1 Langsa.

F. Terminologies

1. Zoning System

The zoning system is an education equalisation system implemented by the government for all schools. This system aims to equalise all education in Indonesia from elementary to senior high school and the selection of new students is no longer seen from graduation grades but, from the student's home zone. Therefore, if the student's home is close to one of these schools, he can enter the school regardless of his grades and achievements. There is no more favorite school label, so all children in Indonesia can go to school without any caste differences in each school.

2. Professional Development of English Teacher

Professional Development of English Teacher means develop knowledge, skills, attitudes, and teaching methods that teachers can use in teaching practice. Especially, for English teachers who can help them develop strategies for school learning. So, teachers can develop and perform better.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

The research findings present and discuss the answers to the research problems. The findings were to determine the impact of the zoning system on learning English in SMPN 1 Langsa and the challenges faced by English teachers after the implementation of this zoning system in SMPN 1 Langsa. This chapter presents data that has been obtained from the results of direct observation in the classroom during the learning process and interviews with English teachers to answer research questions.

1. The Result of Interview

There were eight interview questions answered by three English teachers whom the researcher interviewed on December 11, 2023. The researcher used direct, structured interviews.

Through interviews with 3 English teachers, the researcher first wanted to know how the English teacher's preparation in responding to the zoning system at SMPN 1 Langsa. Two teachers said that the thing that must be prepared is mental, because they realise that the students they will teach are not all achievers. They have to change their mindset that what they teach is from the basics now, different from before this zoning system. Meanwhile, one teacher said nothing was prepared in the process, and remained normal as usual.

In addition, the researcher also wanted to know whether according to the English teacher, this zoning system impacts student motivation when learning in

class. From the answers of all interviewees, the researcher concluded that this zoning system is very influential on student motivation when learning in class. In fact, one of the teachers said that this zoning system almost 80% impacts students' motivation in learning, especially in English lessons.

The next question was, "How does student motivation differ in learning English before and after the zoning system was implemented?". Based on the answers from all interviewees, the researcher concluded that students' motivation to learn English before zoning was implemented and afterwards was very different. This is also supported by the statement of one of the interviewees, who said, "Because achievement is not too important when entering school, so many children lack motivation when studying because they can enter their favorite schools without having to achieve". Another statement from one of the interviewees also proves that this difference is very clear, where one of the interviewees said "The ability of students is now more heterogeneous or various, ranging from the highest, middle, to the lowest here. Whereas before zoning, the students who were selected started from the middle and upper levels, which were selected through tests."

The researcher also wanted to know if the English teachers at this school have ever had difficulties organizing the class since this system was implemented. Two teachers said that they certainly had difficulties managing the class both after and before the implementation of this system. The difference is that students are still lacking in terms of politeness. In contrast to the others, one of the teachers said, "No difficulty, just a little more extra than before.". From the answers of all

teachers, researchers can conclude that, although the answers of three teachers have different difficulties in managing the class. The conclusion is only one: whether it was before the implementation of the zoning system or after, each teacher still has to be extra careful in managing the class to be conducive to learning.

The next question is “What is a significant difference in the atmosphere when you teach in class before and after zoning?”. Based on the answers from all interviewees, the researcher concluded that there is a significant difference in the atmosphere when learning takes place. The average answer from the interviewees is that due to their lack of motivation to learn, they are not enthusiastic about learning and make noise in class, which makes the class not conducive. Learning achievements are also difficult to achieve.

The researcher also asked about what you do when they find it difficult to understand the lesson. One of the interviewees said, "I will re-teach them the part that is not understood. Incidentally, I also open tutoring, so I also suggest that students who are lacking in learning can attend tutoring." The other two interviewees had almost the same answer, namely by repeating the material or parts that were not understood and also providing remediation.

The next question is whether there is anything new you discover while teaching and implementing the zoning system. Two teachers gave almost the same answer, the existence of academic differences that have their respective levels. Some students must also be treated better, so the teaching and learning process must start with the basics again. One of the other two teachers said, "If this zoning

system does not exist during my teaching." Based on the answers of three teachers interviewed, the researchers concluded that there are differences in the experiences experienced by teachers at school, so that one of them did not find anything new.

Researchers also wanted to know what the challenges are that English teachers go through while teaching English in schools after the implementation of the zoning system. Two teachers have the same answer, such as having to better prepare for everything, especially dealing with students who must be taught again from the basics; even when taught from the basics, they still do not understand. In addition, the researcher also found a challenge for another English teacher, namely that schools must accept children with special needs, and teachers have also attended inclusive training. The teacher said, "That's where my challenge is when teaching students who do have deficiencies. I am an English teacher who teaches speaking, listening, reading, and writing. The student, however, has a speech impediment. But this child with special needs, I mean, can still be overcome. They can; it just takes a long time to understand it compared to other students."

2. The Result of Observation

The researchers found the results of the study by conducting observation techniques during the teaching and learning process on November 29 and 30, 2023 in the classroom and researchers conducted interviews with three English teachers on December 11, 2023.

In this study, based on the results of observations on Wednesday, November 29, 2023, students and teachers began to be observed during the teaching and learning process from 11.30 a.m. to 12.40 p.m. in class IX.E. From the observations, the researchers found that students were less excited when learning English, and students also paid less attention to the teacher when explaining. Class IX.E. is given an exercise after previously being given an explanation. When working on exercises, only a few students focus on working. Class IX.E. conditions are not conducive because of the noise, and the teacher also admonished students to be calm while doing the task. Researchers also saw the lack of enthusiasm of the students while learning English.

The next day, based on the results of observations on Thursday, November 30, 2023, students and teachers began to be observed during the teaching and learning process from 09.00 a.m. to 10.10 a.m. in class VIII.G. From these observations, researchers found that students were less enthusiastic when the teacher started the lesson. Class VII.G., given an exercise after the previous day, was given an explanation of the material about sentence structure. While doing the task, there were noisy students, and the teacher gave orders to students to move places so as not to make noise again. Teachers apply the rules for Grade VIII.G. to speak English when you go to the bathroom. Researchers also found a lack of student response during the question-and-answer exercise process.

B. Discussion

The research results above are adjusted based on the problems that have been determined. The research focused on the impact of the zoning system on

learning English and the challenges that English teachers have gone through. The researcher presents this discussion descriptively.

1. The Impact Of The Zoning System On Learning English at SMPN

1 Langsa

In Indonesia, the zoning system's primary objective is to guarantee that everybody can receive an equal education. To do this, it is believed that the zoning strategy could change their parents' beliefs that their "favorite schools" are the only "good" schools, thus avoiding the traditional split between public and private school choice. The results of the research show that the zoning system has an impact on English language learning.

First, due to a lack of discipline during the learning process, many students talk and make noise when the teacher explains the material, so the class becomes unconcerned. The behavior of a student should reflect discipline. Disciplined behavior enables the best possible learning outcomes. In this case, the role of the teacher is crucial in helping the pupils follow instructions and become more focused learners. This was in line with Hamidah Fitri et al., who state that discipline will run optimally if there is cooperation from various parties, such as the principal, teachers, other staff, and the students.³⁵

Second, the students' attitudes toward the teacher were less polite when talking, and some of them even spoke louder than the teacher did.

³⁵ Hamidah Fitri, Marjohan Marjohan, and Alizamar Alizamar, 'Student Discipline Problems and the Role of Counselors and School Principals to Overcoming Them', *Jurnal Aplikasi IPTEK Indonesia*, 5.1 (2021), 25.

This situation can certainly disrupt student learning activities because the learning process cannot run optimally and will have an impact to other student in the class. According to Lina Rifda Naufalin et al., which state that good ethics will create a pleasant and comfortable atmosphere. However, it cannot be denied that there are student behaviours that diverge from ethics that should be taken into consideration.³⁶

Based on the results of interviews and observations conducted by researchers in classes IX.E. and VIII.G., it appears that students are less enthusiastic and less motivated when learning English. According to three English teachers, who are the interviewees of this study, they said that this zoning system greatly affects the motivation of students to learn. This was line with Arina Hafadhotul et al. who state that motivation is one of the important things that affect students' attitude and achievement.³⁷

Therefore, as English teachers who have been teaching for almost 16 years, there are so many experiences or things that the three English teachers have gone through. Especially now, after the implementation of this zoning system two years ago at SMPN 1 Langsa, each teacher has its own challenges in dealing with students who have different academic abilities.

³⁶ Lina Rifda Naufalin, Aldila Krisnaresanti, and Aldila Dinanti, 'Analysis of Zonation System Implementation on the Behavior of High School Students in Banyumas District', *International Journal of Economics, Business and Management Research*, 4.12 (2020), 256.

³⁷ Arina Hafadhotul Husna and Rahayu Tri Murtini, 'A Study on Students' Motivation in Learning English as English Foreign Language (EFL) at Stikes Cendekia Utama Kudus', *Journal of English Teaching and Research*, 4.2 (2019), 218.

2. The challenges for English teachers when the zoning system was implemented at SMPN 1 Langsa

Based on the findings of researchers through interviews with English teachers at SMPN 1 Langsa. Researchers found challenges that English teachers have gone through after the implementation of this zoning system. As a teacher, the first thing to prepare for this zoning system is mentally and changing the mindset that the students they teach are not all high achievers. Therefore, they must be firm in organising the class, so that it remains conducive.

English teachers also have to be extra in teaching, because the regulation that applies the selection of new students is 90% taken from students whose homes are close to the school. It makes a change for the teachers, even they say many students have to be taught from the basics again. SMPN 1 Langsa is one of the favourite schools in Langsa, teachers who usually teach students who are dominant in achievement, now have to teach students with different academic abilities.

In addition, after the implementation of this zoning system, schools must accept all students starting from low and high levels, and among them are also schools that must accept children with special needs. SMPN 1 Langsa teachers have also attended inclusive education training to make it easier for teachers to deal with students who have disabilities. This is a challenge for English teachers when teaching, while in English lessons there are 4 abilities that must be learned, namely reading, writing,

listening, and speaking. However, because of the student's weakness, the English teacher who teaches must be even more extra so that the student is not left behind with his other friends. He also opened tutoring for students with special needs so that these students could achieve learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion through observations and interviews that have been discussed previously, the researcher concludes that:

1. This research found three impacts of the zoning system on learning English, namely: First, the teaching and learning process is not conducive due to the lack of student discipline in learning. Second, the lack of politeness of students when talking to teachers in class. Third, the lack of student motivation in learning English. Those are the impacts of the zoning system on English language learning that occurred at SMPN 1 Langsa.
2. The challenges that English teachers have gone through during the implementation of this zoning system are that teachers must be more assertive in managing students, English teachers must be extra in teaching students from the basics again in order to achieve learning objectives, and teachers must conduct inclusive education training to deal with students with special needs.

B. Suggestion

1. For Teacher

Teachers are expected to know each student's characteristics by observing them. In addition to preparing interesting lessons, teachers must also understand the background of the students so that they can adjust the materials and methods used to attract students, especially during the

zoning system. In addition, teachers must also prepare the material carefully before entering the classroom. Because if everything is well prepared, it will be easier for them to manage the class.

2. For Students

Students are expected to be more enthusiastic about learning English, pay attention to the teacher's explanation of the material taught, and follow the rules given by the school. Students are also expected to be diligent in bringing dictionaries, because dictionaries are important objects when learning English.

3. For Other Researcher

Other researchers can conduct research on English teacher strategies in teaching children with special needs at SMPN 1 Langsa. This research can also be one of the references for further researchers.