

# THE PRACTICE OF INDEPENDENT LEARNING AND ITS IMPLICATIONS FOR THE LEARNING PROCES IN PUBLIC SENIOR HIGH SCHOOL IN DENPASAR CITY

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## ABSTRACT

*This article examines the practice of Freedom to learn and its implications for the learning process. The policy of Freedom to learn, which include of four main programs, namely the replacement of USBN into school exams, National Examination into minimum competency assessment and character survey, implementing 1 sheet of lesson plan, and zoning-based new student admission. The implementation of Merdeka Belajar (Freedom to Learn) in Denpasar City Public Senior High School, especially at SMA Negeri 3 and SMA Negeri 8 was held from academic year 2019/2020. However, in its practice there are still some obstacles faced by school management. This article uses a qualitative descriptive method, with cultural studies approach.*

*This research found several things, namely: First, on the psychological aspects of implementing the Merdeka Belajar (freedom to learn) policy, especially in relation to the replacement of National Standard School Examination (USBN) into school exams and national exams as a minimum competency assessment, at least it can reduce the psychological burden of students in facing these exams. Second, in the didactic aspect, the implementation of this Merdeka Belajar (freedom to learn) policy can provide flexibility for teachers in terms of searching and finding various learning strategies and methods to develop Active, Innovative, Creative, Effective, and Fun Learning (PAIKEM). Third, on the sociological and juridical aspects, the implementation of the Merdeka Belajar (freedom to learn) policy can encourage the realization of a sense of justice for the Indonesian people, in terms of obtaining equal opportunities to enjoy quality education.*

**Keywords:** *Merdeka Belajar (freedom to learn), national exams, National Standard School Examination (USBN), zoning-based New Student Admissions (PPDB)*

## 1. INTRODUCTION

Merdeka Belajar (freedom to learn) has been administered by The Ministry of Education and Culture, The Republic of Indonesia from elementary level to high educational level to be studied academically. It causes various comments from society, either educational practitioner or public citizen. Ideally, the education can get rid of the human from any life-burden.

However, in fact, the education (in this case school institutions) has not been able to realize the educational goals as mandated in laws and regulations. In the midst of public anxiety about the low function of schools in developing potential and releasing students from various binding problems, the Minister of Education and Culture, Nadiem Makarim, issued Merdeka Belajar policy that promotes bright promises for the prospeful education in the future. Regarding to how the practice of Merdeka Belajar is carried out by educational units, especially at the state senior high school level in Denpasar City, this research needs to be carried out immediately. The main issues examined in this research are: (1) How practical form of Merdeka Belajar at

SMA Negeri 3 and SMA Negeri 8 Denpasar? (2) What are the practical implications of Merdeka Belajar at SMA Negeri 3 and SMA Negeri 8 Denpasar in the learning process?

The aims of this research were (1) to analyze the practical form of Merdeka Belajar in the learning process at state senior high schools in Denpasar City; and (2) to analyze the practical implications of Merdeka Belajar in the learning process at state senior high schools in Denpasar City.

## **2. RESEARCH METODOLOGY**

This article used a qualitative method with a cultural studies approach or often referred to as a cultural studies approach (Barker, 2004:28). The qualitative method is a method with quality intensity, values, which in its application is distinguished from quantitative methods, namely methods with measurements in the form of numbers and quantities (Ratna, 2010: 306). Qualitative analysis is defined as research that produces descriptive data in the form of words and/or expressions, including observable actions with emphasize on developing concepts and understanding patterns in the data. This research was conducted at SMA Negeri 3 and SMA Negeri 8 Denpasar.

Data collection techniques used include observation techniques, namely by observing various activities carried out by research subjects related to the practice of freedom to learn (*merdeka belajar*) at this research location. Then the interview technique was one of the most common and most powerful ways to understand other human beings. Denzin (2009: 501) stated that, interviewing is the art of socializing, a meeting of two humans who interact with each other within a certain period of time. The third technique was the document study technique, which seeks and obtains data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, and so on (Arikunto, 2002: 206).

## **3. RELATED RESEARCH/LITERATUR REVIEW**

To examine these three problems, Jacques Derrida's Deconstruction theory (1976) is used, which says that the distinctive feature of deconstruction is its rejection of logocentrism and phonocentrism which as a whole give birth to binary oppositions and other hierarchical, dichotomous ways of thinking. The main tendency of binary opposition is the assumption that the first element is the center, origin, and principle, with the logical consequence that the other elements become secondary, marginal, manifest, and other complementary equivalents (Ratna, 2004: 222). Deconstruction aims to dismantle Western metaphysical traditions such as Husserlian phenomenology, Saussurean structuralism, Freudian psychoanalysis, and Lacanian psychoanalysis. The main task of deconstruction is, on the one hand, to reveal the problematic nature of the discourses on which it is centered, and on the other hand, to dismantle metaphysics by changing its boundaries conceptually (Sarup, 2003:51).

The deconstruction developed by Derrida is a denial of the opposition of speech/writing, existence/absence, pure/polluted, and finally rejection of the single truth or logos itself. Furthermore, deconstruction will separate, disassemble to find and expose various assumptions, rhetorical strategies and empty spaces in the text. Disclosure of hierarchical binary oppositions such as reality/appearance, nature/culture, reason/madness, to show: a) that one part of the binary pair is considered insignificant; b) that the binary guarantees correctness; c) that each part of the binary pair influences each other (Barker, 2004:406).

In addition to the theory of deconstruction, this research also uses the theory of educational management, which is a series of activities in the form of a business management process for the cooperation of a group of people who are members of an educational organization, to achieve predetermined educational goals, to be

effective and efficient, with the scope of activities covering: planning, organizing, staffing, directing, leading, coordinating, motivating, controlling, reporting, and forecasting. It was further stated that the urgency and implementation of education management towards education management covers the following fields: curriculum management, student management, management of infrastructure, management of educators and educational staff, management of public relations, and financial management.

Departing from this fact, it can be said that education management is the development of general management for educational areas. Management according to Terry and Rue (1991: 1) is a process or framework that involves guiding or directing a group of people towards organizational goals or real intentions. If Terry and Rue put forward management theory in general, then Nohfield (in Suda, 2009: 39) explains that educational management is a process or framework that provides opportunities for participants or members of school organizations to participate in developing personal understanding and encouraging the creation of conducive conditions. to reflect practically, especially in the field of education.

Understanding the practice of education in schools as a cultural process (enculturation and acculturation) cannot be separated from the relationship between power and knowledge as described by Michel Foucault. Foucault's work on the relation between power and knowledge (power is knowledge, knowledge is power) is a philosophical contribution to the theory of truth. According to Foucault (2002:167), there is a relationship between power and knowledge. Power is the strength and thought of each subject, and not as the domination right of an elite group that determines the life of the whole society. In this theory, Foucault explores discursive practices and forms of power that shape the subject. That is, in relation to power and knowledge relations Foucault does not construct a rational theory of history, but instead presents history marked by discursive discontinuities or forms of power-knowledge relations (Beilharz, 2005:127). In relation to educational practice Foucault says that there is no knowledge without the effect of power and conversely there is no power without knowledge. The knowledge ratio theory as described by Foucault is then eclecticized with the concept of capital according to Bourdieu, where Bourdieu (in Hasbullah, 2006:7) says that the term capital has three forms. First, economic capital which can be linked to money or ownership of objects, goods, and the like that can be seen and used for investment purposes; Second, institutionalized cultural capital in the form of educational qualifications; and the third, is social capital which consists of social obligations and among them those which are institutionalized in the form of honor and nobility. In the process of organizing education in schools this capital exchange can take place very well, because according to Bourdieu (1990: 110) the dominant economic institutions have been structured to benefit those who already have economic capital. Likewise educational institutions are structured to benefit those who already have cultural capital in the form of the habitus of the dominant cultural fraction. That is, in educational practice school management, school principals, school committees, and the education office as the dominant group with the knowledge they have can become schools as a playground, in which there are always opportunities to bet and exchange capital, namely social capital, cultural capital, and economic capital. For example, through school regulations the principal makes rules to dominate and hegemony the parents of students, which are then legalized by the school committee and also by the education office, especially the agency in charge of senior secondary schools.

#### **4. RESULTS AND DISCUSSION**

##### **4.1 The Form of Freedom to Learn at SMA Negeri 3 and SMA Negeri 8 Denpasar**

According to Makarim, the idea to replace the National Standardized School Examination (USBN) into an assessment was motivated by the current conditions and situation where the USBN is considered to limit the application of the spirit of the

National Education System Law which should provide flexibility for schools to determine the graduation of their students. Therefore, in 2020 the USBN will be replaced with an exam (assessment) that will be held only by the school. This is intended to assess student competence, which is carried out in the form of written tests and/or other more comprehensive forms of assessment. For example, it is possible to assess the competence of students in the form of portfolios and assignments such as group assignments, essays, and so on. All of this is intended so that teachers and schools are more independent in assessing the learning outcomes of their students.

Talking about the issue of freedom to learn can refer to a learning model based on giving students a sense of freedom in terms of learning which was initiated by the Minister of Education and Culture Nadiem Makarim whose implementation in schools, especially high school / vocational school started in 2019. According to Kurniasih (in Kompas.com/02/02/2020) (accessed January 26, 2021), that one form of the independent learning policy issued by the Minister of Education and Culture is the implementation of examinations held at schools. The concept of independent learning is actually in line with Freire's ideas (in Yunus, 2007: 1) which says that education is basically organized in order to liberate humans from the various life problems they face. So, education for Freire is one of the efforts to restore the function of humans to be human in order to avoid various forms of oppression, stupidity, and backwardness. Regarding what Freire said above and referring to the policy of the Minister of Education and Culture of the Republic of Indonesia, since 2019 SMA Negeri 3 Denpasar has begun to implement freedom to learn practices which are carried out in stages. As said by the Principal of SMA Negeri 3 Denpasar Drs. Ida Bagus Sudirga, M.Pd.H as follows.

SMA Negeri 3 Denpasar, in principle, we try to follow, whatever the central government's policies are taken in terms of learning practices. It's like the practice of freedom to learn, because it's already a government decision, so we have to follow it. However, for the National Examination which is based on the discourse of freedom to learn will be changed to School Examination (US), its implementation will start in the 2020/2021 academic year. This is because returning the national exam to the form of a school exam requires preparation, both regarding the preparation of the questions, the facilities and infrastructure to support the implementation of the exam, and the preparation of human resources, especially teachers (interview, 22 January 2021).

The Head of SMA Negri 8 Denpasar, Drs. I Ketut Suyastra, M.Pd also conveyed the same thing, such as:

In my opinion, replacing USBN with an assessment that is only carried out by the school is an attempt to restore the essence of the exam or assessment itself. This means that the graduation of students at the end of the level is indeed the authority of the teacher and the school, because the teachers understand the abilities of students best at the school. Therefore, I agree in principle to replace the USBN with a school assessment (interview, 8 February 2021).

Regarding the statements of the two informants, a framework of thinking can be built that replacing USBN with a school assessment is actually a return to the essence of the assessment itself. This means that to determine student graduation at the end of

the level is determined by the teacher and the school. This is based on the idea that it is the teachers who teach there that best understand the abilities of the students at the school. In addition, the end-level assessment carried out by the school makes it possible to carry out a more comprehensive assessment of student abilities; not only relying on tests at the end of the level, but assessments can also be given in other forms, such as giving assignments, porto polio, and project collaboratively.

The changing from National Examination to Minimum Competency Assessment and Character Survey at SMA Negeri 3 and SMA N 8 Denpasar. As reported by Solopos.com (<https://www.solopos.com/Jumat>, 12 February 2021) accessed 15 February 2021, that starting from the 2020/2021 academic year, the Ministry of Education and Culture will no longer hold national exams as a way to determine a student's graduation in completing a certain level of education, but will be replaced by a minimum competency assessment and character survey. The minimum competency assessment and character survey includes an assessment of the reasoning ability using language (literacy), the reasoning ability using mathematics (numeration), and strengthening character education for students (Kompas.com/11-12-2019) accessed 15 February 2021. Thus it can be emphasized that starting from the 2020/2021 academic year, the national exam, abbreviated as UN, will no longer be a graduation requirement for students in completing a certain level of education, and will no longer be used as a requirement for entering a higher level of education. Related to the existence of the national exam which in the previous era was often abbreviated as Ebtanas (National Learning Evaluation), according to Sam M. Chan and Tuti T. Sam (2005:40-41) academically, the goal of ebtanas to standardize the quality of education was not achieved.

Referring to the views of Chan and Tuti T. Sam that the process of education or learning that has been held in schools so far is no longer aimed at mastering and deepening knowledge, but rather towards seeking financial gain, it appears becoming fact. Regarding the replacement of the National Examination with a minimum competency assessment and character survey at SMA Negeri 3 and SMA Negeri 8 Denpasar, the principal of SMA Negeri 8 Denpasar, Drs. I Ketut Suyastra, M.Pd stated the following.

For the 2020/2021 academic year, SMA Negeri 8 Denpasar have started implementing a minimum competency assessment and character survey as a substitute for the national exam in determining student graduation. This assessment model is a government program, which in this case is the Minister of Education and Culture as a form of freedom to learn policy. Yes, as the lowest implementing unit, when it comes to government policy, of course it must be supported and implemented. Likewise, the policy of replacing the National Examination with a minimum competency assessment and character survey to be carried out starting in the 2020/2021 academic year must be implemented, said Suyastra during an interview in a meeting room at SMA Negeri 8 Denpasar (interview, 8 February 2021).

The same thing was conveyed by one of the teacher at SMAN 3 Denpasar, Mr. Dewa Gede Alit Dwija, S.Pd (59 years old), who was appointed as an informant, stated the following.

Frankly, the freedom to learn policy issued by the Minister of Education and Culture has indeed started to be implemented since the decree was issued, since the 2019/2020 academic year. However, in practice it is certainly not

as easy as discussed, because everything requires planning, preparation and coordination. Regarding the replacement of the National Examination into a minimum competency assessment and character survey, it was indeed planned by the Minister from the start that its implementation would begin in the 2020/2021 academic year. Well said, all components of the freedom to learn policy will be implemented in all educational institutions, especially for the high school / vocational school level (interview, 22 January 2020).

Observing the statements of the two informants above, it can be understood that the freedom to learn policy in the form of replacing the National Examination with a minimum competency assessment and character survey has indeed begun to be implemented in schools for the 2020/2021 academic year, especially in SMA Negeri 3 and SMA Negeri 8 Denpasar. This freedom to learn policy actually has a close relationship with school-based management as education management that was programmed in the era of regional autonomy. Related to the implementation of such educational management, Beny Susetyo (2005:31-32) says that education in Indonesia faces three big challenges; (1) the world of education is required to be able to maintain the results of educational development that have been achieved previously; (2) to anticipate the global era, the world of education is required to prepare competent human resources to be able to compete in the global labor market era; (3) regarding the two previous challenges, in the context of anticipating the readiness of human resources to face competition in the global era that has hit the world, it is necessary to make changes and adjustments to the national education system in order to realize a more democratic educational process, regarding the diversity of regional needs/conditions and students, as well as encouraging community participation in national development, particularly in the education sector.

Forms and Practices of Freedom to Learn in terms of Using 1 sheet lesson plan. According to Sri Minda Murni, as reported by Kompas.com (08-03-2020) (accessed 8 February 2021), the thing that attracted the teacher's attention the most from Nadiem Makarim's statement about the concept of freedom to learn was about the lesson plan that must be written by teacher in only one page (1 sheet). From a number of conversations between supervisors, school principals, and teachers, the central theme of the discussion was how to design a lesson plan that only consisted of one sheet. There is even ideas for a number of school principals and teachers to conduct training on making one-page lesson plans.

The policy of implementing the 1 sheet lesson plan is an effort to simplify the learning scenario; before the freedom to learn policy was issued, this lesson plan consists of many sheets, up to 10 sheets or even more. Administratively, the making of lesson plan is considered too burdensome for teachers in preparing learning administration. The preparation of the lesson plan, which has more than 10 sheets, takes up a lot of teacher's time to make learning administration, while aspects of methodology, strategy, and deepening of the material that will be taught by the teacher to students receive less attention. Yet according to Sanjaya (2008) the teacher's role is not only as an administrator, but also as a source of learning, facilitator, class manager, demonstrator, and evaluator. Regarding the implementation of the 1 sheet lesson plan at SMA Negeri 3 and SMA Negeri 8 Denpasar; one of the teachers, Ida Ayu Sriathi (58 years) who was appointed as an informant, stated the following.

At SMA Negeri 3 Denpasar, we have been instructed to use lesson plans that follow the one sheet format as stated by the Minister of Education and Culture Nadiem Makarim. Following up the principal's appeal, we are here as teachers have been given training in making 1 page lesson plans through subject teacher deliberations (MGMP). Apart from that, as a comparison, I also downloaded a format on Google that could be used as a model for making the 1 page lesson plan (interview, 22 February 2021).

A similar idea was conveyed by a teacher at SMA Negeri 8 Denpasar, Mrs. Nyoman Puspadi, S.Pd (58 years old), who was appointed as an informant stated the following.

... yes, SMA Negeri 8 Denpasar has implemented the policy of using a simplified learning implementation plans (RPP 1 Lembar) in accordance with official letter No. 14 of 2019 issued by the Minister of Education and Culture concerning Simplification of Learning Implementation Plans (RPP). Our principal at SMA Negeri 8 Denpasar has urged us (teachers) to implement this policy. So, we have carried out the RPP simplification process and started implementing it on the classes we teach since the academic year of 2019/2020 (interview, 15<sup>th</sup> February 2021).

From the statement above, it could be learnt that simplifying the RPP into 1 sheet has many positive impacts. Learning can be carried out in more flexible as it is not too tied to the RPP formulation that has been made. Teachers can be more flexible in developing teaching materials and learning strategies, while students can think more creatively and innovatively since they are not too attached to the teaching materials formulated by the teacher in lesson plans as in the previous lesson plan format. This is in line with what Lia Fakhriah stated (in <https://www.insstastori.com/>) accessed 18<sup>th</sup> February 2021, quoting the statement of the Minister of Education and Culture Nadiem Makarim who said that "the essence of lesson plans is the teacher's reflection on achieving targets in the lesson plan. So, the most important thing in this case is that the educational objectives set out in the RPP can be achieved, not the number of pages or length of lesson plans (RPP)."

The Implementation of Zoning-Based School Enrollment (PPDB). According to Mahatma Chrysnha as reported by Kompas.com (9<sup>th</sup> July 2020, <https://kompaspedia.kompas.id/>), accessed on 19<sup>th</sup> February 2021, that the Implementation of Zoning-Based School Enrollment (PPDB) is generally based on Government Regulation No. 17 of 2010 concerning Management and Implementation of Education. This legal product regulates the enrollment of students starting from early childhood level education, elementary, junior high school, high school/vocational school/MA, up to the tertiary level. The recent school enrollment for public schools at the primary and secondary levels is based on ministerial regulations; yet, it annually changes depends on the replacement of the official minister of education itself.

The implementation of the school enrollment (PPDB) on the academic year of 2020/2021, is based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 44 of 2019. Article 2 of the regulation states that the principle of implementation of the school enrollment (PPDB) on the academic year of 2020/2021 is (1) non-discriminatory; (2) objective; (3) transparent; (4) accountable; and (5) fair. In relation to the implementation of PPDB at SMA Negeri 8 Denpasar, Mr. Drs. I Ketut Suyastra, M.Pd as the Principal said the following.

SMA Negeri 8 Denpasar has implemented school enrollment (PPDB) program as it is a ministerial policy package contained in the freedom to learn (Merdeka Belajar) policy. However, some parents of

prospective students feel disappointed with the zoning-based school enrollment policy. More particularly, those whose children were not accepted at this school due to the fact that the school's proximity to their residence does not meet the applied laws and regulations. It is a common thing that there must be a controversy on any single policy issued by the government (interview, 15<sup>th</sup> February 2021).

Based on the statements of the informants above, it could be learnt that as part of society, the implementation of educational process is always related to other aspects of people's lives. For instance, the educational process will be related to economic, social, political, religious and cultural issues. Therefore, any policies issued by government, including the ones regarding the implementation of zoning-based school enrollment, will eventually have an impact on people's lives. It means that the implementation of zoning-based school enrollment carried out by each school, especially for senior high school (SMA) / vocational (SMK) education level, will elicit community responses. It can be either positive or negative responses. It occurs considering the existence of a school in the midst of society, which cannot be separated from the interests of various groups in the community concerned.

#### **4.2 The Implications of the Replacement on the National Standardized School Examination (USBN) into School Examinations towards the Learning Process.**

Starting from the academic year of 2020/2021 the national standardized school examination (USBN) is no longer used as a mean of evaluating students in completing a certain level of education; yet it will be replaced with a school exam frequently known as assessment. It was conveyed by the Minister of Education and Culture Nadiem Makarim, as reported by Kompas.com, 14-1-2020 (<https://edukasi.kompas.com/>) accessed on 13<sup>th</sup> March 2021. According to Nadiem, the replacement of USBN into a school exam is in accordance with the essence of the law on National Education System, Law No. 20 of 2003 concerning the National Education System. It means that schools, based on the assessment of each school teacher, have an authority to determine whether students have completed their education level.

This condition is also grounded on the assumption that the ones who best understand students' abilities are their respective teachers. In addition, the implementation of assessments conducted by schools lead to more comprehensive assessments. Since the exams held by the schools, types of instruments used to assess students' learning outcomes are not only in the form of tests; yet, other instruments such as assignments, portfolios, and collaborative projects. Thus, it manages to explore not only students' cognitive and affective abilities, but also their psychomotor ones.

The replacement of USBN into an assessment that is completely carried out by schools certainly has affected students, learning process in the classroom, and the school itself. As for students can be seen from the psychological aspects, in which this shifting is considered to reduce the psychological burden of students in facing exams. Before the replacement, USBN was perceived to be extremely strenuous. It is in relation to the one of informants' responses, Rai Ayu's (17 years old), a student of XI MIPA class at SMA Negeri 3 Denpasar as follows.

I can honestly say that if it were true that USBN would be replaced with school exams, my friends and I would feel less anxious. We already have had an insight on the model of questions that will be given by our teachers if the exam is conducted by the school. It is due to the fact that we have been familiar with the style of each teacher in making questions as seen from the



tests given, both in final term and midterm exams (interview March 12<sup>th</sup>, 2021).

Rai Ayu's statement above indicates that the essence of an educational process lies on which the exam as the requirement to complete a particular level of education is completely conducted by the school. This is in line with Susetyo (2005:33) that publicity education pays attention to the diversity of regional and student needs/conditions, and can encourage increased community participation. Turning the USBN back into a school exam means fully handing over the responsibility for implementing education to the school. Thus, a democratic academic atmosphere that concerns on the potential of each school can be built.

Therefore, the policy of replacing USBN with school examinations can have both positive and negative implications for students. If USBN is used as an indicator for determining graduation, it can lead students to experience psychological pressure. Besides, the results of USBN cannot be used to represent the quality of a particular level of education. The questions tested on USBN are generally in the form of multiple choice, matching, and true/false questions. This is in accordance with Subkhan (2016: 116-117) that the questions tested in the form of multiple choice and the like are not able to develop students' talents, interests and optimize their potential. Many experts believe that multiple choice type is only appropriate for evaluating students' abilities in the cognitive field. Meanwhile the other two aspects, such as students' attitudes and behavior can never be assessed by multiple choice questions and the like.

## 5. CONCLUSION

Based on the description in the previous chapters, several conclusions can be drawn as follows. First, the form of freedom to learn (*Merdeka Belajar*) practice that is implemented, both at SMA Negeri 3 and at SMA Negeri 8 Denpasar includes four forms of practice, namely (1) the practice of replacing the national standard school examination (*USBN*) with a school exam, because the USBN that has been implemented so far was considered by public was only be able to measure students' cognitive aspects in the lowest domain; (2) the practice of substituting National Examination into a minimum competency assessment and character survey, because with this assessment model students were able to master the minimum skills in the form of 'literacy' and 'numeration'; (3) the practice of implementing the one sheet of lesson plan, toward this policy had various responses, especially from teachers and school principals; (4) the practice of implementing zoning-based *PPDB*, namely the acceptance of new students based on the distance between the domicile of prospective students and the school.

Second, the application of the freedom to learn policy had implications for students, the learning process at school. The replacement of the USBN into a school exam had implications for decreasing the psychological burden of students in facing exams, and with a minimum competency assessment model and a character survey a comprehensive assessment could be carried out. Then the implications for the learning process in the classroom, teachers could be more flexible in creating and innovating in order to develop various learning strategies and methods. The application of a one sheet lesson plan could reduce the administrative burden on teachers, but it could also cause some teachers to be reluctant to make new lesson plan. Meanwhile, the implementation of *PPDB* based on zoning could have implications for the existence of games and it capital exchange between school

management and parents of students, resulting in manipulative processes for the acceptance of new students.

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