

The Implementation of the Academic Competency Test (ACT) Policy in the New Student Admission System (SPMB) at SMA Negeri 3 Tungal Jaya

Implementasi Kebijakan Tes Kemampuan Akademik (TKA) dalam Sistem Penerimaan Murid Baru (SPMB) di SMA Negeri 3 Tungal Jaya

Authors

Jaryadi¹
Meilia Rosani³
Aswadi Jaya³

¹ Universitas PGRI Palembang,
Indonesia

² Universitas PGRI Palembang,
Indonesia

³ Universitas PGRI Palembang,
Indonesia

Corresponding author:
jaeygendut@gmail.com

Received:
18/06/2026

Accepted:
22/06/2026

Abstract

This study aims to examine the implementation of the Academic Competency Test (TKA) policy in the New Student Admission System (SPMB) at SMA Negeri 3 Tungal Jaya. The research employed a qualitative approach using a descriptive method. Data were collected through observation, interviews, and documentation studies involving the principal, vice principal for student affairs, SPMB committee members, teachers, students, and parents as informants. The data were analyzed through the stages of data reduction, data presentation, and conclusion drawing. The findings revealed that the implementation of the TKA policy in the SPMB was carried out through three main stages: planning, implementation, and evaluation. In general, the policy implementation was conducted fairly well and in accordance with the principles of objectivity, transparency, and accountability. However, several challenges were identified, including limited public understanding of the TKA mechanism, technical issues in the online system, limited school capacity, and psychological pressure experienced by participants. Furthermore, the implementation of this policy generated various impacts on schools, teachers, students, and parents. Positive impacts were reflected in increased objectivity and transparency in the selection process, while negative impacts were associated with unequal access and differences in students' academic preparedness. Based on these findings, it can be concluded that the implementation of the TKA policy in the SPMB at SMA Negeri 3 Tungal Jaya has been procedurally effective but not yet fully optimal in substantive terms. Therefore, improvements are needed in the areas of policy dissemination, technical readiness, and equitable access to education in order to enhance the quality of policy implementation in the future.

Keywords

Policy implementation; Academic Competency Test (TKA); New Student Admission System (SPMB); education.

Abstrak

Penelitian ini bertujuan untuk mengimplementasi kebijakan Tes Kemampuan Akademik (TKA) dalam Sistem Penerimaan Murid Baru (SPMB) di SMA Negeri 3 Tungal Jaya. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan studi dokumentasi dengan melibatkan kepala sekolah, wakil kepala sekolah bidang kesiswaan, panitia SPMB, guru, murid, dan orang tua sebagai informan. Data dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi kebijakan TKA dalam SPMB telah dilaksanakan melalui tiga tahapan utama, yaitu perencanaan, pelaksanaan, dan evaluasi. Secara umum, pelaksanaan kebijakan telah berjalan cukup baik dan sesuai dengan prinsip objektivitas, transparansi, dan akuntabilitas. Namun, dalam pelaksanaannya masih ditemukan berbagai kendala, seperti keterbatasan pemahaman masyarakat terhadap mekanisme TKA, kendala teknis dalam sistem daring, keterbatasan daya tampung sekolah, serta tekanan psikologis yang dialami peserta. Selain itu, implementasi kebijakan ini juga menimbulkan dampak yang beragam, baik bagi sekolah, guru, murid, maupun orang tua. Dampak positif terlihat pada meningkatnya objektivitas dan transparansi dalam proses seleksi, sedangkan dampak negatif berkaitan dengan ketimpangan akses dan perbedaan kesiapan akademik peserta didik. Berdasarkan temuan tersebut, dapat disimpulkan bahwa implementasi kebijakan TKA dalam SPMB di SMA Negeri 3 Tungal Jaya telah berjalan efektif secara prosedural, namun belum sepenuhnya optimal secara substantif. Oleh karena itu, diperlukan perbaikan dalam aspek sosialisasi, kesiapan teknis, serta pemerataan akses pendidikan guna meningkatkan kualitas implementasi kebijakan di masa mendatang.

Kata Kunci

Implementasi kebijakan; Tes Kemampuan Akademik; Sistem Penerimaan Murid Baru; pendidikan

Introduction

Education is a fundamental need for every individual and continues to evolve alongside advancements in science, technology, culture, and societal development. Education plays a vital role in improving the quality of human resources while also serving as a foundation for individual character development (Soetopo, 2015). Through education, individuals acquire knowledge that is not only useful for meeting daily life needs but also for developing attitudes and skills necessary to face various life challenges (Buhaerah, 2024; Safitri et al., 2022). In this context, the government has the responsibility to ensure the provision of quality education, as mandated by Law Number 20 of 2003 concerning the National Education System. Article 11 Paragraph (1) of the law stipulates that the government is obligated to provide quality educational services to every citizen without discrimination. Nevertheless, disparities in educational access across different regions remain a significant challenge, particularly in schools located in remote areas (Dewi & Siwi, 2024; Fitriani et al., 2024).

One of the major causes of educational inequality is the imbalance in the distribution of schools and the limited availability of infrastructure, especially in regions with restricted access (Azkiyah et al., 2025). As a result, many communities do not have equal opportunities to obtain proper education. To address this issue, the government introduced a new policy in the student admission process by replacing the term PPDB (New Student Admission) with SPMB (New Student Admission System). One of the key policies implemented within this system is the zoning policy, as stipulated in the Minister of Education and Culture Regulation Number 1 of 2021 concerning student admissions at various educational levels. This policy aims to provide more equitable educational opportunities for students from different regions by prioritizing admissions based on geographical proximity to schools. The zoning system is implemented online through four admission pathways, namely the zoning pathway, affirmative action pathway, parental job transfer pathway, and achievement pathway.

However, the implementation of the zoning system within the SPMB at SMA Negeri 3 Tungkal Jaya has not proceeded smoothly. Based on interviews conducted with school administrators, numerous challenges were identified, particularly in the zoning pathway. One of the primary issues is the limited understanding among parents and students regarding the online registration process. Errors in data entry, incorrect placement of residential coordinates within the system, and mistakes in document uploads have become major factors hindering the registration process. Furthermore, technical obstacles such as limited internet access in certain areas have exacerbated the situation, making it difficult for applicants to access the system and resulting in many students failing to pass the selection process.

Another issue identified in the implementation of the zoning system is the extensive geographical coverage of the designated zones. According to Rheza and Kushandajani (2024), the zoning policy at the public senior high school level represents one of the government's efforts to achieve equitable access to education. However, the broad zoning areas reduce students' chances of being admitted, particularly because the number of applicants often exceeds the school's admission capacity (Panggabean, 2022). While large zoning areas are intended to promote educational equity, in practice they have become barriers for many prospective students. Consequently, the selection process becomes increasingly competitive, and the intended objective of providing equal educational opportunities may instead contribute to greater disparities.

The educational theory most relevant to this issue is the theory of educational equity, which emphasizes accessibility and quality of education across all regions. According to Pont and Viennet (2017), education should be accessible to all members of society regardless of geographical, social, or economic conditions. However, despite the zoning policy's objective of achieving educational equity, many students continue to face unequal opportunities in the SPMB process due to limitations in knowledge and technology. This situation indicates a gap between the theoretical ideals of educational equity and the realities encountered in practice. Therefore, an evaluation of the implementation of this policy is necessary to identify the root causes of the challenges that have emerged.

The significance of this study lies in the need to identify factors that hinder the implementation of the Academic Competency Test (TKA) policy within the New Student Admission System (SPMB) at SMA Negeri 3 Tungkal Jaya. This research is expected to provide a clearer understanding of the

challenges faced by the school in implementing the policy, while also offering recommendations for improving the system in the future. Furthermore, the study is important for providing comprehensive information regarding the technical difficulties experienced by prospective students and their parents, as well as identifying measures that can enhance the effectiveness and efficiency of the SPMB implementation.

Therefore, the primary objective of this study is to evaluate the implementation of the Academic Competency Test (TKA) policy within the New Student Admission System (SPMB) at SMA Negeri 3 Tungkal Jaya. The findings are expected to provide valuable insights for policymakers and stakeholders in addressing emerging challenges and improving the quality and equity of education through a fairer and more effective student admission process.

Method

This study employed a qualitative approach with a case study research design. The qualitative approach was utilized to gain an in-depth understanding of the implementation of the Academic Competency Test (TKA) policy within the New Student Admission System (SPMB) at SMA Negeri 3 Tungkal Jaya. The research was conducted at SMA Negeri 3 Tungkal Jaya from February to April 2026.

The research informants were selected purposively based on their direct involvement in the implementation of the TKA policy. The informants consisted of the principal, vice principal for student affairs, SPMB committee members, teachers, students, and parents, totaling 15 participants.

The sources of data in this study included both primary and secondary data. Primary data were obtained through in-depth interviews and direct observations of the implementation of the TKA within the SPMB process. Secondary data were collected from official documents, government regulations, school archives, books, and scholarly journals relevant to the research topic.

Data collection techniques involved observation, interviews, and documentation. To ensure the trustworthiness and validity of the data, the study applied source triangulation and methodological triangulation, member checking, prolonged engagement, and an audit trail.

Data analysis was conducted using the interactive model developed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing and verification. Through these stages, the study was expected to provide a comprehensive understanding of the implementation of the Academic Competency Test (TKA) policy within the New Student Admission System (SPMB) at SMA Negeri 3 Tungkal Jaya, including the supporting factors, inhibiting factors, and the impacts resulting from the policy implementation.

Results

This study examines the implementation of the Academic Ability Test (TKA) policy within the New Student Admissions System (SPMB) at SMA Negeri 3 Tungkal Jaya. The results indicate that TKA implementation involves three main stages: planning, implementation, and evaluation. Furthermore, several obstacles were identified during implementation and their impact on the new student selection process.

Table 4.2 Summary of Implementation of Foreign Worker Policy in SPMB

No	Theme	Sub Theme
1	Implementation of the Academic Ability Test (TKA) Policy in the New Student Admissions System (SPMB) at State Senior High School 3 Tungkal Jaya	Implementation of the TKA policy includes: a. Academic Ability Test (TKA) Planning b. Implementation of the Academic Ability Test (TKA) c. Evaluation of the Implementation of the Academic Ability Test (TKA)
	Obstacles to the Implementation of the Academic Ability Test (TKA) Policy in the New Student Admissions System (SPMB) at SMA Negeri 3 Tungkal Jaya	a. Technical constraints in implementing TKA b. Human resource constraints c. Obstacles to understanding of prospective students

	and parents
The Impact of the Implementation of the Academic Ability Test (TKA) Policy in the New Student Admission System (SPMB) at SMA Negeri 3 Tungal Jaya	a. Impact on the quality of new student selection b. Impact on students' academic readiness c. Impact on the image and governance of new student admissions

1.1 Implementation of the Academic Ability Test (TKA) Policy in the New Student Admissions System (SPMB)

The implementation of the Academic Ability Test (TKA) policy in the New Student Admissions System (SPMB) at SMA Negeri 3 Tungal Jaya was carried out through three main stages: planning, implementation, and evaluation. These three stages involved the principal, vice principal, SPMB committee, teachers, prospective students, and parents in supporting an objective and transparent selection process.

1.1.1 Planning

The planning stage involves establishing a SPMB committee, coordinating with the Department of Education, developing a schedule, preparing facilities and infrastructure, and conducting outreach to the community. The principal stated:

"To plan ahead for the SPMB implementation with the Academic Ability Test, we, the school, made several preparations. The initial step we took was to form an SPMB committee specifically tasked with handling the entire process, from registration and test administration, score processing, to the announcement of selection results. This committee is largely composed of experienced administrative staff and teachers. Furthermore, we also coordinated with the Education Office regarding technical guidelines for the TKA implementation to avoid procedural errors. From a technical perspective, we ensured the readiness of facilities and infrastructure, such as examination rooms, computers, internet connections, and other supporting systems. We also conducted outreach to the community through the school's social media and information services."

The Vice Principal for Student Affairs also explained:

"In terms of planning, our first step was an internal meeting to discuss the formation of the SPMB committee. This committee will oversee all stages, including the technical aspects of the Academic Ability Test. There was no special training, as the committee is already accustomed to handling annual student admissions. Once the committee was formed, we focused on developing the schedule, the technical aspects of the test, and the assessment mechanism. We also conducted outreach, both through the school's social media channels and by welcoming parents who came directly to the school to ask questions about the TKA in the SPMB."

The SPMB Committee stated:

"Before the TKA was held, we as the committee began preparations well in advance. We coordinated with the school and the education office to ensure the questions, scoring system, and test mechanism were in accordance with regulations. We also divided the committee's duties: some handled administration, others handled the technical aspects of the test, and others assisted prospective students and parents. We also checked the infrastructure, such as computers, internet connection, and exam rooms, to ensure there were no issues during the test."

The teacher explains:

"As teachers, we were involved in the planning stages, especially during the committee formation meetings. We also helped disseminate information about the SPMB and the Academic Ability Test to the public. Information is usually disseminated through school social media, the student council account, posters, and also through direct communication with parents or students who inquire."

Meanwhile, the students said:

"Before registering, I researched the SPMB and Academic Ability Test on the school's Instagram and OSIS (Student Council) platforms. I also asked friends and junior high school teachers. After that, I prepared the necessary documents and studied for the test, so I wouldn't be too surprised when I took it."

The student's parents also stated:

"Before my child joined the TKA, I researched the school's social media and asked the school staff to clarify the process. We also prepared the required documents well in advance so we wouldn't be rushed during registration."

As well as:

"As parents, we not only prepare the administration, but also provide support so that our children are mentally prepared for the test. We always remind our children to study and be confident when taking the Academic Ability Test."

Based on the results of interviews and observations, the planning stage has been carried out systematically through the formation of a committee, coordination with the Education Office, socialization, and preparation of supporting facilities and infrastructure for the implementation of TKA

1.1.2 Implementation

The TKA implementation process involves registration, testing, score processing, announcement of selection results, and re-registration. The principal explained:

"The SPMB implementation at our school is carried out through several stages, starting from registration, administering the Academic Ability Test, announcing the selection results, and re-registration. The Academic Ability Test is used as one of the main instruments in assessing prospective students' academic readiness. Registration is done online, while the TKA is carried out in person at the school under the supervision of the committee. After the test is completed, the results are processed and announced publicly through the school's official media. Students who pass are then required to re-register by submitting original documents."

The Vice Principal said:

"The implementation of the TKA-based SPMB begins with online registration of prospective students, followed by an Academic Ability Test at the school. This test covers basic material in accordance with established academic standards. After the test, the committee processes scores and determines whether students pass based on the TKA results and quota requirements. Selection results are announced through school media, and successful students are required to re-register."

The SPMB committee explained:

"During the TKA implementation, the committee assisted participants from registration to re-registration. During the test, we ensured that it ran smoothly and according to schedule. After the test, we verified and processed scores. If there were any issues, such as data or administrative errors, participants were given the opportunity to correct them within the allotted time."

The teacher said:

"The SPMB implementation is now more focused thanks to the Academic Ability Test. However, some prospective students and parents are still anxious and don't fully understand the test mechanism, so they come to the school for clarification. The school has been quite responsive in providing assistance."

Students stated:

"During the TKA (Teacher-to-Entry) exam, I felt nervous, afraid my score wouldn't be good enough. But after taking the test, I felt the selection process was clearer, as it was based on ability. After the announcement, I immediately checked my results and felt relieved when I passed. When we re-registered, we only submitted the original documents to the school."

Parents said:

"As parents, we were initially concerned about the Academic Ability Test, but the school provided a clear explanation. The test and announcements proceeded smoothly. The committee also assisted with the re-registration process if there were any missing documents."

Based on the research results, the implementation of the TKA was carried out according to procedure and was quite orderly. The presence of the TKA was considered to help schools obtain a more objective picture of prospective students' academic abilities.

1.1.3 Evaluation

The evaluation was conducted after all stages of the SPMB were completed to assess the effectiveness of the policy and identify any remaining obstacles. The principal stated:

"After all stages of the SPMB were completed, we held an evaluation meeting with the committee and teachers to assess the implementation of the Academic Ability Test. We also received feedback from parents and students regarding any obstacles they encountered during the registration and test administration process. From the evaluation results, we identified several challenges, such as limited school capacity compared to the number of applicants, and the continued lack of understanding by parents regarding the TKA-based SPMB mechanism. Moving forward, we will increase outreach and refine the technical implementation to ensure a more optimal and fair selection process."

The Vice Principal explained:

"The SPMB implementation with the Academic Ability Test this year was quite orderly, but there are still challenges, particularly in public understanding of the selection mechanism and registration procedures. Therefore, in the next implementation, we will strengthen outreach through social media, brochures, and in-person explanations to make the information easier to understand. Furthermore, the registration system also needs to be improved to make it more accessible and reduce technical challenges."

The SPMB committee stated:

"Overall, the implementation of the TKA-based SPMB (Student Admission Test) went quite smoothly, but there are still some prospective students and parents who don't fully understand the registration and test procedures. This has led to many questions and errors in data entry. Moving forward, we plan to clarify information through social media, brochures, and in-person outreach activities, as well as propose system improvements to improve stability."

The teacher said:

"The SPMB implementation with the Academic Ability Test has been quite successful, but technical challenges remain, particularly during the registration and data processing stages. Some students and parents experienced difficulties, requiring in-person visits to the school. Moving forward, this system needs to be simplified to make it more accessible to all."

Students stated:

"The TKA registration and implementation process was quite good, but there were some technical issues, such as slow system uploads. Furthermore, the verification process felt quite lengthy, causing anxiety. We believe that clearer guidance, such as video tutorials or written instructions, is needed in the future to make it easier for prospective students to understand the process."

Parents added:

"Information regarding the SPMB and Academic Ability Test is already available, but not all parents easily understand it. The registration system sometimes experiences glitches, making it difficult to upload documents. Moving forward, we hope to conduct outreach earlier and make the registration system more stable to ensure a smoother process."

Based on the evaluation results, the implementation of the foreign worker policy has been quite successful and supports a more objective selection process. However, challenges remain, including uneven public understanding, limited school capacity, and technical glitches in the registration system. Therefore, increased outreach and system improvements are necessary for future implementation.

1.2 Obstacles to the Implementation of the Academic Ability Test (TKA) Policy in the New Student Admissions System (SPMB) Process at SMA Negeri 3 Tungal Jaya

1) Obstacles to Public Understanding

One of the obstacles encountered in implementing the Academic Ability Test (TKA) policy is the still-low level of public understanding, particularly among parents of prospective students, regarding the mechanism and objectives of the TKA implementation in the SPMB. This condition has led to various inaccurate perceptions of the ongoing selection process. The principal of SMA Negeri 3 Tungal Jaya, identified as "S," stated that:

"There are still parents who believe that the results of the Academic Ability Test can be discussed or changed by the school. In reality, the school is simply enforcing the rules; everything is regulated by the system according to applicable regulations. If the results don't meet expectations, parents usually complain."

A similar thing was also conveyed by the SPMB committee with the initials "BS", "DGHA", and "HP", namely:

"Many parents consider the Academic Ability Test the sole determinant of student acceptance, even though there are other stages and components. Furthermore, errors in uploading files are common and impact selection results."

Based on the interview results, it can be concluded that public understanding of the TKA mechanism still needs to be improved through more intensive and easy-to-understand socialization.

2) School Capacity Constraints

The next obstacle relates to the school's limited capacity, which is not commensurate with the number of applicants. This situation means that not all prospective students are accepted even after participating in the TKA program. The Vice Principal for Student Affairs, identified as "A," explained:

"There are quite a lot of applicants to SMA Negeri 3 Tungkal Jaya, but the available quota is limited. So, even though they take the Academic Ability Test, not everyone is accepted. This is why people sometimes think the test is ineffective."

This statement shows that quota limitations are one of the factors influencing public perception of the selection results and implementation of foreign worker policies.

3) Technical Constraints in Implementation

Apart from factors of community understanding and capacity, the implementation of TKA also faces technical obstacles related to the use of technology-based systems.

The SPMB committee with the initials "FZDSN", "Aj", and "BIP" stated that:

"There are some students who are academically capable, but during the test, they encounter technical difficulties, such as not understanding how to administer the system-based test or having an unstable internet connection. This certainly impacts their Academic Ability Test results."

Meanwhile, other committee members with the initials "BS", "DGHA", and "HP" added:

"Many parents consider the Academic Ability Test the sole determinant of student acceptance, even though there are other stages and components. Furthermore, errors in uploading files are common and impact selection results."

These findings indicate that infrastructure readiness and the ability to use technology are still challenges in implementing TKA.

4) Psychological Constraints of Participants

The TKA implementation also creates psychological stress for some prospective students. Anxiety and tension during the test are among the obstacles experienced by participants. One student informant, identified as "AM," "DR," "IT," "FA," and "RM," stated:

"Taking the Academic Ability Test was quite stressful, especially given the limited time and occasional network issues. But I think it was a fair test, measuring our academic abilities."

In addition, the parents of students with the initials "ST" and "KM" stated:

"The system is now more organized and transparent, but as parents, we still need a more detailed explanation of the purpose and assessment methods of the Academic Ability Test, so that there are no misunderstandings about the results our children receive."

Based on the interview results, it can be understood that the psychological factors of participants and the need for clearer information for parents are aspects that need attention in the implementation of the TKA policy.

Based on the results of interviews, observations, and documentation, obstacles to the implementation of the Academic Ability Test (TKA) policy in the New Student Admission System (SPMB) at SMA Negeri 3 Tungal Jaya include four main aspects: obstacles to public understanding, limited school capacity, technical implementation obstacles, and psychological obstacles for participants. Socialization that is not fully understood by the community has led to the emergence of inaccurate perceptions of the selection mechanism. In addition, limited school quotas, technical problems with the system, and psychological stress experienced by participants are also obstacles that affect the implementation of the policy. Therefore, it is necessary to improve the quality of socialization, refine the technology system, and provide psychological support for participants so that the implementation of TKA can run more optimally, fairly, and effectively.

1.3 The Impact of the Implementation of the Academic Ability Test (TKA) Policy in the New Student Admissions System (SPMB) Process at SMA Negeri 3 Tungal Jaya

1) Impact on the Quality of New Student Selection

The implementation of the Academic Ability Test (TKA) in the SPMB has impacted the new student selection process, which is considered more objective because it is based on prospective students' academic abilities. Subject teachers with the initials "BS," "DGHA," and "HP" stated that:

"After the new student admissions using the Academic Ability Test, it became clear that the academic abilities of students in the class were quite diverse. Some students were academically ready, while others still needed further guidance. Therefore, as teachers, we had to adapt our classroom learning strategies."

This statement shows that TKA helps schools obtain an initial picture of the academic abilities of accepted students so that it can be used as a basis for implementing learning.

2) Impact on Students' Academic Readiness

The implementation of TKA also impacts students' academic readiness from the time they enter school. However, test results do not fully reflect the participants' overall academic potential. This was conveyed by informant "HP" as follows:

"The Academic Ability Test does help us see our students' basic abilities, but I don't think it fully reflects their academic potential, as some students are actually capable but don't perform optimally on the test."

From this statement, it can be understood that TKA functions as a measuring tool for basic abilities, but still has limitations in assessing the full potential of students.

3) Impact on Student Learning and Adaptation Process

From a student perspective, the implementation of TKA impacts the diversity of academic abilities within the classroom, which in turn influences the learning and adaptation process among students. Informant "AA" stated that:

"In class, our students' abilities vary. Some grasp things quickly, while others need more explanation. But that's how we can help each other and learn together."

A similar thing was conveyed by informant "DR", namely:

"I think the Academic Ability Test has helped us understand our individual capabilities. Although it can be challenging at first, over time, we get used to it and adapt."

This statement shows that the diversity of academic abilities is not only a challenge, but can also encourage the creation of cooperation and adaptation in the learning process.

4) Impact on Transparency and Public Perception

From a parent's perspective, the TKA policy has a positive impact in the form of increased transparency and clarity in the new student admission process.

Informant "ST" said that:

"With the Academic Ability Test, we as parents feel the admissions process is clearer and more transparent. Children are accepted based on their abilities, not other factors."

However, parents also highlighted limitations related to disparities in access to learning. Informant "KM" stated:

"This test is indeed good, but not all children have the same opportunities for guidance or learning resources. So, some children are actually smart, but their test results are less than optimal."

This statement indicates that although the TKA is considered more transparent, challenges remain in ensuring equal opportunities for all participants. Based on interviews, observations, and documentation, the implementation of the Academic Ability Test (TKA) policy in the New Student Admissions System (SPMB) at SMA Negeri 3 Tungkal Jaya has had both positive and negative impacts. The positive impact is increased objectivity, transparency, and accountability in the new student selection process. Furthermore, the school obtains an initial overview of the academic readiness of accepted students, which can assist in lesson planning.

On the other hand, the implementation of the TKA still faces several challenges, such as unequal access to learning for participants, limitations in comprehensively reflecting students' potential, and psychological pressure that can impact test results. Therefore, policy refinements are needed by improving implementation quality, equitable access to learning, and strengthening support systems to optimally achieve the goal of a fair, objective, and inclusive selection process.

Discussion

1) Implementation of the Academic Ability Test (TKA) Policy in the New Student Admissions System (SPMB) at State Senior High School 3 Tungkal Jaya

The research results show that the implementation of the Academic Ability Test (TKA) policy in the New Student Admission System (SPMB) at SMA Negeri 3 Tungkal Jaya was carried out through three main stages: planning, implementation, and evaluation. During the planning stage, the school formed an SPMB committee, developed a schedule of activities, prepared facilities and infrastructure, and conducted outreach to the community. These findings indicate that the school has attempted to implement the policy systematically and structured in accordance with applicable technical guidelines.

The success of a policy implementation is largely determined by a thorough planning process. According to Van Meter and Van Horn (1975), policy implementation is influenced by policy standards and objectives, resources, inter-organizational communication, and the characteristics of policy implementers. In this study, the formation of committees, the division of tasks, and coordination with the Education Office demonstrate the school's efforts to translate policy objectives into concrete operational steps. This finding also aligns with Yuliah's (2020) opinion, which states that implementing education policies requires systematic planning to effectively achieve policy objectives.

During the implementation phase, the TKA is used as an academic selection instrument to measure the basic abilities of prospective students. This process involves registration, testing, score processing, announcement of selection results, and re-registration. These findings indicate that the school has endeavored to implement the principles of objectivity and transparency in the selection process. This aligns with Mansur (2021), who explains that policy implementation is the process of carrying out established decisions so that policy objectives can be realized in practice. Furthermore, Sururi et al. (2023) emphasize that the success of education policy implementation is influenced by effective communication, adequate resources, and coordination between policy implementers.

Furthermore, during the evaluation phase, it was found that the school routinely reviewed the implementation of the TKA through evaluation meetings and received input from various parties. Evaluations were conducted to identify shortcomings and formulate corrective measures for subsequent implementation. This finding aligns with Aziz et al. (2020), who stated that evaluation is a crucial part of the education policy cycle, assessing implementation effectiveness and determining future policy improvement strategies. The school's evaluations demonstrate a commitment to continuously improving the quality of policy implementation.

Overall, the implementation of the foreign student recruitment policy at SMA Negeri 3 Tungkal Jaya has been quite successful and in accordance with established procedures. This finding reinforces the view of Elwijaya et al. (2021) that the success of education policy implementation is greatly influenced by organizational readiness, implementation coordination, and adequate resource support. Therefore, the implementation of the foreign student recruitment policy can be said to have supported efforts to improve the quality of new student selection in a more objective and accountable manner.

2) Obstacles to the Implementation of the Academic Ability Test (TKA) Policy in the New Student Admissions System (SPMB) at SMA Negeri 3 Tungkal Jaya

The research results show that the implementation of the foreign worker policy still faces various obstacles stemming from community understanding, limited school capacity, technical constraints, and psychological factors of participants. These obstacles pose challenges that impact the effectiveness of the policy's implementation.

The first obstacle relates to the public's lack of understanding of the mechanisms and objectives of TKA. Some parents still believe that test results can be influenced by schools or consider TKA to be the sole determinant of graduation. This situation indicates that the socialization process has not been fully effective. According to Kholifah et al. (2022), suboptimal policy communication can lead to public misunderstanding of the objectives and mechanisms of an education policy. This finding aligns with Wardani et al. (2023), who explain that the success of policy implementation is greatly influenced by the implementer's ability to convey information clearly to the target group.

The second obstacle is the limited capacity of schools compared to the ever-increasing number of applicants. Although foreign students (TKA) are used as an objective selection tool, quota

limitations mean that not all qualified participants are accepted. This finding aligns with research by Prihatini et al. (2024), who found that limited school capacity remains a major problem in implementing the new student admissions system. This research is also supported by Afisako and Sari (2025), who stated that limited capacity often gives rise to perceptions of injustice in the community, even though the selection process has been conducted objectively.

Furthermore, technical challenges were also encountered in the implementation of the TKA, particularly those related to the online registration system, internet connection, and document uploading. These issues indicate that technological infrastructure readiness still needs to be improved. This finding aligns with Dwi et al. (2024), who stated that the implementation of technology-based education policies requires adequate infrastructure support for their effective implementation. Furthermore, Saharuddin and Khakim (2020) explained that technical disruptions in the student admissions system can hamper the smooth implementation of policies and reduce public trust.

Psychological factors also posed a significant obstacle. Some students reported experiencing anxiety and stress during the TKA. This finding is supported by Roos et al. (2021), who explained that test anxiety can affect participants' concentration, thinking skills, and performance. Furthermore, Bandura (2017) explained that self-efficacy significantly influences individual performance in academic assignments and evaluations.

Based on these findings, it is clear that the successful implementation of the foreign worker (TKA) policy is determined not only by the quality of the test instruments, but also by the readiness of the support system, the effectiveness of policy communication, and the psychological well-being of participants. Therefore, increased outreach, strengthened technological infrastructure, and psychological support are needed to ensure optimal policy implementation.

3) The Impact of the Implementation of the Academic Ability Test (TKA) Policy in the New Student Admission System (SPMB) at SMA Negeri 3 Tungkal Jaya

The research results show that the implementation of the foreign worker (TKA) policy has had both positive and negative impacts on various parties involved in the SPMB process. The most dominant positive impact is increased objectivity and transparency in the new student selection process. Parents perceive that student admissions have become more transparent because they are based on measurable academic ability.

These findings align with Imron (2023), who stated that a student selection process based on academic indicators can improve objectivity and accountability in student management. Furthermore, Rusmini and Ristanto (2025) explained that a new student admissions system that uses academic selection instruments can increase transparency and public trust in the student admissions process.

In addition to increasing objectivity, TKA also helps schools obtain a baseline picture of the academic readiness of admitted students. This information serves as a basis for teachers to develop learning strategies tailored to their needs. This finding is supported by Kubiszyn and Borich (2024), who explain that academic tests serve as a tool to identify students' basic abilities and thus inform educational decision-making. Cohen et al. (2021) also noted that academic test instruments can provide baseline information regarding students' levels of learning readiness.

However, the research also shows that the TKA does not fully reflect students' overall academic potential. Some students with good abilities failed to demonstrate optimal performance when taking the test. This finding aligns with Bock and Gibbons (2021), who explain that test results only measure

a portion of an individual's abilities and do not always reflect a student's full potential. Loewenthal and Lewis (2020) also emphasize that academic measurement results need to be interpreted with caution because they are influenced by various situational factors.

From the students' perspective, diversity in academic ability remained evident after the implementation of the TKA. This situation indicates that the results of the academic selection process do not necessarily result in homogeneity in student abilities. This finding aligns with Soetopo (2015), who stated that each student has different characteristics and abilities, so the learning process must be able to accommodate this diversity.

On the other hand, the study also found a negative impact in the form of unequal access to learning. Not all participants have equal opportunities to obtain adequate tutoring or educational facilities. This finding aligns with Azkiyah et al. (2025), who explained that disparities in access to education remain a problem that impacts equal learning opportunities, particularly for students from different regions or socioeconomic backgrounds. Furthermore, Safitri et al. (2022) emphasized that equitable access to education is one of the main challenges in achieving quality and inclusive education.

The psychological stress experienced by participants during the TKA is also an impact that needs to be considered. Anxiety and fear of failure can affect participants' concentration, so test results may not always reflect their true abilities. This finding is supported by Roos et al. (2021), who explained that academic anxiety is significantly related to participants' performance on evaluative tests.

Overall, the implementation of the foreign student recruitment policy at SMA Negeri 3 Tungkal Jaya has had a positive impact, increasing objectivity, transparency, and accountability in the new student selection process. However, challenges remain, including disparities in access to learning, limitations in testing instruments for measuring overall potential, and psychological stress experienced by participants. Therefore, ongoing evaluation and refinement are needed to ensure the foreign student recruitment policy becomes a fairer, more inclusive selection tool that supports improvements in educational quality.

Conclusions

Based on the research results, the implementation of the Academic Ability Test (TKA) policy in the New Student Admission System (SPMB) at SMA Negeri 3 Tungkal Jaya has been running quite well through the systematic planning, implementation, and evaluation stages. This policy is able to support a more objective, transparent, and accountable selection process because it is based on measuring the academic abilities of prospective students. However, its implementation still faces various obstacles, such as low public understanding of the TKA mechanism, limited school capacity, technical constraints in the registration and test implementation system, and psychological stress experienced by participants during the selection process. In addition, TKA results are not yet fully able to describe the potential of students as a whole because they are influenced by factors such as learning readiness, psychological conditions, and access to different learning resources.

The implications of this research indicate that the successful implementation of the TKA policy is determined not only by the quality of the test instruments, but also by the readiness of the support system, the effectiveness of outreach, and the support of all stakeholders. Therefore, schools and the Education Office need to improve the quality of outreach to the community, strengthen the technological infrastructure, refine the registration and test administration systems, and provide more optimal support to prospective students and parents. This way, the implementation of the TKA can be more effective, fair, and inclusive, and can increase public trust in the new student selection process.

Further research is recommended to examine the implementation of the foreign worker policy at a wider educational level and in a broader region to obtain a more comprehensive picture of its effectiveness. Furthermore, future research could use a quantitative or mixed methods approach to analyze the relationship between foreign worker results and student academic achievement upon enrollment. Further studies are also needed to explore the psychological aspects of participants, disparities in educational access, and the development of a selection model that not only measures academic ability but also considers students' potential and competencies more holistically.

References

- Afisako, V. P., & Sari, Z. M. (2025). Model kerja sama antar lembaga penyelenggara dan pengawas pendidikan untuk mencegah maladministrasi seleksi penerimaan murid baru (SPMB) di Bengkulu. *Jurnal Kajian Hukum dan Pendidikan Kewarganegaraan*, 2(1), 285–291. <https://jurnal.globalscients.com/index.php/jkhp/article/view/790>
- Agustino, L. (2016). *Dasar-dasar kebijakan publik* (Rev. ed.). Alfabeta.
- Aziz, A. A., Nurfarida, R., Budiyan, N., & Zakiah, Q. Y. (2020). Model analisis kebijakan pendidikan. *Tapis: Jurnal Penelitian Ilmiah*, 4(2), 192–201. <https://doi.org/10.32332/tapis.v4i2.2575>
- Azkiyah, S. R., Aryola, G., & Lukitoaji, B. D. (2025). Isu kesenjangan pendidikan di daerah terpencil: Solusi untuk mewujudkan pendidikan yang merata. *EDUCREATIVA: Jurnal Seputar Isu dan Inovasi*, 1(1). <https://journal.mahsyia-educreativa.com/index.php/educreativa/article/view/18>
- Bandura, A. (2017). *Self-efficacy: The exercise of control*. Freeman.
- Bock, R. D., & Gibbons, R. D. (2021). *Item response theory*. John Wiley & Sons.
- Buhaerah, N. (2024). Implikasi peran pendidikan dan pelatihan. *Bongaya Journal of Research in Management*, 7, 85–94. <https://doi.org/10.37888/bjrm.v7i1.583>
- Cohen, R. J., Swerdlik, M. E., & Phillips, S. M. (2021). *Psychological testing and assessment*. McGraw-Hill Education.
- Deci, E. L., & Ryan, R. M. (2019). *Intrinsic motivation and self-determination in human behavior*. Springer.
- Dewi, A., & Siwi, N. (2024). Menuju pendidikan berkelanjutan: Implementasi tujuan pembangunan berkelanjutan (SDGs) dalam mewujudkan pendidikan berkualitas. *Jurnal Penelitian Pendidikan Indonesia*, 1(3), 189–197.
- Dwi, F. E., Maullana, H., Utami, H. O., & Wijaya, H. A. (2024). Implementasi kebijakan pendidikan terhadap kebijakan publik. *Jiip: Jurnal Ilmiah Ilmu Pendidikan*, 7(7), 7094–7100. <https://doi.org/10.54371/jiip.v7i7.4773>
- Elwijaya, F., Mairina, V., & Gistituati, N. (2021). Konsep dasar kebijakan pendidikan. *JRTI (Jurnal Riset Tindakan Indonesia)*, 6(1), 67–71. <https://doi.org/10.29210/3003817000>
- Fitriani, F., Pramesti, W., & Anuraga, G. (2024). Pengukuran kualitas pendidikan Kabupaten Sidoarjo pada jenjang SMP dengan structural equation modeling. *Unisda Journal of*

Mathematics and Computer Science (UJMC), 10(1), 18–25.
<https://doi.org/10.52166/ujmc.v10i1.6624>

Imron, A. (2023). *Manajemen peserta didik berbasis sekolah*. Bumi Aksara.

Indonesia, R. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Sekretariat Negara Republik Indonesia.

Kholifah, E. P., Setiawan, F., & Fitri, N. L. (2022). Implementasi kebijakan pendidikan. *Al-Muaddib*, 4(2), 164–174.

Kubiszyn, T., & Borich, G. D. (2024). *Educational testing and measurement: Classroom applications and practice* (12th ed.). John Wiley & Sons.

Mansur, J. (2021). Implementasi konsep pelaksanaan kebijakan dalam publik. *AT-Tawassuth: Jurnal Ekonomi Islam*, 6(2), 324–334.

Miles, M. B., & Huberman, A. M. (2019). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.

Panggabean, E. M. (2022). *Kebijakan pemerintah daerah dalam penerimaan peserta didik baru (PPDB) melalui jalur zonasi pada SMA sederajat Kecamatan Badiri Kabupaten Tapanuli Tengah* [Undergraduate thesis, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan]. <http://etd.uinsyahada.ac.id/id/eprint/8787>

Pont, B., & Viennet, R. (2017). *Education policy implementation: A literature review and proposed framework*. OECD Education Working Papers.

Prihatini, J., Bakuda, D. N., & Agung, E. P. (2024). Implementasi kebijakan sistem zonasi penerimaan peserta didik baru (PPDB) jenjang SMA Negeri tahun ajaran 2021/2022 di Kabupaten Bangka Provinsi Kepulauan Bangka Belitung. *Jurnal Kebijakan Pemerintahan*, 7(1), 85–102. <https://doi.org/10.33701/jkp.v7i1.4277>

Ramadhani, L. P. (2025). *Kontroversi TKA 2025: Ketika kebijakan tidak wajib tetapi sekolah mewajibkan (Perspektif guru dan siswa)*.

Roos, A.-L., Goetz, T., Voracek, M., Krannich, M., Bieg, M., Jarrell, A., & Pekrun, R. (2021). Test anxiety and physiological arousal: A systematic review and meta-analysis. *Educational Psychology Review*, 33(2), 579–618. <https://doi.org/10.1007/s10648-020-09543-z>

Rheza, D. A., & Kushandajani. (2024). Implementasi kebijakan sistem zonasi dalam pemerataan pendidikan pada jenjang SMA Negeri di Kota Pangkalpinang. *Journal of Politic and Government Studies*, 13(3), 290–304. <https://ejournal3.undip.ac.id/index.php/jpgs/article/view/45262>

Rusmini, & Ristanto, I. (2025). Kebijakan akses pendidikan melalui sistem penerimaan murid baru (SPMB) Kabupaten Wonogiri 2025. *Jurnal Jaringan Penelitian Pengembangan Penerapan Inovasi Pendidikan (Jarlitbang)*, 11(1), 79–88. <https://doi.org/10.59344/jarlitbang.vi.290>

Safitri, A. O., Yuniarti, V. D., & Rostika, D. (2022). Upaya peningkatan pendidikan berkualitas di Indonesia: Analisis pencapaian Sustainable Development Goals (SDGs). *Jurnal Basicedu*, 6(4), 7096–7106. <https://doi.org/10.31004/basicedu.v6i4.3296>

- Saharuddin, E., & Khakim, M. S. (2020). Implementasi kebijakan sistem zonasi dalam penerimaan peserta didik baru pada tingkat SMA di Daerah Istimewa Yogyakarta. *Dinamika: Jurnal Ilmiah Ilmu Administrasi Negara*, 7(3), 424–438. <https://doi.org/10.25157/dinamika.v7i3.4226>
- Soetopo, H. (2015). *Pendidikan dan pembelajaran*. Universitas Muhammadiyah Malang.
- Sugiyono. (2021). *Metode penelitian pendidikan: Kuantitatif, kualitatif, kombinasi, R&D dan penelitian pendidikan* (2nd ed.). Alfabeta.
- Sururi, Hafidh, Z., & Afifah, D. A. (2023). *Analisis kebijakan sekolah penggerak: Tinjauan teoretis dan model implementasi kebijakan Edwards III*. Indonesia Emas Group.
- Van Meter, D. S., & Van Horn, C. E. (1975). The policy implementation process: A conceptual framework. *Administration & Society*, 6(4), 445–488. <https://doi.org/10.1177/009539977500600404>
- Wardani, A. R., Setiawan, F., Rifki, M., Nafi'Dinulloh, N., Maulana, I. A., Zahro, N. A., & Khiyaroh, N. (2023). Konsep dasar analisis kebijakan pendidikan. *Jurnal Education and Development*, 10(3), 88–93. <https://journal.ipts.ac.id/index.php/ED/article/view/3833>
- Yuliah, E. (2020). Implementasi kebijakan pendidikan. *Jurnal At-Tadbir: Media Hukum dan Pendidikan*, 30(2), 129–135.