
IMPLEMENTATION OF THE ONLINE NEW STUDENT ADMISSION PROGRAM (PPDB) AT SMK NEGERI 4 TEBING TINGGI



Carinta Br Barus¹
Universitas Medan Area, Medan, Indonesia
carintabarus@gmail.com

Yanhar Jamaluddin²
Universitas Medan Area, Medan, Indonesia
yanhar.jamaluddin@staff.uma.ac.id

Beby Masitho Batubara³
Universitas Medan Area, Medan, Indonesia
beby@staff.uma.ac.id

Abstract

This study aims to analyze the Implementation Of The Online New Student Admission Program (PPDB) At Smk Negeri 4 Tebing Tinggi is a national policy aimed at increasing transparency, accountability, and equal access to education. This study aims to analyze the implementation of the Online PPDB Program at SMK Negeri 4 Tebing Tinggi for the 2024/2025 Academic Year and to identify its supporting and inhibiting factors. This research uses a qualitative approach with a descriptive method. Data were collected through interviews, observation, and documentation. The policy implementation analysis uses the George Edward III model, which includes the aspects of communication, resources, disposition, and bureaucratic structure. The results show that the implementation of Online PPDB at SMK Negeri 4 Tebing Tinggi has generally been carried out in accordance with regulations and is quite effective in improving transparency and service efficiency. However, there are still obstacles in the form of limited digital literacy in the community, technical network disruptions, and an imbalance of interest in certain study programs. Therefore, although this policy has been implemented well, further improvements in socialization, strengthening of human resource capacity, and enhancement of supporting systems are still needed so that the objectives of Online PPDB can be optimally achieved.

Keywords: Policy Implementation, Online PPDB, Public Service, Vocational High School

INTRODUCTION

The implementation of public policy is a crucial stage in ensuring that the objectives of a policy that has been established can be realized in practice. According to George Edward III (1995), the success of policy implementation is determined by four main variables, namely communication, resources, disposition (the attitude of implementers), and bureaucratic structure. These four variables interact with one another and determine the extent to which a policy can be implemented effectively and produce the expected impact on society. Edwards emphasizes that a good policy will not produce benefits if it is not properly implemented by operational-level implementers.

In the context of public service, Howlett and Ramesh (1995) state that policy implementation is the process of translating political decisions into administrative actions. Meanwhile, Anderson (1975) emphasizes that implementation involves various actors, procedures, and organizations to achieve policy objectives. Therefore, policy implementation does not only concern compliance with regulations, but also the institutional capacity and the quality of human resources in carrying out the policy.

Education policy is part of public policy that is strategic in nature because it concerns the fulfillment of citizens' basic rights. Education, as mandated in Law Number 20 of 2003 on the National Education System, aims to develop the potential of learners so that they become individuals who are faithful, pious, capable, creative, and responsible. One important instrument in ensuring fair and equitable access to formal education is the New Student Admission (PPDB) system.

In order to realize the principles of objectivity, transparency, and accountability, the government has implemented a PPDB system based on information technology. This is stipulated in Regulation of the Minister of Education and Culture Number 17 of 2017, which was later updated through Regulation Number 14 of 2018 and Regulation Number 44 of 2019, which regulate the mechanisms for student admission based on zoning, affirmation, parental transfer, and achievement pathways. Furthermore, based on Law Number 23 of 2014 on Regional Government, the authority to manage senior high schools (SMA) and vocational high schools (SMK) has been transferred to provincial governments, making the implementation of PPDB for SMA/SMK the responsibility of provincial governments.

In North Sumatra Province, this policy is further regulated through Governor Regulation of North Sumatra Number 24 of 2020 concerning the Procedures for New Student Admission at State Senior High Schools and Vocational High Schools, and strengthened by Decree of the Governor of North Sumatra Number 188.44/194/KPTS/2024 and Decree of the Head of the North Sumatra Provincial Education Office Number 420/3537/Subbag Umum/V/2024 concerning the technical guidelines for PPDB for the 2024/2025 Academic Year. These regulations require that the entire process of registration, selection, and announcement be conducted online through an integrated provincial system.

Empirically, various studies show that the implementation of online PPDB is part of the digital transformation of public services. Rizal (2023) states that online PPDB is a concrete form of e-government implementation in the education sector that promotes faster, more efficient, and more accountable services. Research by Rizki and Ridwan (2023) in Medan City found that the implementation of online PPDB still faces obstacles in

communication and resources, particularly in the clarity of information and the limited number of implementing officers. Meanwhile, Nainggolan (2025), in his research at SMAN 1 Sunggal, concluded that although online PPDB has been implemented in accordance with regulations, there are still obstacles in the form of limited internet access and low digital literacy among some parents.

These findings indicate that the success of online PPDB is not only determined by the existence of technological systems, but also by the quality of policy implementation at the school level. This is in line with George Edward III's view that communication, resources, implementers' attitudes, and bureaucratic structure strongly determine the success of a policy.

In the local context, SMK Negeri 4 Tebing Tinggi has fully implemented the online PPDB system since the enactment of North Sumatra Governor Regulation Number 24 of 2020. This system has brought significant changes to the student admission process, from registration and selection to the announcement of results, all of which are conducted online and integrated with Dapodik and NISN. Nevertheless, there are still problems such as limited digital literacy in the community, internet network disruptions, and imbalances in student interest across different study programs, which affect the balance of capacity among competency areas.

Based on these theoretical, regulatory, and empirical descriptions, it is important to conduct research on the Implementation of the Online New Student Admission (PPDB) Program at SMK Negeri 4 Tebing Tinggi for the 2024/2025 Academic Year in order to assess how effectively this policy has been implemented and to identify the factors that support and hinder its implementation.

REVIEW OF LITERATURE

Public Policy

Public policy is the main instrument of government in regulating social life and solving public problems. Policy is not created merely as an administrative product, but as a means for the state to achieve development goals and social welfare. Conceptually, public policy can be described as follows:

Policy as a series of actions

According to Iskandar (2012), policy is a series of plans, programs, activities, decisions, and actions carried out by government actors to solve public problems. Policy is not only in the form of written decisions, but also includes concrete actions or decisions not to act.

Policy as a social practice

Thoha (2012) explains that policy is not a single event, but a social practice that arises from the dynamics of social life. This means that policy emerges as a response to various interests, conflicts, and needs that develop in society.

Policy as a response to public problems

Policy is a form of government reaction to certain situations, either to create balance between conflicting parties or to encourage cooperation in achieving common goals.

Policy as a tool to achieve goals

Policy is essentially a planned effort to achieve certain objectives through the use of specific means and mechanisms within a certain time frame.

Policy as a hypothesis of action

According to Pressman and Wildavsky (1973), public policy is a hypothesis that contains initial conditions and predictable consequences. This means that policy is formulated based on assumptions about what will happen if the policy is implemented.

Policy as a relationship between government and the environment

Eyestone (in Agustino, 2008) views public policy as the relationship between government units and their environment, reflecting how the state interacts with society.

Thus, public policy can be understood as a series of conscious, directed, and binding government actions to solve social problems and achieve common goals.

Policy-Making Processes

Public policy does not occur suddenly, but through systematic stages. According to William Dunn (2000), the policy process can be understood as a series of interrelated activities, which include:

Agenda setting

At this stage, various public problems are identified and selected to enter the government agenda. Not all problems are addressed immediately, as there is a political selection and prioritization process.

Policy formulation

Problems that have entered the agenda are then formulated and alternative solutions are sought. Policy makers consider various options to determine the most appropriate form of policy.

Policy adoption

From the various alternatives, one policy is selected and established through political decisions, whether by the legislature, the executive, or other authorized institutions.

Policy implementation

The policy that has been adopted is then implemented by government officials through various programs and activities.

Policy evaluation

The implemented policy is evaluated to assess the extent to which it has achieved its objectives and solved public problems.

Public Policy Implementation

Implementation is the stage that determines whether a policy succeeds or fails. According to Howlett and Ramesh (1995), implementation is the process of translating policy into concrete actions. Anderson (1975) adds that implementation involves various actors, organizations, and procedures in achieving policy goals. This study uses the George C. Edward III (1980) Implementation Model, which consists of four main variables:

Communication

Communication serves to convey policy information from policymakers to implementers and the public. Good communication must fulfill: Transmission, namely that information is delivered without distortion, Clarity, meaning that policy content is easy to understand, and Consistency, meaning that instructions and information do not change.

Resources

Resources determine an organization's ability to implement policy, including: Human resources, namely the number and competence of implementers, Information, both about how to implement the policy and compliance with rules, Authority, namely formal legitimacy to act, Facilities, namely supporting infrastructure.

Disposition

Disposition refers to the attitude, commitment, and willingness of implementers to carry out policy. If implementers lack commitment, the policy will not be implemented optimally.

Bureaucratic Structure

Bureaucratic structure includes: Standard Operating Procedures (SOPs) that regulate work procedures, Fragmentation, namely the division of tasks among units so that implementation is more effective.

Public Policy in the Field of Education

Education policy is part of public policy because education is a basic right of citizens and the responsibility of the government. Education functions as a means to educate the life of the nation as mandated in Article 31 of the 1945 Constitution.

According to Tilaar and Nugroho (2009), education policy includes the processes of formulation, implementation, and evaluation of policies to achieve educational goals. Education policy is situational in nature and must adapt to social conditions and community needs.

According to Rusdiana (2015), education policy must have several characteristics: it must have objectives, be legal-formal, operational, made by authorized parties, evaluable, and have a clear systematic structure.

RESEARCH METHOD

This study employs a qualitative approach with a descriptive method to analyze the implementation of the Online Student Admission Program (PPDB Online) at SMK Negeri 4 Tebing Tinggi for the 2024/2025 academic year. The research was conducted at SMK Negeri 4 Tebing Tinggi, with research subjects including the school principal, PPDB committee members, system operators, as well as parents and prospective students involved in the PPDB Online process.

Data were collected through interviews, observations, and documentation. Data analysis was carried out qualitatively through the stages of data reduction, data presentation, and conclusion drawing. The analytical framework used is the policy implementation model of George C. Edward III, which includes the aspects of communication, resources, disposition, and bureaucratic structure. Data validity was tested through source and technique triangulation.

RESULTS AND DISCUSSION

Implementation Of The Online New Student Admission Program (PPDB) At Smk Negeri 4 Tebing Tinggi

To assess the extent to which the PPDB Online policy at SMK Negeri 4 Tebing Tinggi has been implemented effectively, this study employs the policy implementation model proposed by George C. Edward III. This model is selected because it is able to

comprehensively explain the factors that influence the success of policy implementation, including the aspects of policy communication, the capacity of implementers, the attitudes of officials, and bureaucratic governance. Therefore, the analysis of the implementation of PPDB Online in this study focuses on four main indicators, namely communication, resources, disposition, and bureaucratic structure, each of which provides an overview of the strengths and weaknesses of policy implementation at the school level.

Communication

In George C. Edward III (1980) theory of policy implementation, communication is a crucial factor in determining the success of a policy, because a policy can only be implemented effectively when information is delivered clearly, consistently, and without distortion to both implementers and the public. Communication includes the process of conveying policy information, the clarity of policy content, and the consistency of directives and implementation guidelines.

In the implementation of PPDB Online at SMK Negeri 4 Tebing Tinggi, policy communication has been carried out through various media, such as the official website, social media, and direct services through school service posts. The PPDB committee also provides explanations to parents and prospective students regarding registration procedures and admission pathways. However, the research findings indicate that some members of the community still do not fully understand the PPDB Online mechanism, especially parents with limited digital literacy. This shows that although communication channels are available, the effectiveness of information delivery has not yet been evenly achieved.

Resources

According to George C. Edward III (1980), resources are a determining factor in policy implementation, because without adequate resources, even a well-designed policy cannot be implemented optimally. Resources include human resources, information, authority, as well as facilities and infrastructure.

In the implementation of PPDB Online at SMK Negeri 4 Tebing Tinggi, the school already has a committee, system operators, and basic facilities such as computers and internet access. However, in practice, the number of staff and the availability of facilities are still limited compared to the high number of applicants, especially during peak registration periods. In addition, network disruptions and technical system problems also hinder the provision of fast and optimal services to the public.

Disposition

Disposition in George C. Edward III (1980) model refers to the attitudes, commitment, and willingness of policy implementers in carrying out the policy. Implementers who have a positive attitude and strong commitment will strive to implement the policy in accordance with its intended objectives.

The research results show that the PPDB committee and the school have a strong commitment to implementing PPDB Online objectively and in accordance with the applicable regulations. They make efforts to provide fair services and assist the public who experience difficulties during the registration process. However, the limited authority of the school to resolve technical problems in a system that is centrally managed at the provincial level causes some issues to not be resolved quickly.

Bureaucratic Structure

According to George C. Edward III (1980), bureaucratic structure includes standard operating procedures (SOPs) and the division of tasks among implementing units. A clear structure facilitates coordination and supports smooth policy implementation.

In the implementation of PPDB Online at SMK Negeri 4 Tebing Tinggi, the bureaucratic structure has been regulated through technical guidelines issued by the Provincial Education Office of North Sumatra. The division of tasks between the provincial government and the school is clearly defined, ranging from system management to service provision at the school level. However, because the PPDB system is centrally managed, the school has limited room to make adjustments when technical problems occur in the field.

Supporting and Inhibiting Factors in the Implementation Of The Online New Student Admission Program (PPDB) At Smk Negeri 4 Tebing Tinggi

This subsection is structured based on the results of the analysis of the four policy implementation indicators according to George C. Edward III, namely communication, resources, disposition, and bureaucratic structure.

Supporting Factors

Several factors support the implementation of the PPDB Online Program at SMK Negeri 4 Tebing Tinggi, as follows:

The existence of clear and binding regulations, The implementation of PPDB Online is supported by various regulations, such as Ministerial Regulations of Education and Culture, the Regulation of the Governor of North Sumatra, and technical guidelines issued by the Provincial Education Office. These regulations provide legal certainty and technical guidance for schools in implementing PPDB in an objective and transparent manner.

Commitment and positive attitude of implementers, The PPDB committee and the school demonstrate a cooperative and responsible attitude in serving the public. Their willingness to provide assistance to prospective students and parents is an important factor in ensuring the smooth implementation of PPDB Online.

The availability of a centralized PPDB system, The PPDB Online system, which is integrated with provincial and national databases such as Dapodik and NISN, helps improve data accuracy and reduce the potential for manipulation or fraud in the selection process.

The availability of facilities and service posts at the school, SMK Negeri 4 Tebing Tinggi provides facilities in the form of computers, internet access, and service posts to assist members of the public who experience difficulties in accessing the online system.

Inhibiting Factors

In addition to supporting factors, the implementation of PPDB Online at SMK Negeri 4 Tebing Tinggi also faces several obstacles, namely:

Low digital literacy among the community, Some parents and prospective students are not yet accustomed to using online registration systems, so they often experience difficulties in uploading documents and understanding the registration procedures.

Limited network capacity and technical system disruptions, Internet network problems and the provincial PPDB system, which is sometimes unstable, cause the registration and data verification processes not to run smoothly at all times.

Limited human resources among implementers, The number of PPDB committee members and system operators is still limited compared to the large number of applicants, resulting in less than optimal services, especially during peak registration periods.

Limited authority of the school, Because the PPDB system is centrally managed at the provincial level, the school does not have the flexibility to directly correct data errors or resolve technical issues, which makes problem resolution slower.

CONCLUSION

Based on the research findings and discussion on the implementation of the Online Student Admission Program (PPDB Online) at SMK Negeri 4 Tebing Tinggi for the 2024/2025 academic year, it can be concluded that the PPDB Online policy has generally been implemented in accordance with the provisions set by the Government of North Sumatra Province. The implementation of this policy has encouraged a more transparent, objective, and accountable student admission process compared to the manual system. However, in practice, there are still various obstacles that affect the effectiveness of the policy at the school level.

Based on the communication indicator, the implementation of PPDB Online at SMK Negeri 4 Tebing Tinggi has been supported by the dissemination of information through the official website, social media, and direct services at the school. However, public understanding of the procedures and mechanisms of PPDB Online is still uneven, especially among parents with limited digital literacy, indicating that policy communication has not yet been fully optimal.

The resources indicator, the school already has a PPDB committee, system operators, and basic facilities such as computers and internet access that enable the implementation of PPDB Online. However, the limited number of staff and facilities during peak registration periods has resulted in services that are not yet optimal.

The disposition indicator, policy implementers show a positive attitude and strong commitment in implementing PPDB Online. The committee strives to provide objective services in accordance with the applicable regulations. However, the limited authority of the school in dealing with technical system problems becomes an obstacle to providing quick solutions to the public.

The bureaucratic structure indicator, the implementation of PPDB Online has followed the standard operating procedures and mechanisms established by the Provincial Education Office of North Sumatra. The division of tasks between the provincial government and the school is clear, but the centralized system limits the school's flexibility in resolving problems that arise in the field.

The main supporting factors in the implementation of PPDB Online at SMK Negeri 4 Tebing Tinggi include clear regulations from the central and provincial governments, the availability of an integrated PPDB Online system, the commitment and positive attitudes of policy implementers, and the availability of basic facilities and service posts at the school.

These factors enable the implementation of PPDB Online to be more transparent and well controlled.

Meanwhile, the inhibiting factors include the low level of digital literacy among some members of the community, limited human resources and facilities at the school, technical problems in the system and internet network, and a centralized bureaucratic structure that reduces the school's flexibility in handling problems quickly. These factors cause the implementation of PPDB Online not to be fully optimal.

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