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## Implementation of New Student Admission System Policy (SPMB) at SD Inpres Perumnas

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### ABSTRACT

This study aims to analyze the implementation of the New Student Admission System (SPMB) policy at the elementary school level and identify the challenges encountered during its implementation at SD Inpres Perumnas. Using a qualitative method with a descriptive approach, the research provides a comprehensive understanding of how the policy is applied in practice. Data were collected through observation, interviews, and documentation to obtain in-depth and contextual insights. The analysis is based on the policy implementation theory of Van Meter and Van Horn. The findings indicate that the implementation of SPMB is relatively effective, as the policy objectives and standards are realistic and aligned with the capacity of implementers and the surrounding social context. The success is supported by adequate human resources and facilities, including competent teachers, organized committees, and stable technological infrastructure. Clear organizational structure, well-defined task distribution, and effective coordination contribute to professional and efficient implementation. Positive attitudes and strong commitment from principals, teachers, and committees further enhance the process, while high parental acceptance supports policy success despite initial adaptation challenges. However, several challenges remain, including low parental digital literacy, limited access to devices and internet, and varying socio-economic conditions that influence participation.

**Keywords:** implementation; policy; new student admission system

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RESEARCH & PUBLISHING



## 1. INTRODUCTION

Information and communication technology has transformed governance. A more efficient, transparent, responsive, and accountable public service system must be created by the government. One of the main approaches of bureaucracy to improve the quality of interaction between the state and its citizens is the digitization of public service reform. Digital transformation is defined as the process of fundamental changes in organizational culture, processes, and structures generated by the use of digital technology (Mergel et al., 2019).

In the education sector, digitalization not only touches the learning process, but also the administrative system and governance of educational services. One of the concrete forms of transformation is the implementation of the Makassar SPMB Application (New Student Admission System) managed by the Makassar City Education Office. This system was created to reduce the possibility of irregularities and ensure an objective, transparent, and data-driven process of admitting new students (Nashrullah et al., 2025).

Globalization and the industrial revolution 4.0 have brought major changes in the government system, including the public service system. A service system that is faster, more transparent, effective, and responsive to the needs of the community must be created by the government. After that, digital transformation is one of the main ways to create modern governance (good governance). Information technology is considered to reduce maladministration, increase accountability, and expand public access to services (Antika, 2025).

Learning is not just going digital; The school management and management system has also undergone digital transformation. One concrete form of digitization of education services is the implementation of the New Student Admission System (SPMB) (Rahma et al., 2026). This policy is designed to replace the manual registration mechanism which has been considered inefficient, vulnerable to non-transparent practices, and requires quite intensive face-to-face interaction. With the system, the registration process is expected to be more systematic, integrated, and can be monitored openly by the public.

The SBMP is a policy tool that combines the principles of policy-based evidence, policies that encourage the use of data, empirical analysis, and information systems to assist the public decision-making process (Haq et al., 2025). In the context of SPMB, digital systems are used to systematically manage data on zoning, achievements, affirmations, and transfer paths (Maharani et al., 2025). Nevertheless, digital transformation includes technological and social, cultural, and institutional aspects. (Iliadis & Russo, 2016) in studies *Critical Data Studies* emphasizing that data and digital systems are never completely neutral, but are always influenced by power relations, policy design, and institutional contexts. Thus, the success of the implementation of the digital system is greatly influenced by the readiness of the organization and public acceptance.

When compared to previous studies, this study shows a more specific and contextual novelty. Research conducted by (Hoover, 2005) focusing on the implementation of the PPDB policy of the zoning system at the Junior High School (SMP) level, so that it emphasizes more on the characteristics of students who are relatively independent in the registration process. Meanwhile, this study examines the implementation of the New Student Admission System (SPMB) policy at the elementary school (SD) level, which has different characteristics, especially in terms of students' high dependence on parents and the intensity of the involvement of students' parents in the entire registration process

In the implementation of the New Student Admission System (SPMB) in Makassar City, the digital-based registration process is part of the local government's efforts to adjust education services to the development of information technology. This system is designed to make it easier for the public to access new student admission services without having to come directly to the school and to increase the openness of the selection process (Rangkuti et al., 2026). According to the theory of Van Meter's policy implementation. Van Horn, the success of the implementation of a policy is influenced by a number of important interrelated factors (Hartawan et al. 2023). If associated with the implementation of SPMB in Makassar City, this policy can be understood as a form of transformation of public services in the field of

education that requires clarity of goals, readiness of technology and human resources, and effective communication between the education office, schools, and the community. Policy standards and objectives must be formulated clearly so that all implementers understand the direction of the digitalization policy.

In addition, this study is not only descriptive, but also analyzes the implementation of SPMB in a more systematic manner using policy implementation theories from Donald S. Van Meter and Carl E. Van Horn. The analysis was carried out by considering six main variables, namely policy standards and objectives, resources, characteristics of implementing agents, attitudes or tendencies of implementers, communication between organizations, and economic, social, and political environments. Thus, this study not only describes the stages of policy implementation, but also provides a deeper understanding of the factors that affect the success of SPMB implementation at the elementary school level, as well as filling the limitations of previous studies that have not highlighted the comprehensive implementation of policies at the basic education level in the context of digitizing education services.

However, in practice in the field, the implementation of SPMB presents various dynamics. During the registration period, for example, there is often a surge in access that affects the stability of the system. In addition, the level of understanding of students' parents on the use of technology also varies, so not all can operate the system independently. This condition causes some people to still choose to come to school to get a direct explanation or to ensure the completeness of the files and selection results. This situation illustrates that the implementation of digital systems in public services is not only related to the availability of technology platforms, but also concerns user readiness, technical support from schools, and pre-formed patterns of interaction between the community and educational institutions. Thus, the implementation of SPMB becomes a space for interaction between digital-based policies and the social reality of the people who use them.

Based on this phenomenon, this study was conducted to examine in depth the Implementation of the New Student Admission System (SPMB) Policy at SD Inpres Perumnas. This research aims to analyze how the policy is implemented at the elementary school level, as well as understand the responses and experiences of stakeholders, especially schools and parents.

## **2. RESEARCH METHOD**

The type of research used is qualitative research with a descriptive approach (case study) that focuses on the Implementation of the New Student Admission System (SPMB) Policy at SD Inpres Perumnas. The focus of the research was analyzed using the policy implementation theory from Van Meter and Van Horn which emphasized six main variables, namely: (1) policy standards and objectives, (2) resources, (3) characteristics of implementing agents, (4) attitudes or tendencies of implementers, (5) communication between organizations, and (6) economic, social and political environment.

Primary and secondary data were collected at SD Inpres Perumnas through direct observation and in-depth interviews. In this study, 5 (five) informants, consisting of school principals, teachers/school operators, and two parents of students as representatives of service users, were deliberately selected as informants because they had knowledge and direct involvement in the implementation of SPMB. Secondary data, on the other hand, comes from various official documents, such as technical instructions for the implementation of SPMB, regulations from the Education Office, activity implementation reports, school archives, as well as relevant literature and previous research findings.

The main instrument in this study is the researcher himself as the key instrument, which plays a role in planning, collecting data, analyzing, and interpreting research results. In addition, the researcher used supporting tools such as question matrices, interview guidelines, voice recording tools, documentation cameras, and field notes that describe the experiences, reflections, and interpretations that the researcher made during the data collection process.

To ensure the validity of the data, this study used three triangulation techniques: source triangulation, technique triangulation, and time triangulation. Source triangulation is done by comparing information from various informants, while technical triangulation is done by matching data from

observations, documentation, and interviews. In addition, the researcher also conducts *a member check* by asking for confirmation from the informant regarding the results of data interpretation to ensure the suitability between the research findings and the reality in the field.

In this study, an interactive analysis model developed by Miles, Huberman, and Saldana was used to analyze the data, which includes three main stages, namely data condensation, data presentation, and conclusion/verification. At the data condensation stage, the researcher not only selects and simplifies the raw data, but also conducts the process of coding the interview data that has been transcribed verbatim. The coding is carried out thematically with reference to the six variables in the Van Meter and Van Horn theories, so that each informant statement is identified and coded according to the relevant policy implementation dimensions.

Furthermore, data categorization is carried out, which is grouping codes that have the same meaning into subthemes in each variable, making it easier for researchers to see patterns, relationships, and trends that arise in the implementation of SPMB. The data that has been categorized is then presented in the form of a systematic narrative description to make it easier to understand the research results.

The next stage is data interpretation, where researchers interpret the findings by directly relating them to the theoretical framework of Van Meter and Van Horn. At this stage, the researcher not only describes the facts in the field, but also analyzes how each variable contributes to the success and obstacles of the implementation of the SPMB policy.

The end of the analysis process is the drawing of conclusions that are carried out gradually and continuously during the study, accompanied by a verification process to ensure that the findings produced truly reflect the real conditions of the implementation of SPMB at the research site. With these systematic analysis measures, research is expected to have a higher level of transparency, consistency, and precision.

### **3. RESULTS AND DISCUSSION**

Based on the results of research that has been conducted on the Implementation of the SPMB Policy at SD Inpres Perumnas, Makassar City, the implementation of this policy is not only understood as the implementation of a digital-based system alone, but also as an administrative and social process involving various implementing actors at the school level. The implementation of the SPMB policy requires the readiness of school principals, teachers/executive committees, and support from students' parents as service users.

Conceptually, policy implementation is understood as concrete actions taken to realize decisions or programs that have been formulated beforehand. Van Meter and Van Horn in (Hartawan et al. 2023) explain that there are many correlated factors that affect the successful implementation of policies, including policy standards and objectives, resources, organizational and implementation communication and activities, the nature of implementing agents, social, economic, and political circumstances, and the attitudes or dispositions of policy implementers. In other words, implementation is not just about implementing the rules, but also ensuring that all elements of policy support can function optimally on the ground.

Based on this theory, it can be understood that the implementation of the SPMB policy at SD Inpres Perumnas is a series of actions carried out by the school as the policy implementer in accordance with the technical instructions and regulations set by the local government. The implementation aims to realize a transparent, accountable, and orderly administrative student admission process.

In line with the theoretical framework of Van Meter and Van Horn, the discussion of the results of this research will be analyzed based on six variables of policy implementation, namely: (1) policy standards and objectives, (2) resources, (3) characteristics of implementing agents, (4) attitudes or tendencies of implementers, (5) communication between organizations, and (6) economic, social and political environment. The following is a description of the results of data analysis conducted at SD Inpres Perumnas.

### **3.1. Policy Standards and Objectives: Conceptually Clear, Challenges to Technical Adaptation**

Policy standards and objectives are related to their implementation. In order for the policy to run as set, the implementer must understand the direction of the policy. This aspect shows that the implementation of SPMB at SD Inpres Perumnas Makassar City has a clear direction and goals. The policy objective is understood as an effort to create a process for admitting new students that is more orderly, transparent, objective, and efficient than the previous manual system. The principal and teachers assessed that the implementation standards set through technical instructions from the Education Office were quite detailed and operational, making it easier for the committee to carry out its duties in accordance with applicable regulations. This was confirmed by an informant: *"The purpose of this SPMB is clear, to make the admission process more transparent and fair. The technical aspects from the service are also quite detailed so we just have to follow the existing procedures."* (Interview, 2026, KS).

Standards that have been set centrally are considered to be able to reduce the potential for deviations because all stages of selection have been systematically regulated. This shows that there is a compatibility between policy objectives and implementation mechanisms at the school level. However, in practice there are challenges in achieving overall policy objectives. The limitations of digital literacy and internet access for some parents are factors that affect the optimization of service standards that have been set. Although the system has been designed efficiently and modernly, not all parents are able to immediately adjust to the online mechanism that is enforced. An informant said: *"As a rule, it is clear and structured, but in the field there are still parents who have difficulty following the registration flow because they do not understand the use of technology."* (Interview, 2026, G).

On the other hand, parents of students consider that the policy objectives are in accordance with the needs of the current community because they are more practical and easier to monitor the selection results. This shows that in substance, the direction and objectives of the policy have been well received by the community, although their implementation still requires additional assistance.

Thus, in the indicators of standards and policy objectives, it can be concluded that the formulation of SPMB objectives has been clear and understood by the implementers, and the implementation standards are quite operational. However, the optimal achievement of goals still requires evaluation and technical adjustments so that policies are truly inclusive and accessible to all levels of society. In line with theory. The performance of policy implementation is measured by the ability of implementers to achieve standards and goals that have been set. If the policy objectives are too ideal or not in accordance with the capabilities and social context of the implementers, then it is likely that the implementation will be bumped and difficult to realize effectively.

### **3.2. Resources: Internally Sufficient, Need to Strengthen Technical Support**

The dimension of resources in the implementation of the SPMB policy at SD Inpres Perumnas Makassar City shows that in general the implementation has been supported by adequate resources. The school prepares the number of teachers and committees in accordance with the needs of implementation, accompanied by a clear division of tasks between operators, administrative committees, and accompanying teams. This supports the smooth process of accepting new students so that it runs more orderly, transparently, and efficiently. The school provides computers and a relatively stable internet network to support the implementation of the online registration system. Teachers and committees show readiness in operating the online system and actively provide assistance to parents who experience technical difficulties. Based on the results of the interview with the Principal that: *"We have clearly divided the committee's tasks and prepared computers and internet networks to help parents who are struggling. Operators are also ready to assist until the registration process is completed."* (Interview, 2026, KS).

However, in its implementation, obstacles are still found, especially in the early stages of registration. Some parents have difficulty filling in data or uploading documents because they are not used to using digital systems. This condition shows that even though the school's internal resources are quite adequate, the ability factor of system users is still a challenge in itself. A similar thing explained by the Master: *"There are parents who are still confused when uploading files or filling in data, but after being guided by teachers or operators, they can finally complete their registration."* (Interview, 2026, G).

However, these obstacles can be overcome through team coordination, direct assistance, and technical support from schools and the Education Office. In terms of resources, it can be understood that the implementation of SPMB at SD Inpres Perumnas has been supported by adequate human resources and infrastructure, although it still requires strengthening technical assistance so that all people can access the system optimally and equitably. According to Edward III in (Setiawan, 2021), policy implementation is influenced by several important variables such as communication, resources (including human and financial resources), disposition (character/attitude of implementers), and bureaucratic structure. When resources are insufficient, the effectiveness of the implementation can decrease.

### **3.3. Implementing Agent Characteristics: Organized, Professional, and Responsive**

The characteristic dimension of implementing agents in the implementation of SPMB policies at SD Inpres Perumnas Makassar City shows that the success of implementation is greatly influenced by a clear organizational structure and professional attitude of the implementers. The committee structure is formed in an organized manner with a detailed division of tasks, so that each teacher and committee understands their respective roles. The principal plays an active role in directing, supervising, and making strategic decisions during the implementation process. Meanwhile, teachers and committees carry out technical tasks ranging from document verification, system operation, information services to parents, to documentation of activities. The clarity of this structure and division of roles supports the effectiveness and efficiency of the implementation of SPMB. It is affirmed by the Master that: *"The principal always directs and monitors the process. We as a committee have been divided into each other's tasks, so the implementation is more orderly and does not overlap."* (Interview, 2026, G).

In addition to a clear structure, the character of the implementer is also reflected in the attitude of service provided to the community. Teachers and the committee show a patient, friendly, and communicative attitude in serving students' parents. Information is delivered in easy-to-understand language, and additional assistance is provided if there are obstacles in the registration process. A parent of a student said: *"The service is good and very helpful. If something is not clear, the teacher immediately explains and guides until it is finished."* (Interview, 2026, OT).

The registration process took place in an orderly, orderly, and in accordance with the procedures set by the Makassar City Education Office. This shows that the characteristics of implementing agents are not only supported by a clear structure, but also by commitment, professionalism, and service orientation to the community. Thus, it can be concluded that the implementation of SPMB at SD Inpres Perumnas is supported by a well-organized organizational structure and a professional and responsive attitude of the implementers, so as to be able to increase order and convenience for the community in following the stages of accepting new students. Studies using the framework (Mazmanian, 2017) seeing that deviations in policy implementation often occur when variables such as implementation commitment, resource support, and policy structure capabilities are insufficient. This analysis confirms that *Implementing Agent* those who have good technical capacity and coordination will be better able to achieve policy goals without major deviations.

### **3.4. Attitude Or Tendencies of Implementers: Positive, High Commitment, and Adaptive**

The dimension of the attitude or tendency of the implementers in the implementation of the SPMB policy at SD Inpres Perumnas Makassar City shows a positive acceptance from all elements of the implementer. Because public policy is usually top-down, the perspective of acceptance or rejection of policy implementation greatly affects the success of policy implementation. Decision-makers may not know or even be able to touch on the problem or need that needs to be solved. School principals and teachers consider that the SPMB system is able to increase transparency, accountability, efficiency, professionalism, and encourage the digitalization of educational services. This shows a strong support and commitment to policy implementation.

Although in the early stages of implementing the online system increased the workload and required an adaptation process, the implementers still showed readiness and responsibility in carrying out their duties. Teachers and the committee are willing to provide assistance to parents who are not familiar

with online registration, and actively coordinate to overcome technical obstacles that arise. Based on the results of the interview with the Teacher: *"Although at the beginning we had to adjust to the online system and the work felt like it was increasing, but we fully support it because this system is more transparent and orderly."* (Interview, 2026, G). This positive attitude is also reflected in the willingness of the implementers to cooperate in a clear division of tasks and coordinate intensively so that the registration process runs smoothly. This commitment shows that the implementers not only carry out the policy as an administrative obligation, but also as a form of professional responsibility. From the community side, parents of students also showed a supportive attitude towards the implementation of SPMB. They consider this system to be more modern, organized, fair, and transparent than the previous manual system, although some still require technical assistance. One parent said: *"I think this system is better and more open. The process is clear, but at the beginning I needed to be guided because I was not used to registering online."* (Interview, 2026, OT).

Based on the results of the interviews, it can be understood that the implementation of SPMB at SD Inpres Perumnas received full support from the principal, teachers, and the community. A positive attitude, high commitment, and adaptability to change are important factors that support the success of policies in improving the regularity, efficiency, and quality of new student admission services. In policy implementation theory, the attitude of the implementer disposition, both in the form of acceptance, neutrality, and rejection, greatly affects the success of the implementation of public policies. Classic topdown models such as those developed by Van Meter & Van Horn in (Lumban et al., 2023) explain that the implementation of the policy does not run automatically just because the policy was made; Implementation will be effective if the implementer accepts, understands, and supports the goals and standards set by the policy. On the other hand, if the implementer rejects or does not see the relevance of the policy to the needs of the organization or society, implementation can be hampered or not optimal.

### **3.5. Inter-Organizational Communication: Coordinated and Responsive**

To avoid misunderstandings between organizations and policy implementers, communication is essential. Policy implementers have the ability to understand the objectives, standards, and expectations of the policy. They can also determine the actions to take. The parties involved in the implementation process must work well together. The dimension of communication between organizations in the implementation of SPMB policies at SD Inpres Perumnas Makassar City shows that there is effective coordination between schools and the Makassar City Education Office. Information related to the implementation of SPMB is conveyed through official circulars, coordination meetings, and online communication groups, so that any technical and policy changes can be immediately known and implemented by the school.

The principal and the committee stated that the direction from the Education Office was conveyed in a clear and structured manner, and accompanied by detailed technical instructions. The information is then passed on to teachers through internal meetings and official documents, with the opportunity to discuss and ask questions to minimize misunderstandings in implementation. This was confirmed by an informant: *"Every time there are changes or updates from the office, it is immediately conveyed through official meetings and groups. So we can immediately adjust the implementation in schools."* (Interview, 2026, KS).

In addition to coordination between schools and the Education Office, communication is also carried out intensively to students' parents as a policy target. Socialization is carried out through various media, such as announcements at schools, WhatsApp groups, social media, face-to-face and virtual meetings, digital brochures, and registration tutorial videos. This multi-channel communication strategy helps parents understand the registration procedures and stages more easily. However, in the early stages of implementation, there were several miscommunications related to the registration route and document requirements. These obstacles can be overcome immediately through additional clarification and re-announcement from the school and the Education Office. An informant said: *"Initially there were parents who misunderstood the registration pathway, but once we explained it again and there was an additional announcement, the problem was solved."* (Interview, 2026, G).

In the aspect of communication between organizations, it can be understood that the coordination mechanism between schools and the Education Office has been running well, responsive, and adaptive to

changes. This structured communication makes it easier for teachers and parents to understand the registration procedure, minimize technical obstacles, and ensure that the SPMB process runs in an orderly manner and in accordance with applicable regulations. Effective communication helps convey objectives, standards, procedures, and policy changes from decision-makers to implementers in the field so that misunderstandings and miscommunication can be minimized. In addition, communication also serves as a feedback channel between the organization and the implementing party that allows for technical adjustments when needed

### **3.6. Economic, Social and Political Environment: Conducive to Adaptive Challenges**

The economic, social, and political environment dimensions in the implementation of the SPMB policy at SD Inpres Perumnas Makassar City show relatively conducive conditions and support the smooth implementation of the policy. In general, the SPMB system received a positive response from school principals, teachers, and parents of students because it was considered more transparent, fair, orderly, and practical than the previous manual system. This policy is also seen as in line with efforts to digitize educational services.

From the economic aspect, there are still some parents who face obstacles related to limited devices, internet access, and digital literacy skills. However, support from the school through direct mentoring and assistance from the surrounding social environment helps reduce these obstacles. This shows that economic factors do have an effect, but they do not hinder the implementation of the policy as a whole. The teacher said: *"There are indeed parents who are constrained by devices or networks, but we help them at school until the process is complete."* (Interview, 2026, G). From the social aspect, the community environment shows a cooperative attitude and supports the implementation of SPMB. The zoning system is considered quite fair because it prioritizes students who live near schools, thereby reducing the potential for social jealousy. In addition, an open and transparent registration process increases public trust in schools.

Meanwhile, from the political and policy aspects, the implementation of SPMB runs in accordance with the provisions of the Makassar City Education Office and is not influenced by external intervention. Despite external factors such as network stability, electricity availability, a surge in the number of registrants, and changes in technical information from the office, internal coordination and teamwork in schools are able to keep the process orderly and controlled.

From the indicators of the economic, social, and political environment, it can be concluded that external conditions generally support the implementation of SPMB at SD Inpres Perumnas. Despite several technical and economic challenges, cooperative social factors and maintained policy stability make the implementation of SPMB run effectively, efficiently, and be able to improve the regularity and accessibility of new student admission services. In line with the theory of Van Meter & Van Horn in (Hartawan et al. 2023) emphasizing that the external environment (social, economic, political conditions) is among the variables that determine the success of policy implementation.

### **3.7. Challenges of SPMB Policy Implementation**

Based on the results of in-depth interviews with principals, teachers, and parents of students at SD Inpres Perumnas Makassar City, the implementation of SPMB faces a number of challenges that are interrelated and affect the effectiveness of policy implementation. Although it is generally running smoothly, there are some obstacles that require continuous attention and handling.

The first challenge is related to the digital literacy of parents. Some parents still have difficulty understanding the registration procedure, filling out forms, and uploading documents online. This condition causes teachers and committees to provide more intensive assistance so that the registration process can be carried out correctly and according to procedures. This was confirmed by an informant: *"Many parents are not used to registering online, so we have to guide step by step so that there are no errors when filling in data or uploading files."* (Interview, 2026, G).

The second challenge is limited access to electronic devices and uneven internet connections. Some parents do not have adequate devices or a stable internet network, so they have to alternate using devices

at home or taking advantage of public hotspots. This condition sometimes slows down the registration process and raises concerns about predetermined deadlines.

Furthermore, the readiness of the committee and teachers in providing assistance is also an important factor in the success of the implementation. Implementers are required to have the technical ability to operate the SPMB system and be able to handle obstacles that arise quickly and appropriately. Adapting to the new system in the early stages was challenging, but it can be overcome through coordination and teamwork.

Finally, family social and economic factors also affect participation in online registration. Families with economic limitations face additional barriers, such as internet quota fees, limited devices, and limited time to monitor the registration process. This shows that the success of the implementation of SPMB does not only depend on the readiness of the system, but also on the socio-economic conditions of the community as policy recipients. Thus, the challenges of implementing the SPMB policy at SD Inpres Perumnas are multidimensional, including technical, social, and economic aspects. Although these obstacles can be overcome through good mentoring and coordination, continuous evaluation and supporting strategies are needed so that the implementation of policies is more inclusive and equitable for all levels of society.

#### **4. CONCLUSION**

Based on the results of the research, the implementation of SPMB is quite effective because the objectives and policy standards are realistic, in accordance with the capacity of the implementer and the social context. This digital system improves the transparency, order, and efficiency of the new student admission process, while making it easier to monitor the selection results. The success of the implementation is supported by adequate human resources and facilities, including competent teachers and committees as well as stable technological facilities, so that the registration process can run smoothly. A clear committee structure, organized division of tasks, and coordination between implementers allow the implementation to take place effectively and professionally. Positive attitudes and high commitment from principals, teachers, and committees support smooth implementation, while high parental acceptance increases policy success, although early adaptation requires additional mentoring. Effective inter-organizational communication, through meetings, online groups, digital brochures, and registration tutorials, minimizes miscommunication and streamlines the implementation process. In addition, a conducive external environment, including social support, economic stability, availability of internet networks, and electricity, also strengthens the successful implementation. Technical obstacles and limitations of digital literacy can be overcome through the assistance of teachers and committees. Thus, SPMB runs more efficiently, orderly, transparently, and inclusively than the previous manual system, with significant contributions from competent implementing agents, effective communication, and external environmental support. The implementation of SPMB at SD Inpres Perumnas faces main challenges in the form of low digital literacy of parents, limited access to devices and internet, the readiness of committees and teachers that need to be improved, as well as family socio-economic factors that affect participation and successful registration. Based on these findings, there are several policy implications and practical recommendations that can be made to improve the quality of SPMB implementation in the future. First, there is a need for a digital literacy improvement program for parents, such as short training, practice-based socialization, and the provision of simpler and easier to understand guidelines. Second, schools need to strengthen technical support during the registration period, for example by providing assistance service posts, direct assistance at school, and responsive helpdesk services both offline and online. Third, it is necessary to increase the capacity of committees and teachers through technical training related to the use of digital systems and technology-based public service management. In addition, it is important to strengthen coordination between schools and education offices, especially in terms of infrastructure provision, clarity of technical instructions, and policy support that is adaptive to field conditions.

## **Ethical Consent**

This research was carried out by referring to the provisions that apply in the Regulation of the Minister of Elementary and Secondary Education Number 3 of 2025 concerning the New Student Admission System (SPMB) which is the legal basis for the implementation of SPMB starting from the 2025/2026 Academic Year. This regulation has repealed Permendikbud Number 1 of 2021 and established a new national SPMB framework based on the principles of openness, justice, non-discrimination, and equal access to education. In conducting research, researchers follow research ethics, such as respecting the rights of participants, maintaining the confidentiality of data, obtaining their consent, and using data only for academic purposes. All information obtained from informants, both school principals, teachers/SPMB committees, and parents/guardians of students, is kept confidential and not used outside of research interests.

## **Informed Consent Statement**

All participants have received an explanation of the objectives, procedures, and use of the data in this study, and have voluntarily consented to participate and share the necessary information.

## **Contributions of Authors**

AF performs data analysis and drafts the manuscript, H contributes to methodological guidance, R and MIN help validate and revise the manuscript. All authors have read and approved the final manuscript.

## **Disclosure Statement**

The author does not report any potential conflicts of interest.

## **Data Availability Statement**

The data presented in this study is only available upon request from the relevant authors for privacy reasons.

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## **Notes on Contributors**

### **Andi Fitiah**

Andi Fitiah is affiliated with the field of public administration, a graduate student at the State University of Makassar. His expertise and contributions in the field of administration were invaluable to this research. His dedication to advancing the science of public administration and his commitment to improving public administration outcomes are reflected in his work.

### **Rahayu**

Rahayu is affiliated with the Master of English Education Study Program, Faculty of Languages and Letters, State University of Makassar. His expertise and contributions in the field of English language education were invaluable to this research. His dedication to developing the quality of language learning and his commitment to improving the quality of research are reflected in his work.

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