

## **Implementation Of The New Student Admission System (SPMB) Policy At Sma Negeri 1 Mataram By The Department Of Education And Culture Of West Nusa Tenggara Province**

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### **ABSTRAK**

Penelitian ini dilatarbelakangi oleh belum tepatnya sasaran jalur penerimaan dalam implementasi Sistem Penerimaan Murid Baru (SPMB) di SMA Negeri 1 Mataram yang dilaksanakan oleh Dinas Pendidikan dan Kebudayaan Provinsi Nusa Tenggara Barat. Kebijakan ini diterapkan sebagai bentuk upaya pemerataan akses dan kualitas pendidikan di seluruh wilayah, khususnya di tingkat pendidikan menengah atas. Permasalahan utama yang dihadapi dalam pelaksanaan kebijakan ini mencakup lonjakan pendaftar di sekolah-sekolah favorit, resistensi masyarakat terhadap sistem zonasi, serta berbagai hambatan teknis dan sosial. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara mendalam, dan dokumentasi. Analisis data dilakukan melalui model interaktif Miles dan Huberman, serta dibantu dengan perangkat lunak Atlas.ti 25 untuk memetakan temuan penelitian. Fokus utama penelitian mencakup: (1) implementasi kebijakan SPMB, (2) faktor-faktor pendukung dan penghambat pelaksanaan kebijakan, serta (3) strategi yang digunakan dalam mengatasi hambatan tersebut. Hasil penelitian menunjukkan bahwa implementasi kebijakan SPMB di SMA Negeri 1 Mataram telah mengikuti pedoman dari Dinas Pendidikan, namun masih menghadapi kendala signifikan seperti manipulasi data domisili, keterbatasan infrastruktur, dan kurangnya sosialisasi. Faktor

pendukung utama antara lain komitmen pihak sekolah, kesiapan sistem daring, serta regulasi yang mendukung. Strategi yang diambil meliputi peningkatan komunikasi lintas lembaga, adaptasi kuota jalur penerimaan, dan perbaikan layanan digital. Penelitian ini merekomendasikan peningkatan transparansi, pemerataan fasilitas antar sekolah, serta penguatan sistem pengawasan dan evaluasi berkala terhadap pelaksanaan SPMB. Hasil studi ini diharapkan dapat menjadi acuan dalam penyempurnaan kebijakan pendidikan, khususnya dalam penerimaan murid baru secara adil dan merata.

#### ABSTRACT

*This research is motivated by the misalignment of admission pathways in the implementation of the New Student Admission System (SPMB) at SMA Negeri 1 Mataram, conducted by the Department of Education and Culture of West Nusa Tenggara Province. This policy is implemented as an effort to promote equitable access to and quality of education across all regions, particularly at the senior secondary education level. The main issues encountered in the implementation of this policy include a surge in applicants to favored schools, public resistance to the zoning system, and various technical and social obstacles. This research adopts a descriptive qualitative approach, utilizing observation, in-depth interviews, and documentation for data collection. Data analysis was conducted using the interactive model by Miles and Huberman, supported by Atlas.ti 25 software to map the findings. The study focuses on (1) the implementation of the SPMB policy, (2) supporting and inhibiting factors in the implementation process, and (3) strategies employed to overcome the challenges. The findings reveal that the SPMB policy at SMA Negeri 1 Mataram has been implemented in accordance with guidelines from the Education Department, yet still faces significant challenges such as domicile data manipulation, limited infrastructure, and insufficient public outreach. Key supporting factors include the school's commitment, readiness of the online system, and supportive regulations. Strategies undertaken include enhanced inter-institutional communication, adaptation of admission quota allocation, and improvements to digital services. This research recommends strengthening transparency, equal distribution of facilities across schools, and reinforcing monitoring and regular evaluation systems for the SPMB implementation. The findings are expected to serve as a reference for refining education policies, particularly in ensuring fair and equitable student admissions.*

**Keywords: SPMB Policy, Policy Implementation, Student Admission System**

## INTRODUCTION

Education is a fundamental aspect of national development because it plays a crucial role in producing quality human resources. The government, through various policies, seeks to guarantee access and equal distribution of education, one of which is the New Student Admission System (SPMB) regulated in Minister of Education and Culture Regulation No. 1 of 2021 (Ahmad Mashudi, 2019). This policy is expected to create a fair, transparent, and equitable admission system, particularly with the application of the zoning system.

However, the implementation of SPMB in West Nusa Tenggara Province (NTB) still faces a number of challenges. Inequality is evident in the concentration of applicants in so-called favorite schools such as SMA Negeri 1 Mataram, while other schools experience shortages of new students. This situation raises issues of student distribution, limited school capacity, and even misuse of domicile data to meet zoning requirements. In addition, technical barriers such as disruptions in the online registration system, lack of socialization of admission pathways (zoning, affirmation, achievement, parental transfer), and limited facilities in non-favorite schools further exacerbate the implementation of the policy (SPMB Guidelines, 2025).

Based on these facts, the implementation of the SPMB policy at SMA Negeri 1 Mataram is highly relevant to study more deeply. This school not only represents the high interest of the community in favorite schools but also reflects the challenges faced by the NTB Provincial Office of Education and Culture in realizing equitable education. Therefore, this study entitled "Implementation of the New Student Admission System (SPMB) Policy at SMA Negeri 1 Mataram by the Office of Education and Culture of West Nusa Tenggara Province" aims to analyze the implementation of the policy, the obstacles encountered, and the strategies needed to achieve the goal of educational equity.

## METHODOLOGY

This study employs a qualitative approach with a descriptive method. A qualitative approach was chosen because it is suitable for deeply understanding social phenomena in natural settings, particularly regarding the implementation of the New Student Admission System (SPMB) at SMA Negeri 1 Mataram. According to Moleong, qualitative research emphasizes understanding behavior, perceptions, and actions of subjects holistically (Ubay Haki, 2025). Meanwhile, Sugiyono emphasizes that qualitative research focuses more on meaning rather than generalization (Sugiyono, 2017).

In this study, the researcher serves as the main instrument in data collection, utilizing triangulation techniques through in-depth interviews, direct observation, and document analysis. Interviews were conducted with stakeholders directly involved in policy implementation, such as the NTB Provincial Office of Education and Culture and the school administration. Observations were carried out to obtain real conditions in the field, while document analysis was used to examine regulations, reports, and archives related to the implementation of SPMB (Farah Nurul, 2025).

Data analysis was conducted inductively, by organizing data obtained in the field, then identifying key themes related to the policy. Subsequently, the data were analyzed to understand

the implementation process, obstacles, and the policy's impact on educational equity (Rintit Istipanus, 2025). Through this approach, the study is expected to provide a comprehensive description of the SPMB implementation at SMA Negeri 1 Mataram, as well as offer more relevant insights for formulating educational policy strategies at the regional level.

## RESULT AND DISCUSSION

The findings show that the implementation of the SPMB policy at SMA Negeri 1 Mataram has been carried out in accordance with the technical guidelines issued by the West Nusa Tenggara Provincial Office of Education and Culture. This school serves as an important object in the evaluation of the zoning policy, given its status as a highly favored school with very high public demand (Ahmad Sulhan, 2015).

The SPMB was carried out through four admission pathways: zoning, affirmation, parental transfer, and achievement. The zoning pathway became the main focus since it accounted for 50% of the admission quota, yet it also raised objections from the public due to strict distance requirements. The affirmation pathway supported students from underprivileged families, although challenges remained in validating data. The parental transfer pathway proceeded relatively smoothly, while the achievement pathway was highly competitive and required rigorous verification to ensure document authenticity.

The study also identified several supporting factors for policy implementation, including compliance with national and regional regulations, human resource readiness, technological infrastructure at the school, active community participation, inter-agency coordination, responsive leadership, and support from both the budget and mass media. These factors together created an ecosystem that fostered the effectiveness of SPMB implementation (Kiki Agustian, 2025).

Nevertheless, several obstacles were encountered, such as parents' limited digital literacy, unequal internet access in peripheral areas, budget constraints, community resistance to the zoning policy, weak coordination among stakeholders, and technical disruptions in the online system. These barriers demonstrate that the success of the policy does not rely solely on regulations but also on technical, social, and managerial readiness in the field (Gading Gamaputra, 2025).

In response to these challenges, the Office of Education and the school implemented several adaptive strategies, including intensifying socialization through media and face-to-face meetings, providing technical training for the SPMB committee, establishing help desks for registration, collaborating with the Civil Registry Office in domicile verification, opening community complaint channels, and conducting regular monitoring and evaluation. These strategies contributed to enhancing transparency, reducing resistance, and strengthening the integrity of the admission system (Lini Suryani, 2025).

Overall, this study concludes that the implementation of the SPMB policy at SMA Negeri 1 Mataram reflects the local government's commitment to realizing a transparent, fair, and

accountable student admission process. However, continuous improvements are still needed, particularly regarding digital inequality, policy socialization, and the strengthening of the online system so that this policy can truly guarantee equitable access to education in Mataram City (Putri Maharani, 2022).

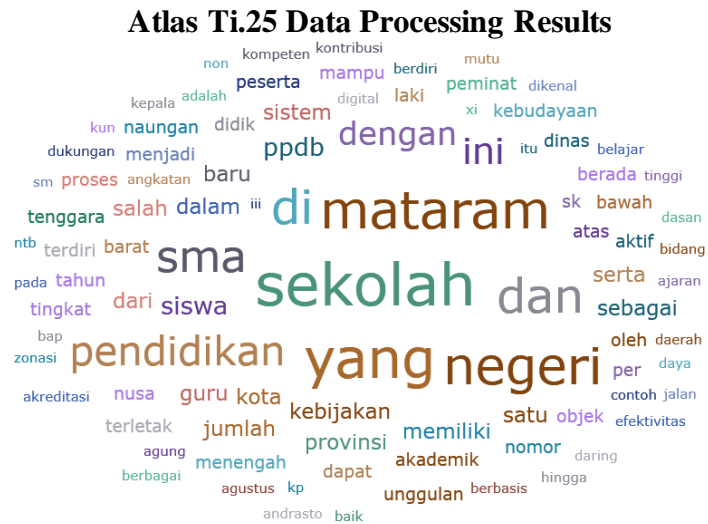


Figure 4.1 Word Cloud of Research Location

Based on the results of a visual word cloud analysis using ATLAS.ti 25 software, the most prominent keywords were found to include: "school," "state," "Mataram," "education," "high school," "system," "PPDB," and "policy." This indicates that the topics of focus in the analyzed documents and data are closely related to the context of formal education, specifically public high schools in the Mataram region, West Nusa Tenggara. The words "education" and "school" are general representations of the main issue discussed, namely the new student admissions policy.

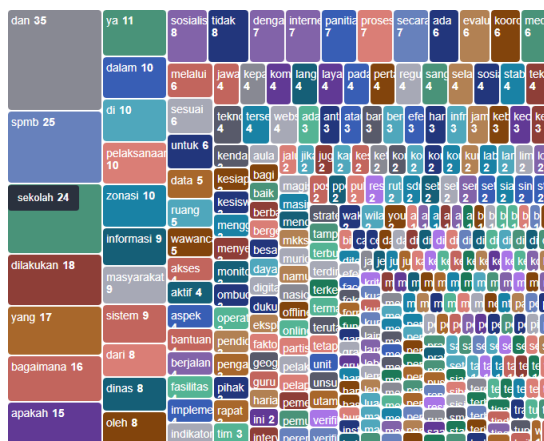
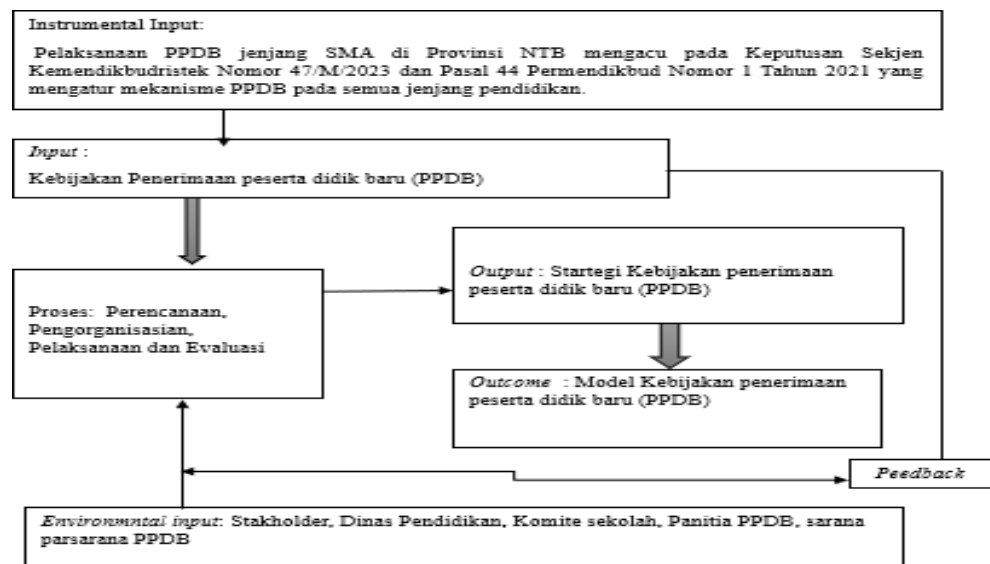


Figure 2 - Tree Map Sourced from Interviews with the Principal

The results of Atlas.ti 25 analysis of interviews with the principal and other supporting documents illustrate that the implementation of the New Student Admissions System (SPMB) policy at SMA Negeri 1 Mataram by the West Nusa Tenggara Provincial Education and Culture Office reflects a systematic effort to create a more transparent, fair, and structured admissions process. Based on the resulting word treemap, the words "SPMB" (25 times), "school" (24 times), "performed" (18 times), and "implementation" (10 times) emerged as dominant words, indicating that the primary focus in the informants' narratives was the technical process and institutional involvement in implementing the policy.

**Results of the SPMB Registration Path Percentage at Mataram 1 State High School**

SPMB Route	Percentage	Description
Zoning	≥ 50%	Based on domicile, can be added if necessary
Affirmation	≥ 15%	For low-income families and people with disabilities
Task Transfer	≤ 5%	For ASN/transfer children; remaining quota for children of teachers at the school
Performance	Sisa kuota	If other routes do not meet the quota, it is used based on academic achievement.



**Figure 2.3 - Framework for Thinking**

**DISCUSSION**

This discussion shows that the implementation of the SPMB policy at SMA Negeri 1 Mataram has been carried out in accordance with regulations, but it still faces technical and social challenges. The main supporting factors are the commitment of implementers and the availability of resources, while the greatest obstacles lie in community resistance and technical

limitations. Adaptive strategies applied by the school, both through managerial innovation and cross-institutional collaboration, serve as the key to maintaining the effectiveness of the policy.

Thus, the success of SPMB implementation is not only determined by formal regulations but also by the school's managerial capacity in managing resources, building public communication, and creating a sustainable evaluation system.

### **1. Implementation of the New Student Admission System (SPMB) Policy at SMA Negeri 1 Mataram**

The implementation of the SPMB policy at SMA Negeri 1 Mataram is carried out based on regulations set by the Ministry of Education and Culture and derivative policies from the West Nusa Tenggara Provincial Office of Education and Culture. The school has become one of the main focuses due to its status as a favored institution with very high public demand every year.

SPMB at SMA Negeri 1 Mataram is implemented through four admission pathways: zoning, affirmation, parental transfer, and achievement. The zoning pathway, which has the largest quota, often triggers protests, particularly from high-achieving students outside the designated zone. The affirmation pathway provides opportunities for underprivileged students, though it still encounters data validation issues. The parental transfer pathway runs relatively smoothly, while the achievement pathway is highly competitive as it requires strict document verification.

Although the policy is implemented in line with regulations, challenges persist in practice, such as mismatches between applicant numbers and school capacity, manipulation of domicile data, and limited classroom availability.

### **2. Supporting Factors of SPMB Implementation at SMA Negeri 1 Mataram**

The research findings highlight several supporting factors that ensure smooth implementation of SPMB at SMA Negeri 1 Mataram:

- a. Compliance with national and regional regulations, which provide clear guidelines for each stage of admission.
- b. Readiness of human resources, particularly the SPMB committee and trained technical staff managing the online system.
- c. Adequate technological infrastructure, such as school servers and stable internet connectivity.
- d. Community participation, both through direct communication and complaint channels.
- e. Inter-agency coordination, especially with the Office of Education and the Civil Registry Office for domicile verification.
- f. Responsive leadership, where the principal actively engages in adaptive decision-making.
- g. Budget and media support, which allow broader socialization and monitoring.

### **3. Inhibiting Factors of SPMB Implementation at SMA Negeri 1 Mataram**

On the other hand, several obstacles hinder the effectiveness of SPMB implementation, including:

- a. Limited digital literacy among parents, many of whom struggle to access the online registration system.
- b. Unequal internet access, particularly for applicants from rural or remote areas.
- c. Budget constraints, which affect the provision of additional facilities such as classrooms.
- d. Community resistance to the zoning policy due to perceptions of school favoritism.
- e. Lack of technical coordination, especially in handling surges in applicants.
- f. Technical disruptions in the online system, such as server errors or login issues.

#### **4. Strategies to Overcome Implementation Barriers at SMA Negeri 1 Mataram**

To address these obstacles, SMA Negeri 1 Mataram, in collaboration with the NTB Office of Education, has adopted several adaptive strategies, including:

- a. Expanding socialization through mass media, social media, and face-to-face sessions to increase public awareness of admission pathways.
- b. Providing technical training for committee members and school operators to anticipate online system problems.
- c. Setting up registration assistance posts at the school to provide direct services.
- d. Collaborating with the Civil Registry Office for domicile verification to prevent family card manipulation.  
Opening public complaint channels to ensure transparency and accountability.
- e. Daily monitoring and evaluation by the principal and committee to ensure smooth implementation.
- f. Using laboratory rooms as additional classrooms to accommodate excess students.

### **A. Conclusions and Recommendations**

#### **Conclusions**

Based on the research findings regarding the implementation of the SPMB policy at SMA Negeri 1 Mataram, the following points can be concluded:

1. **Implementation of SPMB Policy**  
The policy was implemented systematically and in accordance with national regulations and technical guidelines from the Provincial Office of Education and Culture. The admission pathways included zoning, achievement, parental transfer, and affirmation. The process was conducted online via a stable system, supported by rigorous verification carried out by professional committees. Socialization and evaluation were conducted periodically, with oversight from both the Education Office and the Ombudsman.
2. **Supporting Factors**  
SPMB implementation at SMA Negeri 1 Mataram was supported by competent human resources, adequate infrastructure, and active coordination and communication systems. Socialization was conducted from the pre-registration stage using both online and offline media. Moreover, information transparency and external oversight strengthened public trust in the fairness of the SPMB process.
3. **Inhibiting Factors**

Several challenges remained, including limited understanding of online registration procedures among some community members, suboptimal coordination among staff, input errors from applicants, and limited technological skills in certain groups. In addition, zoning issues could arise if MKKS (High School Principal Working Group) data were not updated and agreed upon regularly.

#### 4. Strategies to Overcome Barriers

SMA Negeri 1 Mataram adopted various strategies to address these challenges, such as strengthening socialization through social media and consultation services, improving internal coordination, providing technical assistance to applicants, and optimizing laboratory use to overcome classroom shortages. Daily monitoring and evaluation were conducted to ensure compliance with procedures.

### Recommendations

Based on the conclusions above, several recommendations are suggested for the school:

#### 1. Broader Socialization

Expand outreach, especially to communities less familiar with digital technology. Collaboration with junior high schools could strengthen early understanding of SPMB procedures.

#### 2. Optimization of Internal Coordination

Regular coordination meetings and training for operators and verifiers are needed to unify understanding and responses to potential technical issues.

#### 3. Strengthening Digital Infrastructure

Although the SPMB system runs relatively well, upgrading server capacity and bandwidth during peak hours would help prevent slow access or login problems.

#### 4. Regular Updating of Zoning Data

Consistent coordination among MKKS members and the Education Office is necessary to regularly update and agree on zoning data to avoid mismatches.

#### 5. Enhanced Technical Support Services

Increase the number of technical support staff during the registration period and provide video tutorials and registration simulations to help applicants avoid input errors.

#### 6. Long-Term Capacity Planning

Given high public demand, the school may propose the development of permanent classrooms or relocation of practical activities to ensure laboratory use does not disrupt learning.

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