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Reformulating Implementation of New Student Admission Policy Based on Local Values in Elementary Schools and Islamic Madrasah in Gresik Regency

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ABSTRACT

Objective: To explore opportunities and challenges in implementing the *New Student Admission Policy (PPDB)* at elementary schools and Islamic elementary madrasahs (MI) in Gresik Regency, East Java, Indonesia. It examines how local education authorities manage national regulations while considering social, cultural, and geographical contexts. **Method:** A qualitative approach was employed, collecting data through interviews with stakeholders from selected SD and MI under the Gresik Regency Education Office and Ministry of Religious Affairs. Observations and document analyses supplemented the data, which were interpreted using relevant policy concepts and regulations to understand local implementation practices. **Results:** Successful PPDB implementation depends on local actors' ability to navigate complex social and administrative demands. Flexible, culturally adapted policies promote equitable access, relevant educational outcomes, and high-quality services. Effective implementation requires cross-institutional coordination, strong social networks, and active community participation. Zoning systems and affirmative policies are essential to prevent exclusion and ensure schools in low-attractiveness areas receive adequate support. **Novelty:** The research offers a novel contribution by reformulating the implementation of the *New Student Admission Policy (PPDB)* beyond technical and administrative procedures through the integration of local values, socio-cultural contexts, and community needs. Unlike previous studies that primarily focus on policy compliance and operational aspects, this study demonstrates how context-sensitive policy implementation can strengthen equitable and inclusive access to basic education while advancing Sustainable Development Goal 4 (Quality Education), particularly Targets 4.1 and 4.5.

INTRODUCTION

Education serves as a fundamental pillar in shaping human capital, social equity, and sustainable development. In Indonesia, the national education system is governed by comprehensive legal frameworks, including Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional and Peraturan Pemerintah Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan, which aim to ensure quality, accessibility, and equity at all levels of education (Pemerintah Republik Indonesia, 2003; 2021; 2022). However, implementing these policies in diverse local contexts remains a challenge, particularly in balancing centralized standards with regional social, cultural, and religious realities (Abdul Wahab & Solichin, 2005; Agustino, 2016; Ahmad Mukhlisin, 2021).

This policy direction is closely aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), which aims to ensure inclusive, equitable, and high-quality education for all. Effective student admission policies play a strategic role in achieving this goal by expanding equitable access to basic education and reducing disparities in educational opportunities across different communities. In particular, Targets 4.1 and 4.5 emphasize universal access to quality primary education and the elimination of inequalities in educational participation. Within this context, the