



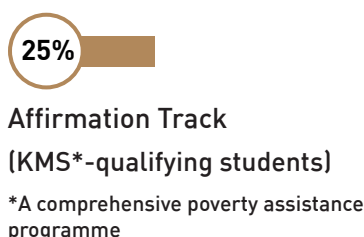
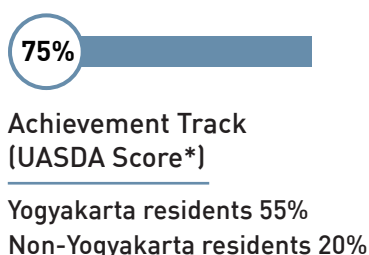
Impact of the School Zoning System to Student Learning Outcomes in Yogyakarta

The zoning-based new student admission policy has been implemented since 2018 in Yogyakarta City. One primary objective of the policy is to ensure students have equal access to education services.

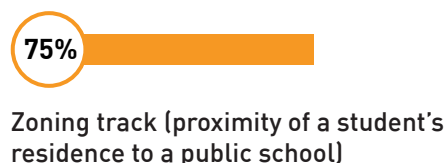
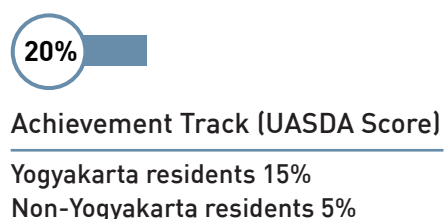
RISE Programme in Indonesia studied the impact of the school zoning system implementation on the learning of junior secondary students in Yogyakarta.

Changes in the School Zoning System in Yogyakarta

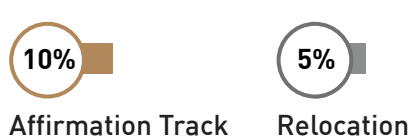
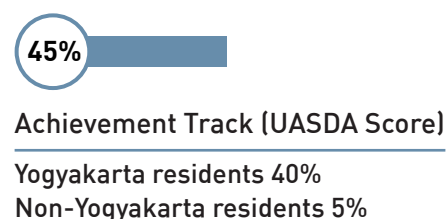
Pre-Zoning (2017/2018 Academic Year and Before)



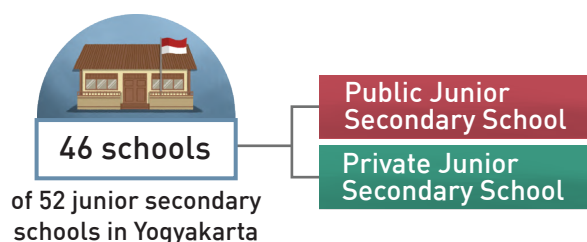
Zoning System 1 (2018/2019 Academic Year)



Zoning System 2 (2019/2020 Academic Year)

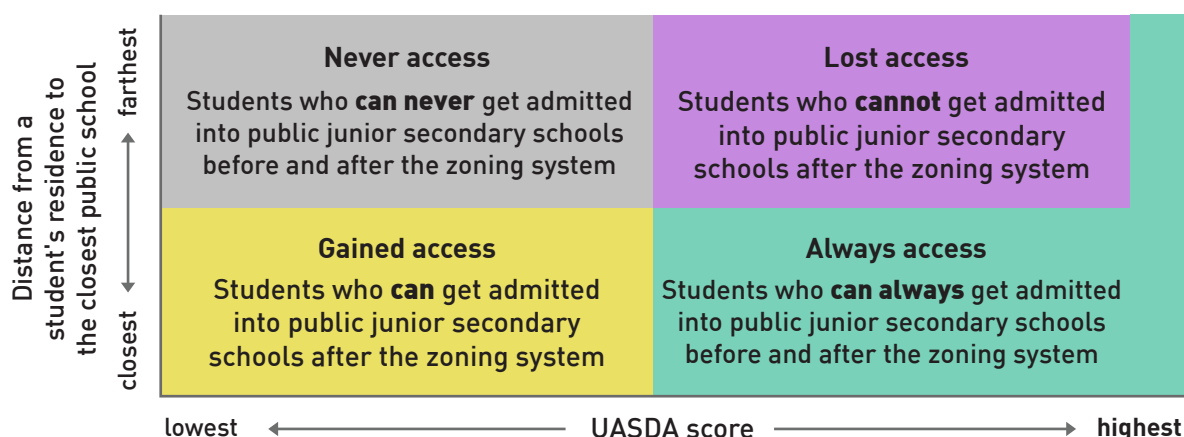


Study Sample



	Pre-Zoning	Zoning System 1	Zoning System 2
Public Junior Secondary School	2,503 students	2,715 students	2,779 students
Private Junior Secondary School	1,400 students	1,181 students	1,351 students

Allocation of Student Admissions in Public Junior Secondary Schools before and after the Zoning System



Findings

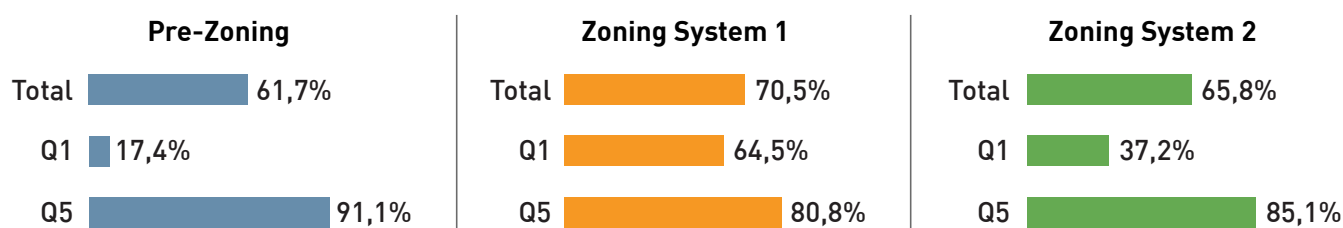
1. Learning benefits of the zoning system among students vary by groups

Never access	Neutral	Lost access	Learning outcomes assessment scores decreases significantly
Gained access	Learning outcomes assessment scores increases but insignificantly*	Always access	Learning outcomes assessment scores decreases significantly

*Math 0.13 s.d., Indonesian 0.11 s.d.

2. Student composition in each school is more varied after the zoning system

Percentage of students in public junior secondary schools based on UASDA scores before and after the zoning system was implemented



Note: Total = All students admitted into public junior secondary schools

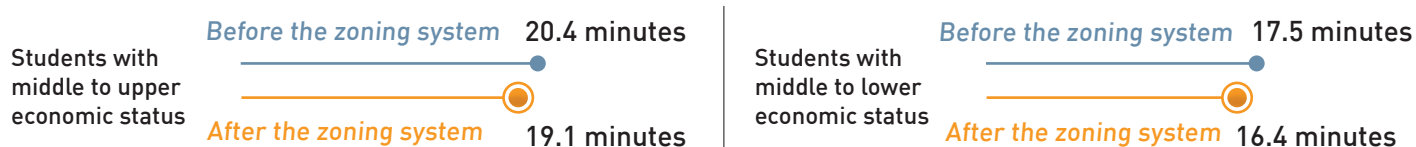
Q1 = Students with the lowest UASDA math scores admitted into public junior secondary schools

Q5 = Students with the highest UASDA math scores admitted into public junior secondary schools

3. The number of students from middle to lower economic status admitted into public junior secondary schools increases

The number of KMS-qualifying students and students with low asset index scores increases after the zoning system was implemented. This index is obtained from the household asset inventory survey.

4. Student travel time from residence to school decreases



Teacher responses to the zoning system

Since student composition in each class is more diverse after the zoning system is implemented, some teachers change their approach to managing the class. Below are the results of the survey on teachers:

- 78% of public junior secondary school teachers and 39% of private junior secondary school teachers change their teaching methods.
- 28% of public junior secondary school teachers and 10% of private junior secondary school teachers change the level of learning difficulty.
- The impact of changes made by teachers on student learning outcomes has yet to be seen.