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Implementing New Student Admission Regulations for SDG 4: Opportunities and Challenges in Elementary Schools in Gresik District, Indonesia

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ABSTRACT

Objective: This study aims to explore opportunities and challenges in implementing the New Student Admission Policy (PPDB) at elementary schools in Gresik Regency, East Java, Indonesia. It examines how local education authorities manage national regulations in alignment with social, cultural, and geographical contexts. **Method:** A qualitative approach was used, with data collected through interviews with elementary school stakeholders under the Gresik Regency Education Office. The data were analyzed based on relevant policy concepts and regulations to understand local implementation practices. **Results:** Successful PPDB implementation depends on local actors' ability to understand, respond to, and manage complex social and administrative demands. Flexible and locally adapted policies promote equitable access, relevant educational outcomes, and quality services. Effective implementation requires cross-institutional coordination, strong social networks, and community participation. Zoning systems and affirmative policies are crucial to prevent exclusion and ensure schools in low-attractiveness areas receive adequate support. **Novelty:** This study provides a novel contribution by examining the implementation of new student admission regulations in Indonesian elementary schools from the perspective of equitable educational access and policy implementation. Unlike previous studies that primarily focus on administrative procedures or regulatory compliance, this research explores how the policy creates both opportunities and challenges for schools, educators, and local stakeholders while contributing to Sustainable Development Goal 4 (Quality Education), particularly through promoting equitable, inclusive, and accessible basic education.

INTRODUCTION

Education is the main thing that requires attention from all groups. Educational progress is the leading barometer of a nation's progress (Zhang, 2020). Education development in Indonesia is still catching up compared to developed countries worldwide. Many things still need to be considered in organizing education in Indonesia, starting from the structure and content of the curriculum, learning concepts, and learning processes that lead to the development of learning methods and media as well as class management, facilities, and infrastructure, educational evaluation to educational financing which has continued to develop according to the needs and developments in the world of education (Parlina et al., 2023).

The implementation of new student admission policies is closely aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), which seeks to ensure inclusive, equitable, and quality education for all. Effective admission policies play a crucial role in providing fair educational opportunities, reducing disparities in access to basic education, and promoting inclusive school systems. In particular, Target 4.1 emphasizes universal access to quality primary education, while Target 4.5 highlights the importance of eliminating inequalities in educational access. Therefore, evaluating the