Issues and Challenges of Providing ICT-based Teacher Training in Indonesia[8]

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Abstract

The issue of teachers quality and quantity has been outstanding across time in Indonesia education. Efforts in teachers education become the priority of the Government of Indonesia, especially to carry out the new law on teachers and lecturers issued at the end of 2005 (UUGD No. 14/2005). Within the area of teachers quality improvement, one of the most prominent concerns on the list, Indonesia is facing a huge challenge to upgrade about 66% of all teachers (2,7 million) to qualify for teachers certification process. Especially in the area of primary education, that means about 1 million (87%) primary school teachers are to be upgraded to an equivalent of bachelors degree (Sarjana).

In order to accelerate the effort of improving teachers quality, the Government of Indonesia, c.q., Directorate General of Quality Improvement of Teachers and Education Personnel (DGQITEP) and Directorate General of Higher Education (DGHE) launched the HYLITE Program – Hybrid Learning for Indonesian Teachers in January 2007. Facilitated by SEAMOLEC, as the regional center for open and distance

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learning in Southeast Asia, the HYLITE Program is designed to be an open and distance learning program employing hybrid learning mode with a strong ICT-based learning component, and implemented by a consortium of 23 teacher colleges in the country.

The paper will discuss the general aspect of the HYLITE Program, its ICT components, experiences of the consortium, and some notes for further improvement of the program.

Keyword: *open and distance learning, teacher education, hybrid learning, consortium*

Introduction

ICT-based education has gained much popularity among the Southeast Asian countries, especially in the area of open and distance learning and teacher education. The joint statement of the Ministers of Education in the 42nd SEAMEO Council Conference in Bali, March 2007, has further confirmed the intention of MOEs of Southeast Asian countries to prioritize the ICT in education as one of their core programs in each country. This paper describes one of the projects undertaken by SEAMOLEC as commissioned by the Government of Indonesia c.q., DGHE, to facilitate the design, development, and implementation of a program called HYLITE – Hybrid Learning for Indonesian Teachers. The HYLITE Program has been designed to be an open and distance learning program employing hybrid learning mode with a strong ICT-based learning component, and implemented by a consortium of 23 teacher colleges in the country. The discussion will be especially focused on the general aspect of the HYLITE Program, its ICT components, experiences of the consortium, and some notes for further improvement of the program.

Background of HYLITE Program

The issue of teachers quality and quantity has been outstanding across time in Indonesia education. Efforts in teachers education become the priority of the Government of Indonesia, especially to carry out the new law on teachers and lecturers issued at the end of 2005 (UUGD No. 14/2005). The new teachers and lecturers law stated that a professional teacher must have a qualification of Sarjana (an equivalent of bachelors degree) Within the area of teachers quality improvement, one of the most prominent concerns on the list, Indonesia is facing a huge challenge to upgrade about 66% of teachers to qualify for teachers certification process. At present, the number of teachers in Indonesia is around 2,667,655. From those number, only 887,751 or 34% have S1 qualification. Especially in the area of primary education, from 1,2 million primary school teachers, only 16,57% (207,130) teachers have the required qualification of an equivalent of bachelors degree (Sarjana). That means about 1 million (83,43%) primary teachers are to be upgraded to be Sarjana (Ditjen PMPTK, 2007).

According to the new law, the upgrading of teacher qualification must take place until 2014, ten years after the issuance of the law. Thus, in average, and all other things being equal, every year the Government of Indonesia has to train about 110.000 in-service teachers for the purpose of upgrading their qualification. Meanwhile, the capacity of 278 teachers' colleges (LPTK) (including 32 state LPTK, and Faculty of Teachers Training in Universitas Terbuka – a distance learning university) has not been adequate to fulfill the need of improving teachers qualification within a short period. Especially for primary school teachers, out of 278 teacher colleges, only 36 teacher colleges offer face-to-face program for primary school teachers, and only one offered in distance education mode. For that reason, open and distance learning has been considerably the most viable alternative.

ODL has also been supported by the legal system in Indonesia. ODL has been considered one of the national education system by the National Education Law (20/2003). It is furthered supported by the Decree of MONE on the Implementation of Distance Education at Higher Education (No 107/2001), and also is one of the priority program stated in Higher Education Long Term Strategies 2003-2010 (article 59) to increase nations' competitiveness. Therefore, in 2007, the Government of Indonesia, c.q., Directorate General of Higher Education and Directorate General of Quality Improvement for Teachers, has assigned 23 teacher colleges, in addition to Universitas Terbuka, to work collaboratively to offer an in-service teachers training program for improving primary school teachers qualification from DII to Sarjana (S1) via open and distance learning mode.

The program is conducted through a consortium of 23 teachers colleges offering a distance learning in-service training programs for Indonesian primary school teachers, employing hybrid model which combines various forms of instructional materials and resources, and various kinds and channels of interaction (including the use of e-learning) during the learning process. Therefore, the program is called **HYLITE Program: *Hybrid Learning for Indonesian Teachers Program.***

What is HYLITE Program?

HYLITE (Hybrid Learning for Indonesian Teachers) Program is an in-service teachers training program, especially designed for primary school teachers in Indonesia, to improve their qualification from Diploma II to Sarjana (S1) level, conducted via open and distance learning mode. It is one of the strategies taken by the Government of Indonesia, c.q., MONE, in providing access for quality education

for all, especially for primary school teachers in all areas in Indonesia. It is designed for primary school teachers aiming to especially upgrade their competencies and qualification through a continuing process of education with a lifelong learning spirit. Specifically, the HYLITE Program is an innovative program of the GOI to overcome the issue of scarcity of quality primary school teachers, especially through implementation of open and distance learning and the extensive use of ICT (and e-learning).

HYLITE has been designed as an ICT-based ODL, which is perceived to considerably suit the need of GOI to provide access to massive, rapid and quality in-service teacher trainings regardless of geographical, time, or economical constraints. The advancement of ICT and the availability of ICT networks at the national level have provided and added point to the possibility of offering ICT-based in-service teachers training program. In 2007, GOI has set up the National Education Network (Jardiknas) reaching up to 417 districts across Indonesia. Furthermore, there is also Indonesian Higher Education Network (INHERENT) which was established since 2005, a backbone which at present puts about 87 higher education institutions together through an intranet across Indonesia.

Although it is realized that the capacity of the conventional teachers colleges to offer face-to-face in campus teachers education maybe relatively limited, with the development of ICT, they are highly potential or has the capacity to offer open and distance learning program, provided that they are equipped with the necessary structure, infrastructures and ICT facilities, or the so-called ICT-based ODL. Given the opportunity, collaboration among several teacher colleges will provide a larger collective capacity to accelerate the improvement of teachers quality via ICT-based ODL in-service training program. Further, a collaborative program for in-service teacher training has been perceived more cost efficient, especially

when several teacher colleges can share the development and production process for an ODL program.

Based on the above-mentioned considerations, on January 5, 2007 the GOI then launched the consortium of 10 teachers colleges to offer a collaborative in-service primary school teachers training program via ICT-based open and distance learning mode. The membership of the consortium was widened on April 19, 2007, when the GOI decided to open opportunities to additional 13 teachers colleges across Indonesia to offer ICT-based ODL program for in-service teacher training. At present, there are 23 universities offering HYLITE Program as follows:

1. Universitas Pendidikan Indonesia (Bandung)
2. Universitas Sriwijaya (Palembang)
3. Universitas Negeri Yogyakarta (Yogyakarta)
4. Universitas Negeri Makassar
5. Universitas Negeri Malang
6. Universitas Muhammadiyah Malang
7. Universitas Cenderawasih (Papua)
8. Universitas Nusa Cendana
9. Universitas Atmajaya Jakarta
10. Universitas Tanjungpura (Kalimantan)
11. Universitas Negeri Lampung (Sumatera)
12. Universitas Prof. Dr. Hamka Jakarta
13. Universitas Negeri Semarang (Java)
14. Universitas Kristen Satya Wacana (Java)
15. Universitas Negeri Sebelas Maret Surakarta (Java)
16. Universitas Jember (Java)
17. Universitas Pendidikan Ganesha (Bali)
18. Universitas Lambung Mangkurat (Kalimantan)
19. Universitas HaluOleo
20. Universitas Muhammadiyah Makassar
21. Universitas Gorontalo (Sulawesi)
22. Universitas Mataram (Lombok)
23. Universitas Pattimura (Maluku)

The distribution of the members of the consortium offering HYLITE programs can be seen in Picture 1.

Distribution of HYLITE Program Consortium

The Hybrid Model

According to Sloan C Report (2005), the use of ICT in higher education has been developing profoundly. The development, according to the Report, is taking place gradually and covers several stages as depicted in the following table.

ICT used in education – from traditional to e-learning

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	F2F course - with no ICT/online technology used, instruction is delivered in writing or orally
1-29%	ICT/Web Facilitated	Course which uses ICT/web-based technology to facilitate what is essentially a F2F course. Uses a course management system or web pages to post the syllabus and assignments, or e-mail for communication.
30-79%	Blended/ Hybrid	Course that blends online and F2F delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some F2F meetings.
80+%	Online/ e-learning	A course where most of all of the content is delivered online, and interaction done virtually. Typically have no or minimal F2F meetings.

Based on the feasibility study on the availability of ICT in Indonesia, especially for education, on the expected nature of the ICT-based ODL for in-service teachers training program in Indonesia, and the present condition of ICT literacy and cultures in higher education community, the HYLITE program has been designed to employ hybrid or blended mode of ICT-based ODL, where the proportion of online delivery is ranging from 30-79%, and allowing 30% of delivery to be face-to-face or traditional one. By employing the hybrid mode, the HYLITE program:

1. allows primary school teachers to study while not leaving their work (economic reason as well as scarcity of teachers). The program has been designed to have a residential and independent study component in the learning process.

   During the residential – 1 month every semester, students have to be in campus for intensive tutorial. In addition to provision of campus life, the residential period is also aiming at preparing

students to be independent ODL students through provision of 4 core courses, i.e., ICT Literacy (basic skills), Introduction to Open and Distance Learning, Study skills, and Independent study skills. Further, the residential period is also meant for socialization and characters building of the in-service teachers.

During the independent study, each student interact individually with learning resources provided (printed materials, audiovisual, CAI, web-based course, tutors, and their own fellow students). Tutors are designed to have two face-to-face meetings (visits) to students during the independent study period. These visits of tutors may also be mediated via video conference, a convergence of the INHERENT and Jardiknas (the university uses INHERENT, while students can get access via ICT Centers which are under the Jardiknas, and or internet café).

2. conducts its learning interaction in the hybrid form, i.e., face-to-face residential (on campus) (synchronous), face-to-face tutorial (visit) (synchronous), face-to-face online tutorial (email/web-based) (asynchronous), face-to-face video conference tutorials (synchronous). Communication between students and tutors, at this stage of development is carried through emails. For each course, there are five tutors initiated assignment to be carried out by students. Delivery of the assignment is carried via email, as well as submission of the assignment by students.
   The provision of ICT for institution members and for students to support hybrid learning interaction by INHERENT, Jardiknas, and public internet cafe. INHERENT (Indonesian Higher Education Network) (87 universities) from DGHE provides the computer lab and connectivity on campus, videoconferencing facilities and management, and also server and data exchanges among the members of the consortium. Videoconferencing for the purpose of administrative meetings, i.e., to check on

administrative matters, and academic schedule, with Director General of Higher Education's participation from Jakarta, is conducted centrally twice in a semester.

Meanwhile, the Jardiknas provides ICT supports for students through its network of ICT Center in 417 districts (see appendix 1 for the list of ICT Center location), videoconferencing facilities and connection from the teacher colleges to students in ICT Centers, and also for e-communication between teachers colleges and students.

3. delivers its courses via three types of blended ness, i.e., face-to-face based, video conference based, and web-based.

In the face-to-face based, the face-to-face component becomes the main delivery mode, and enhanced as well as blended with video conference and web-based component. This type of delivery is implemented during the residential period in HYLITE program.

In the videoconference based, the videoconference activities becomes the main delivery mode, and enhanced as well as blended with face-to-face and web-based component. Although videoconference is used in HYLITE program, the purpose at present is mainly for coordination and management of the program. Thus, it has not been fully explored to be instructional medium for instructional activities of HYLITE program.

In the web-based, the web-based course becomes the main delivery mode, and enhanced as well as blended with face-to-face and videoconference component. This type of delivery is implemented during the independent study period in HYLITE program.

4. uses various forms of learning resources. Print has been widely known as the main medium of instructional materials in most open and distance learning universities in the world. Therefore, in HYLITE program, print is also used. At this stage, the print has been provided (and distributed) centrally from DGHE as the funding agency. Nevertheless, the next stage of development of HYLITE will require each HYLITE institution and or student to make its/his/her own printing. The e-files of the print materials (lecture notes as well as assignment, exercises, formative tests, etc.) are available in the HYLITE website, and can be downloaded by each HYLITE institution and or student.

   The audiovisual and computer assisted materials are also being used in HYLITE program. Although there are some courses which do not require any AV or CAI materials as the course components, there also some courses which require those AV and CAI materials (as supplementary materials and or as an integrated component of the course). The e-copy of AV and CAI are also available in the HYLITE website, and the CD copy of these materials is available in each HYLITE institution (as it has been distributed to the HYLITE coordinator in each institution) for reproduction.

   The web-based learning resources are also made available for HYLITE students and institutions. The web-based courses for HYLITE program, at present, are still being developed. Learning object materials have been prepared, and the interface with the learning management system will soon follow. URL linkages for each course and or even each topic within a course are also identified and provided, so that students can explore the richness of learning resources available in the internet.

Promoting the Use of ICT

Much efforts by the government, international agencies, NGOs, private vendors, institutions, as well as individuals have been put forward to promote the use of ICT in Indonesia. In 2001, the Presidential Decree on Telematics (Including e-education, involving all ministries) was issued. At the same year, Directorate General of Higher Education also issued the ICT strategy for higher education. In 2005, INHERENT was set up, and in 2007 the National Educational Network was launched.

Furthermore, a series of ICT trainings – at all levels (from basic literacy up to advance level) have been conducted by government (PMPTK, Dikti, Mandikdasmen, Non-formal ed), international agencies (UNESCO, SEAMOLEC, ASEAN Foundation, USAID, Ausaid, JICA, etc.), NGOs (Sampurna Foundation, etc.), private vendors (Microsoft, Intel, Acer, Cisco, etc.), institutions (Asosiasi Program Studi Komputer Indonesia, Kelompok Guru Indonesia, etc.), as well as individuals. Nevertheless, the results of the trainings have not been assuring. Only a few trainee follow up their training experience with efforts of using ICT in their courses.

Nevertheless, the picture is slightly different in the case of HYLITE program. The preliminary results of the recent study of the ICT readiness in 12 teacher colleges in Indonesia under USINTEC Project indicates that the readiness of 6 teacher colleges who belong to the HYLITE consortium is relatively higher than the other teacher colleges who do not join the HYLITE consortium. The same also applies for the degree of use of ICT, the more intensive use has been indicated by the HYLITE teacher colleges as compared to others.

Apparently, the HYLITE program, as an ICT-based ODL program, has required a certain level of use of ICT on the part of the lecturers, administrators, as well as students. As a lecture or course manager, one has to be able to use ICT for producing his/her own materials (typing, searching for resources), for communicating with his/her students and his/her colleagues in other institutions (e-mail, chatting, etc.), for managing students track records, etc. Administrators are required to use ICT for coordination, monitoring, management purposes, academic administration, etc. Students are surely required to use ICT throughout their learning process. Thus, in implementing the HYLITE program, where ICT literacy and skills is a must, all players are urged to use ICT from the simple basic level and moving on to the more intensive advanced level. Only a small number of trainings were provided for the purpose of training of trainers at each institution. Thus, the bulk of ICT trainings must be initiated at the institutional level by each HYLITE teacher colleges.

The changes have been perceived hard by many parties. At the initial step, there were administrators from the central level who have strong feeling of doubt of the HYLITE program. At the institutional level, administrators from teachers colleges were overwhelmed by the changes required. They have to make their computer lab ready, to train their lecturers, to train the HYLITE students, to start checking email regularly (thus require stable internet connectivity in campus), etc. The students were complaining – they brought up various possible reasons, so that they could escape from the assignment of using ICT in their learning process.

The situation is changing slowly and the picture is getting brightened at present. In the 2nd semester of implementation of HYLITE, communication by SEAMOLEC as the facilitator and DGHE is mostly done via e-mail. Invitation, schedule, announcement, and other information are posted in the HYLITE website for the HYLITE

members to check on it regularly. A bulk of carbon copy emails are received from lecturers from many HYLITE teacher colleges indicating their interaction among each other as well as with their students. Although administrators were reporting some degree of unavailability of ICT facilities in some areas, but overall, they have made efforts to use the ICT in managing the HYLITE program. Students were expressing their satisfaction of being the HYLITE students – so that they can use ICT in their learning process. "*Yes, I can hold the mouse correctly now*". "*I know how to download a file*". "*I know nothing of computer before, but now, I can use computer skillfully*". Some lecturers reported they need to catch up with their students, since they have not have e-mail accounts, while their students (via short messages) were asking for feedback on their assignment. At this moment, the HYLITE program has been considered an innovative breakthrough and prestigious program among the stakeholders as well as the students. It has indeed played a distinctive yet significant role in promoting the use of ICT in education, especially in teachers colleges, and students teachers (who are mainly primary school teachers).

Meanwhile, the progressive intensity of ICT use by the HYLITE program and its consortium has also promoted the extensive efforts of other teacher colleges (outside the HYLITE consortium) to use ICT in their individual educational process in campus. Although some of them have started earlier, at present they give higher commitment to make efforts in transforming their campus life into an ICT-based institution.

The Quality Challenge

The HYLITE program is the work of a consortium. The design and development process have been carried out collaboratively by the 23 participating member institutions and supporting units, facilitated by SEAMOLEC. The implementation, based on the consensus achieved during the design and development phase, has been carried out within each member institution, and integrated into the existing system of each institution.

At present the consortium employs a single curriculum, thus enables trans-institutions acknowledgement or credit transfer, especially among the teachers colleges within the consortium. For this reason, mobility of students who are teachers – to study anywhere – anytime are well-accommodated. The single curriculum also raises the sense of belonging of the member of consortium who have collaboratively developed the curriculum.

The curriculum has 32 courses of 82 credit hours after diploma II (with block transfer of credits from diploma 2 as around 80 credit hours). Within that load is included 18 credit hours professional development courses required for teacher certification. The courses are developed by 10 initial members of the consortium – 3 each, and 2 courses developed by the consortium. The 13 additional members are to developed supplementary materials (in 2008), i.e., printed supplementary materials, audiovisual, computer based, online initiations, quizzes, and final tests. Each course consists of printed, audiovisual, computer based (CAI, etc.), and web-based instructional materials; and assignments (5 online initiation), exercises (in-text), quizzes, formative tests (in-text), summative tests (final test). Thus, within the consortium, it is ascertained that each institution member has special contribution to the consortium – to be shared by all members.

The condition that HYLITE is a program of a consortium demands a very high commitment among all member institutions to follow through the agreement achieved, and the rules and regulations being developed together. A series of guideline for controlling quality in various aspects of the implementation of the HYLITE program has been developed. It is the responsibility of each member institution to carry out the program based on the guidelines of the consortium. A national monitoring and evaluation carried out periodically by DGHE or the assigned internal academic auditor is much needed for assuring the quality of the program, as well as an internal mechanism within each institution to assure the quality of the program. The final challenge will be the results of the HYLITE program – its graduates – at the national teacher certification process. Since all HYLITE graduates will have to go through national teacher certification process to be licensed teachers entitle for secured teaching jobs and professional remuneration from the government.

The sustainability of the HYLITE program depends on the commitment of all parties involved. The rule of "the strongest link is only as strong as the weakest link" is applied to the condition of HYLITE program as a consortium program. The 23 teacher colleges as the present members of the consortium contribute through their commitment on ascertaining that they implement the HYLITE program as best as possible following the guidelines of the consortium. The ICT providers, i.e. INHERENT and Jardiknas contribute through their commitment on improving the availability and accessibility of ICT for students, lecturers, institutions (teacher colleges), and administrators, and also on maintaining the support to the HYLITE consortium. The DGQITEP contributes through the provision of baseline data on teachers mapping (demand and supply) for each geographical area. The DGHE contributes by providing the facilitation programs for system development, legal aspects, and also continuous (partial) funding. The MONE's district offices and provincial government (or other funding agencies) contribute in the

provision of funding for scholarship for student-teachers to join the HYLITE program and also selective recruitment of the potential students. SEAMOLEC and other external parties contribute in facilitating the implementation as well as the monitoring of quality of the HYLITE program. All parties, tied to one another, are expected to move together synergistically. Any party fails to keep its commitment will have the potential of breaking the chain, and thus breaking the sustainability of the HYLITE program and its consortium.

Remarks

HYLITE program – an ICT-based ODL for in-service training teachers employing the hybrid model and conducted in a consortium of 23 teacher colleges – has been seen to have several benefits, among others, teachers can upgrade their qualification without leaving their daily jobs in schools, teachers (as well as lecturers and administrators of HYLITE program at the teacher colleges) can improve their ICT literacy and skills, teacher colleges can improve their collaboration and mutual acknowledgement to implement the HYLITE program. The hybrid model of ICT-based ODL employed by the HYLITE program eliminate the spatial and time constraints of more conventional teacher training methods. Implemented and maintained properly ascertaining its quality and consensus among the consortium members, the HYLITE program has the potential to be a more effective, affordable, and flexible teachers training program. Once the database of the web-based courses of HYLITE program has been developed, teachers and even public can access those courses to meet their individual needs for continuous professional development. The HYLITE consortium may also want to seek for the future development of the HYLITE program – its potential growth and sustainability, but still maintain the assurance of its quality.

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Appendix

Location of ICT Centers

No	Province	City	Name of School
	Sumatera Selatan		
1.		Kab. Musi Rawas	SMKN 3 Lubuk Linggau
2.		Kab. OKU	SMKN 3 Baturaja
3.		Kab. OKU Timur	SMK YPPB Belitang
4.		Kab. Musi Banyuasin	SMKN 2 Sekayu
5.		Kab. Lahat	SMK Tiara Lahat
6.		Kab. Banyuasin	SMK Karya Sembawa
7.		Kab. OKI	SMKN 1 Kayuagung
8.		Kab. Muara Enim	SMKN 1 Muaraenim
9.		Kab. OKU Selatan	SMK PGRI Muaradua
10.		Kota Pagar Alam	SMK Muhammadiyah Pagaralam
11.		Kab. Musi Rawas	SMKN Tugumulyo
12.		Kota Prabumulih	SMK PGRI 2 Prabumulih
13.		Kab. Ogan Ilir	SMK PGRI Tanjung Raja
	Lampung		
1.		Kab. Tanggamus	SMKN 1 Gading Rejo
2.		Kab. Lampung Selatan	SMKN 2 kalianda
3.		Kab. Lampung Timur	SMKN 1 Sukadana
	Jawa Barat		
1.		Kota Bandung	SMKN 4 Bandung
2.		Kab. Subang	SMKN 1 Subang
3.		Kota Depok	SMK Nasional Depok
4.		Kab. Kuningan	SMK Yamsik Kuningan
5.		Kab. Indramayu	SMKN 1 Losarang Indramayu
6.		Kota Cirebon	SMKN 1 Cirebon
7.		Kota Purwakarta	SMKN 1 Purwakarta
8.		Kota Cianjur	SMKN 2 Cianjur
9.		Kab. bogor	SMK Informatika Bina Generasi/
			SMK Adi Sanggoro
10.		Kota Sukabumi	SMKN 2 Sukabumi
11.		Kab. Sukabumi	SMK Yasti Sukabumi
12.		Kota Bekasi	SMKN 1 Bekasi
13.		Kab. Sumedang	SMK PGRI Sumedang
14.		Kota Cimahi	SMKN 1 Cimahi
15.		Kab.Bandung	SMKN 1 Katapang
16.		Majalengka	SMKN 2 Majalengka
17.		Kab. Tasikmalaya	SMKN Bantarkalong

No	Province	City	Name of School
18.		Ciamis	SMKN 1 Ciamis
19.		Kab. Bekasi	SMKN 2 Cikarang Barat
20.		Karawang	SMKN 1 Karawang
21.		Kota Bogor	SMKN 1 Bogor
22.		Kab. Cirebon	SMKN 1 Lemahabang
	DKI Jakarta		
1.		Kota Jakarta Timur	SMK SJayawisata
2.			SMKN 22 Jakarta
3.		Kota Jakarta Selatan	SMKN 6 Jakarta
4.		Kota Jakarta Barat	SMKN 56 Jakarta
5.		Kota Jakarta Utara	SMKN 45 Jakarta
6.		Kota Jakarta Pusat	SMKN 3 Jakarta
	Jawa Tengah		
1.		Kab. Cilacap	SMKN 1 Cilacap
2.		Kab. Banyumas	SMKN 2 Purwokerto
3.		Kab. Banjarnegara	SMKN 1 Bawang
4.		Kab. Kebumen	SMKN 1 Kebumen
5.		Kab.Purworejo	SMK Batik Perbaik Purworejo
6.		Kab.Magelang	SMK Ma'arif Kota mungkid
7.		Kab.Klaten	SMKN 1 Klaten
8.		Kab. Grobogan	SMKN 1 Purwodadi
9.		Kab. Pati	SMKS Tunas Harapan
10.		Kab. Pemalang	SMKN 1 Pemalang
11.		Kab.Tegal	SMKN 2 Adiwena
12.		Kab.Brebes	SMKN 1 Bulakamba
	D I Yogyakarta		
1.		Kab. Kulon Progo	SMKN 1 pengasih
2.		Kab. Bantul	SMKN 2 bantul
3.		Kab. Gunung Kidul	SMKN 2 Wonosari
4.		Kab. Sleman	SMKN 2 Depok
5.		Kota yogyakarta	SMK Muhamadiyah 3 Yogyakarta
	Jawa Timur		
1.		Kota Surabaya	SMKN 1 Surabaya
2.		Kota Malang	SMKN 4 Malang
3.		Kota Banyuwangi	SMKN 1 Banyuwangi
4.		Kota Madiun	SMKN 1 Madiun
5.		Kab. Lamongan	SMKN 1 Lamongan
6.		Kab. Probolinggo	SMKN 1Kraksaan
7.		Kab. Pasuruan	SMKN 1 Purwosari
8.		Kab. Bondowoso	SMKN 1 Bondowoso
9.		Kab. Gresik	SMKN 1 Cerme Gresik

No	Province	City	Name of School
10.		Kab. Jember	SMKN 1 Sukorambi Jember
11.		Kab. Lumajang	SMKN 1 Lumajang
12.		Kab. Magetan	SMK Yosonegoro Magetan
13.		Kab. Malang	SMKN 1 Singosari
14.		Kab. Nganjuk	SMKN 1 Nganjuk
15.		Kab Ponorogo	SMKN 1 Jenangan Ponorogo
16.		Kab. Jombang	SMKN 3 Jombang
17.		Kab. Sampang	SMKN 1 Sampang
18.		Kab. Situbondo	SMKN 1 Panji Situbondo
19.		Kab. Trenggalek	SMK Islam 1 Durenan Trenggalek
20.		Kab. Tuban	SMKN 1 Tuban
21.		Kab. Tulung Agung	SMKN 1 Boyolangu TA
22.		Kota Kediri	SMKN 2 Kediri
23.		Kota. Pasuruan	SMKN 1 Pasuruan
24.		Kab. Bojonegoro	SMKN 2 Bojonegoro
25.		Kab. Blitar	SMK PGRI Wlingi
26.		Pacitan	SMKN 1 Pacitan
27.		Ngawi	SMKN 1 Ngawi
28.		Kab.Madiun	SMKN 1 Wonoasri
29.		Bangkalan	SMKN 2 Bangkalan
30.		Kota Batu	SMKN 1 Batu
31.		Kediri	SMK Canda Bhirawa Pare
32.		Kab. Mojokerto	SMKN 1 Pungging
33.		Kota Blitar	SMKN 1 Blitar
34.		Kota Mojokerto	SMKN 1 Kota Mojokerto
35.		Kab. Pamekasan	SMKN 2 Pamekasan
	Bali		
1.		Kota Denpasar	SMKN 1 Denpasar
2.		Kab. Buleleng	SMKN 3 Singaraja
3.		Kab. Bangli	SMKN 1 Bangli
4.		Kab. Gianyar	SMKN 1 Gianyar
5.		Kab. Badung	SMK Pariwisata Mengwitani
	Nusa Tenggara		
	Barat		
1.		Kab. Lombok Barat	SMKN 2 Kuripan
2.		Kab. Lombok Tengah	SMKN1 Praya Tengah
3.		Kab. Sumbawa	SMKN 1 Sumbawa Besar
4.		Kab. Bima	SMKN 3 Bima
	Nusa Tenggara		
	Timur		
1.		Kab. Kupang	SMKN 1 Kupang

No	Province	City	Name of School
	Maluku		
1.		Kab. Maluku Tengah	SMKN 1 Masohi
2.		Kab. Buru	SMAN 2 Namiea
3.		Kota Ambon	SMKN 7
4.		Kab. Kepulauan Aru	SMK PGRI Dobo
		Kab. Kepulauan Seram	SMAN 1 Seram Barat
		Bagian Barat	
	Papua		
1.		Kab. Jayapura	SMKN 1 Sentani
2.		Kab. Nabire	SMKN 1 Nabire
3.		Kab. Biak Numfor	SMK Yapis Biak
4.		Kota. Jayapura	SMKN 3 Jayapura