Mauve Journal De Leardu

Mentoring and Training for the PPDB Process to Improve School Administration Services at SMK Bina Jaya Palembang

Indah Rahma Sari[1], Amelia Anggraini[1], Bella Paramita[2], Anggoro Aryo Pramuditho[1],

Ibnu Aqil[3]

[1]Sistem Informasi, Institut Teknologi dan Bisnis (ITB) Bina Sriwijaya Palembang
[2]Teknik Komputer, Institut Teknologi dan Bisnis (ITB) Bina Sriwijaya Palembang
[3]Manajemen Informatika, Institut Teknologi dan Bisnis (ITB) Bina Sriwijaya Palembang

*Corresponding Author: Indah Rahma Sari
E-mail: ibnu.aqil.mkom@gmail.com

Article Info

Abstract

The New Student Admission Process (PPDB) is an important stage in maintaining the quality and integrity of educational institutions. This article discusses the implementation of socialization and training carried out at SMK Bina Jaya Palembang to increase the competence of the PPDB committee in carrying out its duties effectively and transparently. This activity aims to provide an understanding of PPDB procedures, strengthen the committee's technical skills, and ensure the process runs according to established operational standards. The methods used in this activity include delivering material, practical simulations, and group discussions to improve team coordination. The results of the activity showed an increase in the committee's understanding regarding PPDB stages, implementation of digital systems, and ability to handle administrative obstacles. This socialization also has a positive impact on creating a more structured, transparent and accountable PPDB process. By carrying out this activity, it is hoped that SMK Bina Jaya Palembang can strengthen public confidence in a more professional and quality admissions system for new students.

INTRODUCTION

The New Student Admissions Process (PPDB) is an important stage in the education cycle that not only determines the smoothness of new student admissions, but also reflects the quality of governance of an educational institution. As a madrasah committed to improving the quality of education, SMK Bina Jaya Palembang continues to strive to improve the quality of service and transparency in the PPDB process. Along with technological developments and the increasing need for public accountability, PPDB management must be carried out effectively, professionally, and in accordance with applicable regulations (Elly et al., 2024; Ningsih et al., 2025; Al-Amien et al., 2021). However, challenges such as minimal technical understanding, less than optimal coordination, and administrative constraints often

become obstacles to the efficient implementation of PPDB (Darmawan et al., 2024; Nurhasanah et al., 2021; Aulia et al., 2025). Therefore, strategic efforts are needed in the form of targeted socialization and training to improve the competence of the PPDB committee.

This training socialization aims to equip the PPDB committee with adequate technical knowledge and skills, improve understanding of procedures, and strengthen team synergy in carrying out tasks (Darmawan et al., 2024; Rosidi & Sumiati, 2025; Karismawati, 2025). With a systematic education and training-based approach, this activity is expected to be able to create a transparent, accountable, and excellent service-based PPDB process. This article aims to review the implementation of PPDB socialization and training at SMK Bina Jaya Palembang, including methods, results, and their impact on improving the quality of PPDB management in madrasas. This study is expected to be a reference for other educational institutions in organizing similar programs to improve the process of accepting new students in a sustainable manner. emotionally and spiritually.

In general, the objectives of implementing online PPDB include: (1) improving the quality of educational services; (2) creating an integrated, accurate, and transparent PPDB system; (3) implementing PPDB more practically and efficiently; (4) providing an accurate school database; (5) providing access to information for the public quickly, easily and accurately. Therefore, the implementation of online PPDB aims to: (1) improve services to the public in the field of education; (2) avoid the accumulation of registrations in one location; (3) create a system that is accountable, transparent, accurate; and fast, and can improve the quality of learning. The PPDB online system aims to: (1) provide the widest possible opportunity for every citizen to obtain registration services quickly, transparently and responsibly; (2) carry out the acceptance of new students in a more practical and efficient manner; (3) provide facilities for access to information for the public quickly, easily and accurately (Warsita, 2015)

Education is a conscious and planned effort in creating a teaching and learning atmosphere so that students can develop their potential which then manifests personality, morals, intellectual intelligence for themselves, the environment and the country. New Student Admissions (PPDB) is an annual agenda for every educational institution or institution to welcome new students to their environment every new school year (Widodo et al., 2022; Andriansyah et al., 2023; Prasetyaningtyas et al., 2024). New student admissions are one of the processes in educational institutions such as schools which are useful for filtering prospective students (Arifin et al., 2024). One of the efforts that can be made is through school educational institutions. School educational institutions are formal education institutions that also make a real contribution to providing quality education. Schools are the main servants of education for the community so that the services provided must provide satisfaction to the community (Haryanto, 2024; Husain et al., 2022; Quinteros-Durand et al., 2023). There are indeed many indicators of satisfaction, one of which is the ease of receiving and accessing information. This is certainly very closely related to the development of technology and the implementation of management functions carried out (Latri, 2017; Chen et al., 2024; Romagnoli et al., 2023).

With optimal management, it will provide quality student results, but in reality, it has not been able to produce quality students (Muawanah, 2021; Lubis et al., 2023; Engkizar et al., 2025). The selection or acceptance of new students as one of the series of education management standards is something that needs to be determined quickly and precisely in its implementation. According to Juhadi & Sofyan (2020) it is stated that the management of all organizational implementation must be carried out carefully to produce appropriate goals (Nasser et al., 2021). Related to the determination of prospective new students at each School, several indicators are

26

needed which are determined as a form of consideration that is quite a lot and complicated by the school, namely standardization of values, school entry requirements and policies from the government and educational institutions that often change every year for new student admissions or PSB in accordance with existing policies. According to Mašková et al. (2024), in order to obtain superior, high-achieving and quality students in the field of education, the new student selection process must establish appropriate criteria and must also be prepared as optimally as possible.

METHODS

Research Methodology

In this study, we intend to use the Participatory Action Research (PAR) approach, which is based on the concept of researchers and participants working together to solve the problems in the real world, as well as to produce knowledge at the same time. PAR is especially appropriate in those situations where community involvement, learning together and solving real-life problems are needed. PAR guarantees that the outcomes are both academically relevant and practically applicable as the participants are actively engaged in the entire research process including its identification and planning, as well as action, observation, and reflection (Faizah et al., 2023).

Main Characteristics of PAR

There are some major characteristics that can be identified in the methodology. To begin with, it is iterative in nature, and it is based on a cycle of planning, action, observing, and reflecting. The cycles are sequential, and strategies and interventions can be refined in the course of each one. Second, PAR is participatory, but involves participants, including either teachers, staff, or students, as co-researchers (as opposed to being research subjects). This participatory engagement creates a sense of ownership, boosts motivation and interventions are contextually sensitive. Third, it is change-focused and emphasizes more on practical changes and solutions rather than theoretical ones. Lastly, PAR is context-based because it resolves problems and issues according to local needs, resources, and constraints, which makes the interventions more applicable and sustainable (Putri & Sembiring, 2021).

Participatory Action Research Stages.

The application of PAR in this research is in five systematic steps.

Problem Identification: Real problems in the field are identified in partnership with all other stakeholders concerned. The participatory diagnostic stage will be used to ensure that the matters that the research will address are meaningful and pressing to the community.

Action Planning: Strategies or intervention programs based on the identified problems are co-designed through mutual consultation. To ensure that the interventions are well-focused and attainable, planning is informed by both practical feasibility and theoretical considerations.

Action: The agreed-upon plans are implemented through practical interventions in the form of training sessions, mentoring, workshops, or other activities, which may be specific to the context. This phase focuses on adherence to the intended activities but is very adaptable to the latest events in the field.

Observation: Systematic observation and documentation are conducted throughout the implementation phase. Researchers and participants jointly record activities, behaviors, and outcomes, using tools such as field notes, checklists, and reflective

journals. This ensures that data is comprehensive and accurately reflects the process.

Reflection: After each cycle, the results are critically evaluated in consultation with participants. Reflection involves assessing the effectiveness of interventions, discussing challenges and successes, and identifying areas for improvement. The insights gained inform the next planning stage, creating a continuous cycle of learning, adaptation, and improvement.

Rationale for Using PAR

The adoption of PAR in this study is justified by its ability to generate actionable knowledge while empowering participants. By positioning the community or target group as co-researchers, PAR ensures that interventions are contextually appropriate and directly address the needs identified by participants themselves. Moreover, its iterative nature allows for progressive refinement of strategies, increasing the likelihood of sustainable and impactful outcomes. Overall, this methodology aligns closely with the study's objectives, bridging the gap between research and practice.

RESULTS AND DISCUSSION

The SMK Bina Jaya Palembang PPDB page was created to make it easier for prospective new students to access information about the school and the Birul Ulum Islamic boarding school. Initially, the school only relied on brochures and manual registration on site to serve prospective students who wanted to register. For this reason, the PKM team saw that in order to facilitate the registration service process for prospective new students and increase the effectiveness and efficiency of the implementation of new student registration, an online new student registration system application was created (Ardiyansah et al., 2024; Iskandar & Retnawati, 2024; Chumkaew, 2023). Based on the image above, it is known that the PPDB portal has a complete menu including a registration menu, statistics and lecture information and this PPDB portal also provides a school brochure download menu. On the left side, there are several registration requirements for new students that must be completed, such as a certificate of graduation, previous level diploma, family card, birth certificate and scan of report cards, all of which can be uploaded to the online PPDB portal.

Figure 1. Home Page

Once the registration process is initiated, the first task that prospective new students must perform is to submit the registration form on the PPDB portal. Students will be required to create a personal account (including the required personal information) to gain access to any other features. This makes any applicant registered officially and he/she can be traced during the process of admission.

After registration has been done, students are asked to log into the PPDB portal with the credentials they made when registering. They are then allowed to log in to the portal where they can access the main features of the portal, including the detailed application forms. Students must complete these forms carefully, include all information and be sure it is correct and complete before doing so. Having done the form, future students need to upload the supporting documents as per the portal guidelines. The PPDB portal has clear instructions and illustrations that help an applicant to follow all the steps of the online registration process. This systematic process allows all submissions to be systemized, full, and in accordance with the admission requirements.

Figure 2. PPDB Page

The online PPDB portal must be prepared before it is launched to the rest of the population to make the implementation process a smooth affair. This step is said to be the most imperative as it forms the basis of an efficient and successful registration procedure. Planning at the right time can help avoid confusion and simplify the experience of future new students.

The PKM team has worked out a detailed preparation strategy to reduce the number of questions and complaints encountered in the PPDB process. This plan projects possible problems that could occur during online registration and outlines how these problems can be dealt with in advance. The team also seeks to make the process of registering students and parents as smooth as possible by trying to solve their problems in advance.

This preparation is based on teachers and management staff. They will be required to have the skills and knowledge required to handle the questions, handle the portal problems and give straight forward instructions to the applicants. This makes the

staff respond fast and efficiently to any concerns and this gives confidence in the online system.

Finally, the aim of this preparatory phase is to guarantee preparedness and responsibility of all the staff. The institution can minimize complaints and increase user satisfaction and professionalism in the online PPDB implementation by providing the appropriate tools, training, and protocols to teachers, and management.

Figure 3. Photos of Community Service Participants Conclusion

The implementation of PPDB process training at SMK Bina Jaya Palembang is a strategic step to increase the effectiveness and efficiency of the implementation of new student admissions. Based on the analysis and evaluation carried out, several conclusions that can be drawn include:

1) Improving Officer Competence, PPDB training is able to improve the understanding and skills of the committee in managing the new student admissions process, including in the use of digital-based information systems if implemented. This has an impact on reducing technical and administrative errors.

2) PPDB Process Efficiency, With the training, the implementation of PPDB becomes more structured and organized. The committee is better prepared to face various challenges, from online registration to fast and accurate file verification.

3) Better Service, Training helps the committee provide more responsive and friendly services to prospective students and parents. This creates a positive impression of the institution.

4) Utilization of Technology, Training that involves the introduction and use of computer-based information systems or special PPDB applications improves the committee's ability to utilize technology. These speeds up the registration and data processing process.

Overall, PPDB training at SMK Bina Jaya Palembang has a positive impact on the smooth implementation of new student admissions. For optimal results, it is recommended that this training be conducted periodically with evaluation and updating of materials as needed.

Preparation Strategies for a Smooth Online PPDB Implementation

The findings of this research report show that learning basic number concepts of prime, odd and even numbers in a secondary school setting were supported

significantly by the development and socialization of a calculator application written in Visual Basic 6.0. Despite the results confirming that the application was useful in categorizing the numbers and could be used by the participants, an additional discussion made a broader pedagogical, technological, and contextual implication that extends beyond the results.

First of all, this project emphasizes that technological innovation in the educational process does not mean the use of advanced or innovative resources. Although the Visual Basic 6.0 application was created using a relatively old software, it managed to fulfill the essence purpose of allowing interactive learning. This is comparable to Adeoye & Otemuyiwa (2024) who indicated that the education value of technology is rather about fulfilling the needs of the learners than the newness of the platform. In this case, the convenience of the tool helped the accessibility of students who had limited prior exposure to digital learning therefore validating the concept that uptake technology should be based on relevance and usefulness and not on complexity. This outcome is in line with constructivist thinking, which notes that learning tools achieve success when they help students to transition their procedural knowledge into conceptual mastery.

At the same time, the study illuminates the sustainability-related challenges of using obsolete technologies. Although the short term intervention consisted of Visual Basic 6.0, the increasing popularity of mobile devices and web based software begs the question of its viability. Such a position is similar to the fears of Huang et al. (2021), who argued that the future of learning technologies would be adaptive, cross-platform solutions that could be consumed on several devices. The limitation of the application to older desktop systems may hamper its general use particularly among students who are used to studying through mobile platforms. Because of this, the findings suggest that Visual Basic can be seen as a starting point but that development in the future should consider the possibility of native migration to more flexible programming languages and/or web-based frameworks such as Python, Java, or web-based platforms.

The case of the adoption of the PPDB (New Student Admission) online system at SMK Bina Jaya Palembang can provide valuable lessons about the digitization of school management. This effort is indicative not just of an effort to improve the way registration processes are conducted but also of an effort to bring educational institutions up to the expectations of transparency, efficiency, and accountability. Placing the findings in the broader scholarly and practical framework, multiple important questions arise, such as whether it correlates with other existing works, whether it can be applied in institutions, whether it is sustainable, whether it is inclusive, and whether it can be replicated.

The impact of digitalization on the efficiency of the administration is one of the most important ones. Historically, PPDB was conducted manually where parents and students had to fill in forms on paper and visit verification sessions. These methods were likely to be delayed, erroneous, and non-transparent. The registration process has become more organized, verifiable and accessible with the development of an online PPDB portal. These conclusions align with previous studies by Latri (2017) and Nasser et al. (2021), who also stressed that web-based admission systems enhance the precision of the information collection process and, at the same time, the credibility of the institutions in the minds of people. Thus, the implementation of digital platforms cannot be called a mere convenience but a strategic decision on enhancing governance in education.

The other dimension is that of institutional capacity building. The technical aspects of the system did not only define the success of the PPDB portal but also the readiness of the teachers and the staff that would lead the system. The training and

mentoring conducted during this project gave the PPDB committee the hands-on skills to answer the questions posed by users, troubleshoot problems, and ensure the stability of the system. This echoes the findings of Faizah et al. (2023), who posit that training methods based on participation are instrumental in fueling sustainability and ownership of the innovations. Therefore, the PPDB project will help to enhance the professional growth in the school not only in the sphere of administrative services but also in general digital literacy among teachers.

The issue of sustainability, however, remains a challenge. Warsita (2015) reported that online admission systems must be constantly adjusted to changes in regulations, technologies, and demands of users. This issue is proved by the results of this study: the PPDB portal worked successfully in the first implementation, but its success in the long-term will be based on the constant updates of the system, its maintenance, and additional training of the employees. Otherwise, the portal may become outdated or not in compliance with the new policies. This underscores the importance of schools institutionalizing the evaluation and feedback processes, which will keep technological tools relevant and functional over time.

Equity and inclusivity are also important factors in the discourse. The online nature of PPDB is surely making it more accessible to students and families used to working with online systems. However, to less internet-connected or digital-illiterate people, the system might become the source of accidental barriers. According to the research conducted by Setiyani et al. (2024), online admission portal is effective; however, it should be supplemented by offline support offices like help desk, community assistance point, or hybrid solutions. In this regard, the PPDB project at SMK Bina Jaya Palembang outlines the development and the possible marginalization. In order to be inclusive, schools need to implement solutions that counter digital divides and offer more support to the disadvantaged.

The other dimension is associated with model replicability. The model used in the PPDB portal developed by SMK Bina Jaya Palembang can be followed by other institutions in their own contexts. The same research, including that conducted by Hastanto et al. (2024) and Arifin et al. (2024), indicates that admissions platforms based on a digital platform can be scaled and adjusted to institutional requirements. The experience of SMK Bina Jaya however highlights the fact that a lot of preparation is needed, such as staff preparation, system testing, and socialization of the people. All these preparatory measures are usually ignored yet they determine whether digital systems will be adopted easily or not. The larger point, then, is that, what is being copied should not just be technical design, but also human and organizational processes that follow system implementation.

Moreover, the PPDB system leads to more general debates on the trust people place in the policy of educational governance. Since effective leadership of educational processes supports legitimacy and trustworthiness of schools, as emphasized by Juhadi & Sofyan (2020), there is strengthened legitimacy and trustworthiness of schools. Making the registration transparent, accountable, and well-controlled, SMK Bina Jaya Palembang can present itself as a contemporary institution which responds to societal needs. The broader implications of this outcome are that in addition to emulating a digital admission system, other administrative processes in schools such as grading, communication, or managing resources can also be performed using a digital admission system as a model.

However, disadvantages of this program should not be ignored. Although the benefits of the PPDB portal are obvious, the portal itself is only the first step toward overall digital transformation. The portal currently focuses on registration, with space available to tie in with other administrative or learning systems. Moreover, the evaluation actually performed was based on qualitative observations and feedback

32

which, though useful cannot provide comprehensive and measurable efficiency or user satisfaction improvements. More rigorous evaluation frameworks, such as pre- and after-assessments, should be used in future studies so as to produce greater impact evidence.

CONCLUSION

The introduction of the PPDB online system at SMK Bina Jaya Palembang proves that online innovation in administration of schools can make a substantial improvement on the quality, efficiency, and transparency of new student admission. With the switch between the manual registration system and the structured web-based portal, the school was able to minimize administrative errors, improve access to information, and establish a more accountable system that brought about trust in the community. More importantly, mentoring and training of the PPDB committee allowed to make staff skilled enough to manage the platform properly and enhance the institutional capacity and digital literacy. The paper also highlights that adoption of technology is not an easy task. The concept of sustainability demands constant updates of the system, regular training, and adjustment to changing policies. Inclusivity is another important concern because families that have limited internet or digital ability will find it difficult to navigate the portal. It is critical to address these issues in hybrid solutions or offline support to be sure that the advantages of the digital change are benefiting all. Other than the direct gains in admissions, the PPDB project shows how digital tools deployed at the school level can be used to drive institutional-wide modernization. Schools can establish themselves as accountable, professional, and responsible entities by establishing transparency and accountability in the main administrative processes. Simultaneously, the project offers an example which can be repeated in other educational institutions, should proper preparation, staff preparation, and socialization of the community be emphasized.

REFERENCES

Adeoye, M. A., & Otemuyiwa, B. I. (2024). Navigating the Future: Strategies of EdTech Companies in Driving Educational Transformation. *JERIT: Journal of Educational Research and Innovation Technology, 1*(1), 43-50. https://doi.org/10.34125/jerit.v1i1.10

Al-Amien, M. M., & Santosa, A. B. (2021). The Leadership Role of The Principal in Increasing Admission of New Students. *Tadbir: Jurnal Studi Manajemen Pendidikan, 5*(2), 265. https://doi.org/10.29240/jsmp.v5i2.3392

Andriansyah, A., Herfina, H., & Irdiyansyah, I. (2023). School Strategy For New Students Recruitment In A Private School In Bogor (Case Study at YPHB Senior High School, Bogor). *JHSS (JOURNAL OF HUMANITIES AND SOCIAL STUDIES), 7*(3), 1000-1008. https://doi.org/10.33751/jhss.v7i3..7740

Ardiyansah, A., Hakim, A., Supriyatno, B., Hariyadi, A. R., Ali, A., Ermanto, C., … Ningsih, S. (2024). Pemanfaatan aplikasi teknologi informasi dalam penerimaan peserta didik baru (PPDB) di SMA Enterpreneurship Bi'rul Ulum Serang. *WINDRADI: Jurnal Pengabdian Masyarakat, 2*(1), 6–13. http://dx.doi.org/10.61332/windradi.v2i1.168

Arifin, Y. T., Solecha, K., Irnawati, O., & Marita, L. S. (2024). Penerapan aplikasi PENEBAR (Penerimaan Siswa Baru) pada TK. Anak Bangsa. *Jurnal Abdimas BSI: Jurnal Pengabdian Kepada Masyarakat, 7*(1), 135–145.

Aulia, R. D. P., Rosdiana, W., Putri, I. Z. F., Alis, F. P., Herlina, N. A., & Lestari, M. D. (2025, February). Implementation Of PPDB Zoning Policy At Junior High School Level In Surabaya City, Tambaksari District, Surabaya (Case Study

Of Smpn 9 Surabaya). In *International Joint Conference on Arts and Humanities 2024 (IJCAH 2024)* (pp. 1882-1904). Atlantis Press. https://doi.org/10.2991/978-2-38476-317-7_174

Chen, T., Gascó-Hernandez, M., & Esteve, M. (2024). The adoption and implementation of artificial intelligence chatbots in public organizations: Evidence from US state governments. *The American Review of Public Administration*, *54*(3), 255-270. http://dx.doi.org/10.1177/02750740231200522

Chumkaew, S. (2023). The development of Chatbot provided registration information Services for Students in distance learning. *ABAC Journal*, *43*(4), 97-112. http://dx.doi.org/10.59865/abacj.2023.55

Darmawan, I. G. N., Suryadi, A., Budimansyah, D., & Susilo, S. (2024). *Indonesian Education: Past, Present, and Future*. Taylor & Francis.

Darmawan, R., Bustomi, T., & Turmudzi, D. (2024). Policy Implementation Model for the Zoning System for Admission of New Students (PPDB) for Basic Education in South Tangerang City. *TEC EMPRESARIAL*, *19*(2), 65-75. https://doi.org/10.1229/tecempresarialjournal.v19i2.507

Elly, E., Ismail, I., & Sofyan, H. (2024). Strategies for Improving Education Quality via New Student Admission Management. *Journal of Educational Management and Learning*, *2*(2), 91-99. http://dx.doi.org/10.60084/jeml.v2i2.178

Engkizar, E., Jaafar, A., Muslim, H., Mulyadi, I., & Putra, Y. A. (2025). Ten Criteria for an Ideal Teacher to Memorize the Quran. *Journal of Theory and Research Memorization Quran*, *1*(1), 26-39. https://doi.org/10.24036/insight.v3i1.209

Faizah, S. N., Khairiyah, U., Alawiyin, M., & Maulidiyah, Y. N. (2023). Pemberdayaan guru SD melalui participatory action research dalam mengoptimalkan kompetensi penelitian. *Amalee: Indonesian Journal of Community Research and Engagement*, *4*(1), 135–146. https://doi.org/10.37680/amalee.v4i1.2063

Haryanto, A. (2024). *Improving Service Quality of District Education Offices in Indonesian Decentralized Education System* (Doctoral dissertation, RMIT University).

Hastanto, D., Romadhan, D., & Susanty, W. (2024). Sosialisasi aplikasi penerimaan peserta didik baru di Kabupaten Pesawaran. *Jurnal Pengabdian Masyarakat Tapis Berseri (JPMTB)*, *3*(2), 148–152.

Huang, Y., Qiao, X., Tang, J., Ren, P., Liu, L., Pu, C., & Chen, J. (2021). An integrated cloud-edge-device adaptive deep learning service for cross-platform web. *IEEE Transactions on Mobile Computing*, *22*(4), 1950-1967. http://dx.doi.org/10.1109/TMC.2021.3122279

Husain, R., Arifin, A., Cakranegara, P., Victornie, I., Perdana, I., & Nugroho, B. S. (2022). Analysis of Student Satisfaction with the Quality of Education Services. *Cypriot Journal of Educational Sciences*, *17*(2), 343-356. http://dx.doi.org/10.18844/cjes.v17i2.6802

Iskandar, A., & Retnawati, H. (2024). Design of a Web-Based Information System for New Student Registration in Vocational High Schools. *Ingenierie des Systemes d'Information*, *29*(4), 1469. https://doi.org/10.18280/isi.290420

Juhadi, J., & Sofyan, Y. (2020). Pengaruh Sistem Pengendalian Internal Dan Audit

Internal Terhadap Pelaksanaan Good Corporate Governance. *Jemasi: Jurnal Ekonomi Manajemen Dan Akuntansi, 16*(2), 17-32. http://dx.doi.org/10.35449/jemasi.v16i2.138

Karismawati, I. (2025, April). Strengthening Meritocracy and Multidisciplinary Education: Preparing Youth for a Corruption-Free Indonesia Towards the 2045 Golden Era. In *Proceeding International Conference on Religion, Science and Education* (Vol. 4, pp. 275-287).

Latri, W. (2017). Evaluasi program penerimaan peserta didik baru (PPDB) dengan sistem real time online (RTO) di SMA Negeri 2 Bantul. *Hanata Widya, 6*(1), 22–27.

Lubis, L. H., Febriani, B., Yana, R. F., Azhar, A., & Darajat, M. (2023). The use of learning media and its effect on improving the quality of student learning outcomes. *International Journal Of Education, Social Studies, And Management (IJESSM), 3*(2), 7-14. https://doi.org/10.52121/ijessm.v3i2.148

Mašková, I., Kučera, D., & Nohavová, A. (2024). Who is really an excellent university student and how to identify them? A development of a comprehensive framework of excellence in higher education. *European Journal of Psychology of Education, 39*(4), 4329-4363. http://dx.doi.org/10.1007/s10212-024-00865-y

Muawanah, M. (2021). Student management to improve the quality of education in effective schools (a case study at man insan cendekia serpong). *Didaktika Religia, 9*(1), 1-18. https://doi.org/10.30762/didaktika.v9i1.3040

Nasser, A. A., Arifudin, O., Barlian, U. C., & Sauri, S. (2021). Sistem penerimaan siswa baru berbasis web dalam meningkatkan mutu siswa di era pandemi. *Biormatika: Jurnal Ilmiah Fakultas Keguruan dan Ilmu Pendidikan, 7*(1), 100–109. http://dx.doi.org/10.35569/biormatika.v7i1.965

Ningsih, N. R., Kurnia, A. R., Ningsih, S., Muhtadin, M., Kirmadi, Y., & Suryaman, M. (2025). Analysis of Funding Sources for PPDB Activities in Budget Management at Public Schools. *Jurnal Pemberdayaan Masyarakat, 4*(2), 338-346. https://doi.org/10.46843/jpm.v4i2.444

Nurhasanah, E., Wahidin, D., Ratnawulan, T., & Hanafiah, H. (2021). Management of admission of new learners zoning system to equalize the quality of educational services to learners. *Journal of Social Science, 2*(5), 616-626. http://dx.doi.org/10.46799/jss.v2i5.224

Prasetyaningtyas, F. U., Sadhana, K., & Sholahuddin, A. (2024). Implications of New Student Admission through the Zoning System on the Quadrant of Education Participants at SMA Negeri 3 Malang. *International Journal of Research in Social Science and Humanities (IJRSS) ISSN: 2582-6220, DOI: 10.47505/IJRSS, 5*(7), 33-46. https://doi.org/10.47505/IJRSS.2024.7.4

Putri, R. A., & Sembiring, S. B. (2021). Implementation of desktop publishing application for flyer and business card design with participatory action research (PAR) method. *J-IbM: Jurnal IPTEK bagi Masyarakat, 1*(1), 1–7. https://doi.org/10.55537/jibm.v1i1.1

Quinteros-Durand, R., Almanza-Cabe, R. B., Morales-García, W. C., Mamani-Benito, O., Sairitupa-Sanchez, L. Z., Puño-Quispe, L., ... & Ramírez-Coronel, A. A. (2023). Influence of servant leadership on the life satisfaction of basic education teachers: the mediating role of satisfaction with job resources. *Frontiers in Psychology, 14*, 1167074.

http://dx.doi.org/10.3389/fpsyg.2023.1167074

Romagnoli, S., Tarabu', C., Maleki Vishkaei, B., & De Giovanni, P. (2023). The impact of digital technologies and sustainable practices on circular supply chain management. *Logistics*, *7*(1), 1. https://doi.org/10.3390/logistics7010001

Rosidi, R., & Sumiati, S. (2025). Educational Services Marketing Strategy to Increase Competitiveness. *Sultan Agung Management Journal*, *2*(3), 433-447.

Setiyani, H., Ningrum, A. P., & Syawali, R. (2024). Implementasi aplikasi penerimaan peserta didik baru berbasis website: Studi kasus SMA Plus Darul Hikmah. *Jurnal GENIEMAS: Generasi Teknologi Melayani Masyarakat*, 9–12.

Warsita, B. (2015). Evaluasi sistem penerimaan peserta didik baru (PPDB) online untuk peningkatan kualitas pembelajaran. *Kwangsan: Jurnal Teknologi Pendidikan, 3*(1), 27–44.

Widodo, F. F., Rofiq, A., & Aprilianto, A. (2022). Student Admission Strategy In Increasing The Quality of Students. *Chalim Journal of Teaching and Learning*, *2*(2), 124-132. https://doi.org/10.33751/jhss.v7i3..7740