Optimizing the Management of the New Student Admission System (SPMB) at the Junior High School Level

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A R T I C L E I N F O

A B S T R A C T

This study aims to examine the optimization of the management of the New Student Admission System (SPMB) at the junior secondary school (SMP) level through a literature study approach enriched with mini field research. Literature study was conducted on national regulations, particularly Permendikdasmen No. 3 of 2025, as well as regional policies governing the implementation of SPMB. Mini-research in the form of observations and interviews with schools was used to obtain an overview of the real implementation in the field. The results show that in general, the implementation of SPMB in junior high schools has followed the central regulation that emphasizes the principles of transparency, accountability, and equitable access to education through four main channels: domicile, affirmation, achievement, and mutation. However, some challenges were found in the socialization process, registration techniques, and quota adjustments between pathways governed by local policies. Optimizing SPMB management can be done by strengthening coordination between stakeholders, improving the quality of information services to the public, and conducting periodic evaluations and policy adjustments. The findings are expected to serve as a reference for school managers and education offices in improving the effectiveness and equity of access to education at the junior secondary level.

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1. INTRODUCTION

Education is a basic right of every citizen guaranteed in the 1945 Constitution of the Republic of Indonesia. One of the main indicators of educational success is open access and equitable distribution of quality education services for all levels of society (Permendikdasmen No. 3 of 2025). In this context, the new student admission system plays a strategic role as the main gateway for Indonesian children to obtain proper and quality formal education.

Since the implementation of the zoning policy in 2017, the admission system in Indonesia has undergone significant changes. This policy aims to eliminate discriminatory practices based on test scores and social status, as well as to promote equal access to education (Raihani, 2017; Supriyadi, 2020). However, in its implementation, this system is not free from various challenges, such as community resistance, limited infrastructure, and differences in capacity between schools (Kurniawan, 2021).

In 2025, the government through Permendikdasmen No. 3 of 2025 made improvements to the new student admission system, now known as the New Student Admission System (SPMB).

This change in nomenclature is not only administrative, but also reflects a new paradigm in education management that is more inclusive, transparent and accountable. SPMB is expected to be able to answer various challenges faced in the implementation of new student admissions, especially at the junior high school (SMP) level.

Junior high school is a strategic level of advanced basic education in preparing young people for secondary education and the world of work. Therefore, optimizing SPMB management at the junior secondary level is very important to ensure that every child has a fair and equal opportunity to access quality education (Mulyasa, 2018; Sari & Pratiwi, 2022).

The implementation of SPMB in the field, especially at the junior high school level, still faces various challenges. Based on an interview with one of the school principals in Padang City (See: Interview Instrument SMPN 33 Padang City, 2025), it is known that all schools are now based on the central regulation, so there are no longer any fundamental differences in the SPMB system between schools. However, local governments still have the authority to adjust the quota for each admission pathway based on local conditions and needs.

The SPMB process in junior high schools generally begins with socialization to school principals and the community through various media, both online and offline. After that, pre-registration is held for prospective students from outside the city or graduates before the current year, as well as tests for transfer students. The main SPMB process consists of four admission channels, namely domicile, affirmation, achievement, and mutation, all of which are conducted online. After registration, file verification, announcement of selection results, re-registration, and filling the reserve quota are conducted (Permendikdasmen No. 3 of 2025; Interview SMPN 33 Kota Padang, 2025).

However, in practice, there are still some major obstacles, such as limited socialization, technical difficulties in the online registration process, and a lack of public understanding of the new system. In addition, changes in the rules related to lane selection-where prospective students can only choose one lane and cannot switch lanes if they do not pass the selection-have caused confusion and concern among parents and prospective students. This is in line with previous research findings that ineffective policy socialization and communication can be a major obstacle to education policy implementation (Wibowo, 2019; Sari & Pratiwi, 2022).

According to Permendikdasmen No. 3 of 2025, there are four main pathways in SPMB in junior high schools, namely domicile, affirmation, achievement, and mutation pathways. Each pathway has a proportion of quota that is set nationally, but local governments can make limited adjustments according to regional needs. The domicile pathway, for example, is set at 40% nationally and can be increased to 45% by local governments. The affirmation pathway for underprivileged families and people with disabilities has a national quota of 20% and can be increased to 23%. The achievement pathway has a quota of 25% (can increase to 27%), and the mutation pathway is for the transfer of parents/guardians or children of teachers (Permendikdasmen No. 3 of 2025).

Quota adjustments for each pathway are made based on local government considerations, such as the availability of school capacity, population distribution, and local community needs. In practice, the domicile and affirmation pathways are often the first choice, while the achievement pathway is more attractive to students who want to enter favorite schools (Interview SMPN 33 Padang City, 2025; Sari & Pratiwi, 2022). In addition, the new SPMB system stipulates that prospective students can only choose one enrollment pathway and are not allowed to switch pathways if they do not pass the selection. This policy aims to improve the efficiency and transparency of the selection process, but requires information readiness and good understanding from the community (Kurniawan, 2021).

2. METHOD, DATA, ANALYSIS

This research used a descriptive qualitative approach with a literature study method enriched with mini research (field case studies). The literature study was conducted to review national regulations, regional policies, and recent research results on SPMB management in junior secondary schools. Mini-research was conducted through observation and structured interviews in one of the public junior high schools in Padang City to obtain an overview of the real implementation in the field. A qualitative approach was chosen because it is suitable for studying social phenomena, policies and educational management practices in depth (creswell & poth, 2018). The literature

study provided a conceptual and normative framework, while the mini research added contextual and actual empirical data.

Based on Permendikdasmen No. 3 of 2025. The context of the research focused on the implementation of SPMB in Padang city, which represents the implementation of national policy at the local level. The mini research unit of analysis was one senior high school 33 in Padang city. The main respondent was the principal, who has authority and direct experience in enrollment management. The purposive selection of respondents aims to obtain in-depth and relevant information (Sugiyono, 2017). Secondary data were collected from official documents of Permendikdasmen No. 3 of 2025 on the new student admission system. Scientific articles, books and research reports (2016-2025) relevant to ppdb/spmb management in smp. Primary data was obtained through structured interviews with school principals using the attached instrument. Observation of the SPMB process, starting from socialization, registration, selection of pathways (domicile, affirmation, achievement, mutation), to announcement and re-registration. According to creswell & poth (2018), the combination of interviews and observations is very effective to capture the dynamics of policy implementation at the micro level.

The measurement indicators in this study include the suitability of the implementation of SPMB with national regulations and regional policies (Permendikdasmen No. 3 of 2025). Implementation effectiveness (transparency, accountability, equal access, community satisfaction), as stated by Mulyasa (2018), that the effectiveness of education management is reflected in openness, fairness, and participation of various parties, Identification of challenges and solutions in the implementation of SPMB in schools, in accordance with the findings of Sari & Pratiwi (2022) which highlight the importance of continuous evaluation in PPDB management.

Data analysis of the research was with literature study analysis, data from documents and literature were analyzed descriptively-comparatively. The analysis was conducted by comparing the principles, procedures, and policies of themb that apply nationally with the implementation in the regions (miles, huberman, & saldaña, 2018.) The analysis of mini research data from interviews and observations was thematically analyzed. The steps of analysis followed the model of Miles, Huberman, & Saldaña (2018). Data reduction, filtering out important information related to the stages, pathways, quotas, and constraints of the SPMB. Categorization, grouping data based on key themes, such as procedures, registration pathways, quotas, and implementation challenges. Interpretation, interpreting the data to find patterns, gaps and good practices in the implementation of the SPMB. Triangulation, comparing primary data (mini-research) with secondary data (literature) to increase the validity of the results.

3. RESULT AND DISCUSSION

SPMB 2025 Policy for Junior High School

The 2025 New Student Admission System (SPMB) policy for junior secondary schools marks an important transformation in the governance of student admissions in Indonesia. Based on interviews at SMPN 33 in Padang City, the implementation of SPMB now fully refers to the central regulation, Permendikdasmen Number 3 of 2025. This is different from the previous system-known as PPDB-where local governments still had room to set specific policies.

Permendikdasmen No. 3 Year 2025 explicitly regulates four selection channels for new junior high school admissions, namely the domicile, affirmation, achievement, and mutation channels (Article 6). The domicile pathway is intended for prospective students who live in certain administrative areas, while the affirmation pathway is specifically for students from underprivileged families or recipients of social assistance programs such as PKH. The achievement pathway provides space for students with academic and non-academic achievements, while the mutation pathway is intended for children of parents who move or teachers' children.

at least 20%, and merit at least 25%. However, local governments can adjust the quota according to local needs, with a maximum addition limit of 5% for domicile and 3% for affirmation, as explained in the interviews and reinforced by the circular letter of the regional head. In Padang City, for example, the domicile quota can reach 45%, 23% affirmation, and 27% merit. According to Mulyasa (2018), this flexibility is important so that national policies remain relevant to local needs, but do not lose the principles of justice and equity.

The SPMB 2025 policy also emphasizes that schools are not obliged to meet the maximum capacity if the number of students who pass the selection is insufficient, so that the quality of the

selection process is maintained. This is in line with Arifin (2021), who emphasizes the importance of quality-based selection and transparency to improve the quality of national education.

Principles and Objectives of SPMB Management

Permendikdasmen No. 3 of 2025 Article 3 paragraph (1) states that SPMB is implemented in:

1. Objective

    Objectivity means that the admission process must be based on clear criteria and data, not on personal, group, or external interests. Objectivity prevents fraudulent practices and ensures that all prospective students are treated equally according to the applicable provisions. According to Mulyasa (2019), objectivity in education management is very important to maintain the integrity of the selection process and increase public trust.

2. Transparent

    Transparency requires that all selection processes, criteria, and results be accessible and known to the public. Information about quotas, selection channels, schedules, and final results must be announced openly. According to Mulyasa (2018) in "School-Based Management", transparency is the main key in building a credible and trusted education system.

3. Accountable

    Accountability means that every stage and decision in the SPMB process can be accounted for legally and administratively. Schools and admission committees are required to keep documents and records of the selection process for audit or supervision purposes. According to Sondang P. Siagian (2016) accountability is one of the main characteristics of good educational governance, where every policy and action must be auditable and evaluated.

4. Fairness

    Fairness refers to providing equal opportunities to all prospective students, without differentiating between economic, social, religious or ethnic backgrounds. The affirmation pathway, for example, is a form of implementation of the principle of justice for underprivileged students. Tilaar (2017) states that justice in education is the main foundation in building an inclusive and competitive society.

5. No Discrimination

    Non-discrimination means that the SPMB process should not differentiate or privilege prospective students based on gender, religion, race, or certain physical conditions. All prospective students have the same right to participate in the selection. Expert opinion: UNESCO (2020) emphasizes that education without discrimination is a human right of every child and a key indicator of quality education.

Based on Permendikdasmen Regulation No. 3 of 2025, article 2 explains that SPMB aims to:

1. Provide fair opportunities for all students to obtain quality education services close to their domicile;
2. Improve access and education services for students from economically disadvantaged families and persons with disabilities;
3. Encouraging the improvement of student achievement; and
4. Optimizing community involvement in the student admission process.
5. Improving the Efficiency and Effectiveness of the Admission Process
6. Ensure Readiness and Connectivity of Digital Systems
7. Supporting Innovation in Admission Governance
8. Improve Public Accountability and Oversight
9. Tailor Policies to Local Needs
10. Encourage Inclusive and Collaborative Culture.

Planning for New Student Admission

Every educational administration and management activity starts with the planning function. To achieve goals, it is necessary to formulate a plan, select and determine all resource activities that will be carried out and used in the future. Suharsimi Arikunto and Lia Yuliana (2012) define a process of preparing a series of decisions to take action in the future directed towards

achieving goals with optimal means called planning. In planning there are main planning tasks that an organization must understand in order to optimize the situation so that the expected goals can be achieved properly. From the above understanding, it can be understood that planning is an activity or activity in order to determine the goals to be achieved, what to do, and who executes the steps to achieve these goals. In an institutional organization, or activity, the first step is to determine what goals to achieve. Then the ways to achieve these goals and the actors are formulated. After setting goals and before formulating steps or ways, you should first conduct an analysis to find out what is needed so that goals can be achieved effectively and efficiently (Umi Songidah, 2023).

Based on Permendikdasmen 2025 article 24, planning for new student admissions includes:

1. Determination of new student admission areas;
2. Determining the percentage of capacity for each new student admission pathway;
3. Preparation of technical guidelines for new student admissions by the Regional Government;
4. Formation of new student admission committee;
5. Provision of an online new student admission application; and
6. Socialization of the implementation of new student admissions

Organization and Implementation of Admission

The organization and implementation of new student admissions at the junior secondary school (SMP) level is carried out through a structured system that follows the provisions in Permendikdasmen No. 3 of 2025. This process begins with socialization to school principals and the community to provide a clear understanding of admission procedures and channels. Socialization is conducted through various media, both online and offline, to ensure that information reaches all levels of society.

Collaboration between various parties in organizing new student admissions is crucial to achieving the goal of inclusive education. He explained that good cooperation can make the admission process more efficient, providing wider opportunities for all students (Mulyasa, 2018).

After socialization, the next stage is pre-registration for prospective students from out of town or previous graduates, followed by the main registration process. Registration is conducted online, including filling in data and selecting admission pathways, such as domicile, affirmation, achievement, and mutation. Furthermore, file verification is carried out to ensure the data provided is accurate before the announcement of selection results and re-registration.

The successful implementation of the admission relies heavily on coordination between various stakeholders, including the education office, schools and other relevant agencies. Their involvement in every stage, from socialization to verification, is crucial to creating a fair and transparent process. Through this cooperation, it is hoped that every prospective student will have an equal opportunity to access quality education.

The importance of transparency in the admission system. According to him, transparency not only ensures fairness, but also increases public trust in the education system. Clear information on admission pathways and quotas allows the public to understand the process (Sagala, 2010).

Challenges in SPMB implementation, particularly in policy socialization. They stated that ineffective socialization can hinder the implementation of the new system. Therefore, the government and schools should increase communication efforts to ensure that all parties understand the applicable procedures and requirements (Fitriani & Hasanah, 2022).

The development of technological infrastructure is an important factor in the implementation of new student admissions. He argues that a good online registration system can make the admission process more efficient and accessible, especially in areas with limited access to information (Nugroho, 2022).

Education policy should be adaptive to local dynamics. He argues that adjusting quotas and admission channels based on the needs of local communities is essential to ensure that every student has a fair chance to access quality education. Thus, the organization and implementation of admissions should always consider the local context to be more effective (Rahmatullah, 2024).

It can be concluded that the organization and implementation of new student admissions at the junior secondary school level relies heavily on collaboration, transparency and adaptation to local needs. Mulyasa (2018) emphasizes the importance of collaboration between stakeholders to achieve the goals of inclusive education, transparency and increased public trust in the education system (Sagala, 2010).

Overall, achieving a fair and quality new student enrolment system requires a comprehensive strategy that includes inter-agency collaboration, information transparency and adaptation to the local context. Thus, it is expected that every student will have an equal opportunity to access quality education.

Monitoring and Evaluation of SPMB Management

Monitoring and evaluation (M&E) of the management of the New Student Admission System (SPMB) in junior high schools is an important instrument to ensure that the admission process is optimal, transparent and accountable while identifying areas that need improvement. Transparency in the implementation of M&E allows for objective evaluation so that the results reflect the real conditions in the field, which in turn supports the continuous improvement of education quality, as stated by Mulyasa (2019).

In addition, M&E also plays a role in overcoming challenges such as limited socialization and technical difficulties in online registration by systematically evaluating the effectiveness of admission channels and the use of technology, in accordance with Mulyasa's (2019) view. The components monitored include the suitability of the selection implementation with the schedule and procedures, evaluation of selection materials to meet academic standards, and aspects of transparency and fairness to ensure an intervention-free process, which is part of the accountability of educational governance according to Sondang P. Siagian (2016).

The evaluation also includes the effectiveness of information and administration systems to ensure smooth registration and announcement of results, as well as the suitability of selection results with the target admission quota. Thus, M&E becomes a strategic tool to encourage continuous improvement and equitable access to quality education, with the importance of transparency and accountability in education governance (Mulyasa, 2019) (P. Siagian, 2016).

Inter-agency Collaboration

The implementation of the New Student Admission System (SPMB) at the junior secondary school (SMP) level is currently guided by central regulations, specifically Permendikdasmen Number 3 of 2025, but technical implementation in the field still requires inter-agency collaboration vertically between central and regional governments, as well as horizontally between agencies at the city or district level. The success of education management, including new student admissions, is strongly influenced by the synergy of various stakeholders, where the education office acts as a liaison between central policy and technical implementers in schools, and involves various parties such as DPRD and the media for comprehensive policy socialization (Rahmawati & Nugroho, 2021).

Good coordination between the education office, school operators, and related institutions such as Disdukcapil and the Social Service is very important, especially in the process of validating domicile data and social assistance recipients so that the registration stage can run smoothly and transparently. In addition to streamlining the administrative process, this collaboration also ensures fairness and transparency in setting the quota for the admission pathway, which is not only based on national regulations, but can be refined through circulars from regional heads. For example, the percentage of domicile that is set at 40% can be increased to 45% based on the mayor's consideration (Sagala, 2010). Thus, inter-agency collaboration becomes the main foundation in creating an effective, fair and accountable new student admission system (Putri et al., 2019; Santoso & Wibowo, 2020.

General Requirements for Junior High School Admission

According to Mulyasa (2013), the admission of new students in junior high schools must pay attention to the principles of transparency, fairness, accountability, and accessibility. He emphasizes that schools, as institutions implementing educational autonomy, have the authority to regulate the technical implementation of student admissions, but must still be based on national policies regulated in laws and regulations. The following are the general requirements for the admission of new junior high school students according to E. Mulyasa (2013):

1. Have completed basic education (elementary school or equivalent)

    New students must have completed six years of basic education. This is evidenced by a diploma or certificate of graduation from the previous education unit.

2. Maximum Age

Junior high school admissions usually consider the maximum age limit. Mulyasa refers to the general provision that the maximum age is 15 years old on July 1 of the current year. This aims to maintain the psychological suitability and development of students at this level of education.

3. Administrative Requirements

Learners must complete a number of administrative documents required by the school. These documents include:
a) Photocopy of birth certificate
b) Photocopy of family card (KK)
c) Latest photo pass
d) Copy of diploma or elementary school graduation certificate
e) Grade IV-VI report card (if needed for selection)

4. Enrollment Procedure

Schools must provide open, scheduled, and easily accessible enrollment procedures for the community. This includes the announcement of the requirements, registration time, selection path, as well as the announcement of the selection results.

5. Selection Based on Capacity

If the number of applicants exceeds the school's capacity, the school can make a selection. This selection can be in the form of:
a. Academic score selection (e.g. report card score)
b. Zoning pathway
c. Achievement pathway
d. Affirmation pathway (for underprivileged students)
e. Parental/guardian duty transfer pathway

Mulyasa emphasized that schools should not use discriminatory selection and should provide the widest possible opportunity for the community to access quality education.

6. Openness and Accountability

Schools are required to convey all information related to new student admissions in an open and accountable manner. This is in line with the principle of school-based management, which emphasizes community participation and transparency.

Optimization of Quotas and Admission Pathways

Optimizing quotas and admission channels in the New Student Admission System (SPMB) at the junior secondary school (SMP) level is a crucial aspect to achieve the goal of fair and equitable education, in accordance with the direction of Permendikdasmen No. 3 of 2025. This policy sets new standards with full reference to central provisions, regulating four main admission channels: domicile, affirmation, achievement, and mutation.

In an optimization effort, the determination of quotas per pathway is a major concern. The Permendikdasmen sets a minimum quota for domicile (40%), affirmation (20%), and merit (25%) pathways. However, there is flexibility for local governments to slightly adjust the domicile (maximum 5%) and affirmation (maximum 3%) quotas based on local needs. This flexibility, according to Mulyasa (2018), is very important: "this flexibility is important so that national policies remain relevant to local needs, but do not lose the principles of justice and equity." Optimization also means that schools are not obliged to fill the maximum capacity if the quality of prospective students is insufficient, in line with Arifin's (2021) view that emphasizes quality-based selection.

This process of optimizing quotas and channels must be based on the SPMB management principles of objectivity, transparency, accountability, fairness, and non-discrimination (Permendikdasmen No. 3 of 2025 Article 3 paragraph 1). Objectivity, as Mulyasa (2019) emphasizes, is essential: "objectivity in education management is very important to maintain the integrity of the selection process and increase public trust." Transparency is also fundamental, as Mulyasa (2018) states: "transparency is the main key in building an education system that is credible and trusted by society." Accountability ensures that every stage can be accounted for, which is a characteristic of good education governance according to Sondang P. Siagian (2016).

Fairness in providing equal opportunities for all prospective students is the main foundation of an inclusive and competitive society (Tilaar, 2017).

The implementation of quota and pathway optimization relies heavily on organization and collaboration among stakeholders. Mulyasa (2018) emphasizes: "collaboration between various parties in organizing new student admissions is very important to achieve the goal of inclusive education." Transparency in every stage of implementation is also crucial, as Sagala (2010) emphasizes: "transparency not only ensures fairness, but also increases public trust in the education system." In addition, Rahmatullah (2024) reminds us that policies must be adaptive to local dynamics, including quota and pathway adjustments: "education policy must be adaptive to local dynamics. He argues that adjusting quotas and admission pathways based on the needs of local communities is essential to ensure every student has a fair chance to access quality education."

Thus, optimizing junior secondary school admission quotas and pathways is a comprehensive process that involves strategic planning, transparent and collaborative implementation, and adherence to the principles of fairness and objectivity, while remaining adaptive to the local context to achieve the SPMB goal of providing equitable access to quality education for all students.

SPMB Management Challenges and Solutions

The management of the New Student Admission System (SPMB) at the junior secondary level still faces structural and technical challenges. One of the main challenges is the transition from PPDB to SPMB, which has not been fully understood by the community and some implementers in the field. Based on the results of interviews, it was found that the policy change from a flexible multi-lane to a one-lane registration system was confusing for prospective students and parents. This shows that the socialization and communication aspects of the policy are still not optimal. In addition, the inequality of understanding regarding the quota provisions and the mechanism for adding capacity between admission channels is also a problem. Although the national regulations have been regulated through Permendikdasmen No. 3 of 2025, in practice, adjustments are still needed through local policies such as circular letters from the mayor. This difference is prone to various interpretations, especially in terms of the percentage of domicile, affirmation, and achievement pathways that can be adjusted.

In Sagala's view (2013:92), the challenge of modern education management is how each education unit can implement central policies adaptively while still complying with the principles of accountability and efficiency. When there is a gap between central regulations and local technical policies without a strong explanation mechanism, the risk of managerial disorder and service inequality will increase.

Another important challenge is the lack of infrastructure and human resource readiness to support the online registration process, especially for prospective students from outside the city or mutation pathways. This is exacerbated by the need for manual verification and test-based selection for participants from outside the administrative area, which adds to the technical burden on schools in managing the selection process accurately and efficiently. Mulyasa (2009:84) adds that the effectiveness of education management is not only determined by good policies, but also by the ability of implementers in the field to understand, adjust and implement these policies professionally and communicatively.

To overcome the challenges in managing the New Student Admission System (SPMB) at the junior high school level as described, comprehensive and multi-level solutions are needed. Solutions that can be carried out include the first; strengthening socialization and public education. This socialization is carried out by the Education Office together with schools through social media, official websites, brochures and face-to-face meetings regarding the transition from PPDB to SPMB. The second solution is to conduct regular coordination forums between the central government, local governments, and education units to equalize perceptions and establish clear and open derivative policies. Preparation of technical SOPs (Standard Operating Procedures) that elaborate on central provisions with local adaptations that still uphold the principles of fairness, transparency and accountability. Third, strengthening technology infrastructure and services. Investment in a web-based and mobile integrated information system that is user-friendly, secure and responsive to the

registration process. And finally, improving the competence of the implementing human resources. Special training was held for school operators and SPMB committees related to system use, data validation and public services. Implementation of a performance evaluation system for the implementation team, including rewards for schools that successfully run the selection process in a good and transparent manner

4. CONCLUSION

Optimizing the management of the New Student Admission System (SPMB) at the junior secondary school (SMP) level has made significant progress following the enactment of Permendikdasmen No. 3 of 2025. The implementation of SPMB has generally followed the principles of objectivity, transparency, accountability, fairness, and non-discrimination. The four admission channels-domicile, affirmation, merit, and mutation-have been clearly regulated with quotas that can be adjusted by local governments based on local needs, enabling equal access to education and responsiveness to local conditions.

However, implementation in the field still faces challenges, especially in terms of policy socialization, technical obstacles to online registration, and public understanding of the new system and rules, especially related to restrictions on the selection of registration pathways. This is in line with recent research findings that highlight the importance of effective policy communication and continuous evaluation so that the goal of equal access to education can be optimally achieved in the context of regional autonomy in education.

SPMB 2025 is expected to be a strategic instrument in creating a more equitable, inclusive, and accountable junior secondary education system, as well as ensuring that every Indonesian child has equal and quality educational opportunities.

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