READINESS OF DISTANCE EDUCATION PROGRAM IMPLEMENTATION AT SMA AND SMK IN WEST JAVA

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Abstract. In order to improve education services, including increasing education accessibility and gross enrollment ratio (APK) especially at High School (SMA) and Vocational School (SMK) Level. West Java Province Government providing several ways to make it happen. By starting the open and distance education (PJJ) Program at SMA and SMK level is one of it. The program that will be implemented with support from SEAMOLEC need to be studied It's readiness of all various related parties. This research title is "Readiness of Distance Education Program Implementation at SMA and SMK in West Java". Results of this research revealed that generally the readiness of the PJJ program implementation in both SMA and SMK can be concluded as very well. In particular, the readiness of teachers in West Java for the implementation of PJJ Program has been very good. Meanwhile, the readiness of students is good. The readiness of West Java Provincial Education Office in the implementation of PJJ Program and the preparation of required infrastructure and supporting facility's for the program have been very good. The results from this study are expected to be consideration

for the improvement, refinement of PJJ program development and implementation in West Java.
Key words: *distance education, sma west java, smk west java.*

1. INTRODUCTION

As the province with the largest population (45,340.8 million), West Java is faced with a huge challenge in educational development. Currently the number of schools in West Java Province is 41,311 schools with 39% share (25,033) of private schools and 61% (16,278) of public schools. The total number of teachers in West Java is 417,693 in both public and private schools. With such great potential, the development of education in West Java contributes one fifth of Indonesia's human development through the education sector. Thus, it need serious attention to make the human resources of West Java more superior and competitive, through the development of sustainable education.

Nevertheless, education in West Java is still faced with serious problems. In the RPJMD document of West Java 2013-2018 mentioned some of the problems of West Java education, namely: (1) West Java's gross enrollment ratio (APK) is still below the average of the National APK; (2) The dropout rates dominated by children aged 16-18

are still high; (3) working school-aged children; (4) accessibility to schools is uneven in some areas; (5) classrooms for junior and senior high school students in some areas are limited and damaged and other spaces (laboratories, libraries); (6) the quality and relevance and governance of education has not been in accordance with the needs and demands in order to improve competitiveness; (7) high and high cost of secondary education; (8) There is still a lack of tamping power for elementary / junior high school graduates to SMP / MTs as well as in SMA / MA / SMK.

The responsibility of West Java province will be greater especially with the existence of Law 23 of 2014 on Local Government, that the management of SMA / SMK become the responsibility of the management of the provincial government. Thus the Office of the Province of West Java at least have to manage about 60,000 teachers of SMA / SMK which will be the responsibility of the provincial government. Thus it is necessary to prepare a strategic management vision to make education in west java to improve the quality community and high competitiveness. And it needs to be supported by strategic programs that put forward the aspect of providing optimal educational services.

Improvement of education services can be done through various strategies namely: (a) providing equal access to education with the sustainability of school programs if possible to the level of SMA and SMK. (b) Development of various application systems (Information System Application) that can facilitate the process of educational services (c) Search for talent mapping in the region. (d) Providing scholarships and study assignments to 5000 excellent students in potential universities in West Java. (f) Completion of the 12 Year Compulsory Education Program. (g) Organizing educational activities that seek to enhance competitiveness between schools, and the development of student character. (h) Increase the gross enrollment rate (APK) to 98% by 2018. (i) Conduct socialization, education, training and technical guidance program on Entrepreneurship in West Java Region-Based and Regional Potential. (j) Realization of scholarship Provincial Government of West Java 2014 PAGM, education cost assistance, and final project assistance, with total proposed budget of Rp. 24.975.000.000, - This program will continue to be guarded by its realization so that it can be absorbed and utilized properly and will be added in the future.

In an effort to improve education services including improving access to education and the level of Participation especially in High School SMK, West Java

Province made various efforts, one of them by opening the program PJJ SMA and SMK. Legality of the program of PJJ SMA and SMK can be seen in Regulation of Governor of West Java Number 16 Year 2017 about PPDB 2017/2018 Part I Article 1 point 10 stated that Distance Education hereinafter called PJJ is education which learners separated from educator and learning using various learning resources through applying the principles of educational / learning technology.

West Java with working through SEAMOLEC in 2016 has piloted the implementation of PJJ in SMA and SMK and 2017 will be further expanded to the region of the district / city in West Java. By 2017 from 3.2 million high school graduates, it is projected that 50,000 will participate in the PJJ program. By 2018 from 3.4 million SMK, 100,000 graduates are targeted to be graduates of PJJ program. Based on location analysis, the area that will be the PJJ program is the area with four criteria, namely: (1) geographical access, (2) low APK, (3) economically disadvantaged children, and (4) areas with no PKBM. Year 2016-217 priority target areas that have the lowest APK that is in three districts in Cianjur, Sukabumi and Tasikmalaya. The curriculum system in place is a block system that takes some of the most important substances and priorities to support the child's life skills and potential, and uses a special PJJ-specific curriculum

different from regular classes. Learning pattern that is Blended Learning model with three days school / week consecutive interval or in block according to requirement. 3 days per week on the job profiling field and school report cards provided by the parent school.

PJJ program that will and has been implemented in West Java through facilitation and support SEAMOLEC need to be conducted a study on the readiness of various parties to the PJJ program and study the effectiveness of implementing the implementation of PJJ in the program that has been rolled out in 2016/2017 in some areas in western Java, thus this research attempts to conduct a study with the title "Readiness and Implementation Program PJJ SMA / SMK in West Java".

Currently West Java has been and is in the process of developing and implementing the system and regulation that the implementation of PJJ SMA, SMK as an effort to improve the APK, and seems problematic in the community sticking out between the pros and cons of the implementation of this PJJ. One of the concerns of the community is related to the readiness in infrastructure, human resources, school readiness, readiness in governance, and the fundamental question also is whether the PJJ is able to improve the skills of work-oriented SMK students and can improve the APK of West

Java. In this case, the University of Education of Indonesia (UPI) in cooperation with SEAMOLEC need to conduct a deep study on the readiness and implementation of PJJ SMA and SMK in the context of research with the main problem formulation namely “Readiness of Distance Education Program Implementation at SMA and SMK in West Java.”

The problems are described in several research questions as follows: (1) How is the readiness of high school teachers and SMK in West Java in the implementation of Distance Education Program (PJJ)? (2) How is the readiness of SMA and SMK Students in West Java in the implementation of Distance Education Program (PJJ)? (3) How is the preparation of West Java Provincial Education Office in the implementation of Distance Education Program (PJJ)? and (4) How is the readiness of Infrastructure and supporting facilities needed by SMA and SMK Students in West Java in the implementation of Distance Education Program (PJJ)?. Thus, the purpose of this research is to know about the readiness of Distance Education Program Implementation at SMA and SMK in West Java.

2. THEORETICAL STUDY

Distance Education has been defined differently by various experts. Mackenzie, Christensen, & Rigby, (1968) interpreted it as a method of learning that uses correspondence in term of communication between lecturers with students, coupled with the interaction between students in the learning process. Similarly, Moore (1973) considers PJJ as a learning method in which the lecture process occurs separately from the learning process, so communication between lecturers and students should be facilitated through printed materials, electronic media, and other media. Meanwhile, according to Holmberg (1977) is a form of education that encompasses various forms of learning at various levels of education that occur without the supervision of tutors directly and or continuously to students in the same location, but requires the process of planning, organizing and monitoring of an educational organization, as well as the provision of guidance and tutorial processes, both in real conversation and simulated conversations. Based on various it can be concluded that the main characteristic of PJJ is the absence of teachers and learners in the same place.

According to Keegan (1980) PJJ system has characteristics that are: (1) separate teachers and

learners that distinguish PJJ with face-to-face teachers, (2) there is an influence of an educational organization that distinguishes it from home study; (3) The use of multiple print media, audio, video, computer, or multimedia to unite teachers and learners in a learning interaction; (4) provide two-way communication so that learners can benefit from it, and even take dialogue initiatives; 5) the possibility of occasional meetings for learning purposes and socialization (learning is directed to individuals rather than to groups); (6) educational processes that have a form similar to the industrial process. These principles then make the implementation of PJJ more systematic and more meaningful.

There are several principles in PJJ: (1) the principle of independence, (2) the principle of flexibility, (3) the principles of learning work chili, (4) the principle of conformity, (5) the principle of mobility. The following is a description of the five principles: The principle of self-sufficiency which consists of: self-determination of individual, partner, or group learning, choice of program according to own choice, use of various available and affordable sources, and at least possible external assistance and intervention

While the principle of flexibility that includes: a relatively free schedule about when to start, accessing learning

materials, taking the test / ability test, move the path both formally and non forma and cross type in general, specificity / vocational. In the principle of conformity, there are several explanations: directly related to personal needs, as well as demands of employment or community progress, in accordance with the conditions and characteristics of learners, the equivalence of the program weight and accreditation of experience (accreditation of prior learning). While the principle of Mobility is meant that there is movement between the equivalent education units (due to migration, etc.) and cross-rate based on ability (through competence test, curriculum or portfolio).

In addition to the above principles, there are also principles in accordance with the National Education Standards with the provision (1) the availability of curriculum and self-directed educational materials based on ICT systematically in accordance with applicable rules; (2) using learning modes that learners with separate educators; (3) emphasize the principles of learning independently, structured, and guided by using various sources of learning; (4) making learning media a more dominant source of learning than educators; and (5) replacing face-to-face learning with ICT-based learning interactions, although it still allows for a limited face-to-face learning.

Distance education provides information and communication technology based services for activities: (a) preparation of teaching materials; (b) copying and distribution of teaching materials; (c) learning process through tutorial, practice, practicum, exam; and (d) administration and registration. PJJ that provide information and communication technology based services is implemented without putting aside face-to-face services.

3. RESEARCH METHOD

This research uses descriptive method and Program Evaluation by using combination of factors, inputs, programs and products (CIPP Stufflebeam, 1971). The PJJ program at the school level with grassroots stakeholders only, also examines the implementation of the curriculum at the policy level (policy) and other management dimensions, both horizontally and horizontally.

A curriculum evaluation study with CIPP model (Context, Input, Process, Product, Stufflebeam, 1971), is also required because this evaluation can capture data more comprehensively. These four components are a unified whole. The advantages of this CIPP model lies in the context of the components, input and processes that are

in progress. This CIPP model is also used because this model is fundamental, led, and integrated. It is fundamental, because it covers the core objects of the curriculum that is the purpose, the material, the learning process, and the evaluation itself. Put together in an integrated manner, it is assumed that all aspects of the curriculum such as context, input, process, and outcome) are examined on a regular basis.

Research subjects or respondents are the parties sampled in a study. Research subjects also addressed the subject characteristics used in the study, including descriptions of populations, samples and sampling techniques (random / non-random) used. The subjects in this study are: (1) Elements of West Java Provincial Education Office as the stakeholders, (2) School Leaders (Head and Vices), (3) Teachers, and (4) Students.

This research will be centered in Bandung as center of West Java, but the school that will be subjected to research spread in three districts of the City of concern for APK APK in West Java, namely (1) Cianjur, (2) Sukabumi, (3) Tasikmalaya. Each district will be selected 5 schools with total schools to be studied as many as 15 schools, each school will be studied as many as 5 students with cluster system.

4. RESULTS

Research findings based on research instruments and discussion descriptions of each Open and Distance Education research result (PTJJ) related to the readiness and implementation of Distance Education program (PJJ) SMA and SMK in West Java and will be described based on responses of respondents. Description of the results of data processing interpreted by the category of readiness with the following criteria:

Table 1. *Data Interpretation Table*

PERSENTAGE	DESCRIPTION
< 50%	Not good
50% - 65%	Pretty good
65% - 80%	Good
> 80%	Very good

The data recapitulation of data retrieval results in three areas (Cianjur, Sukabumi and Tasikmalaya) are as follows.

Table 2. *Data Recapitulation Table*

No	School	City	Respondents		
			Head	Teachers	Students
1	SMAN 1 Ciranjang	Cianjur	1	1	0
2	SMAN 1 Warungkondang	Cianjur	1	3	5
3	SMA Pasundan 2	Cianjur	1	3	5
4	SMKN 1 Sukaluyu	Cianjur	1	3	5
5	SMKN 1 Cipanas	Cianjur	1	3	5
6	SMAN 1 Cianjur	Cianjur	1	3	5
7	SMKN 1 Cianjur	Cianjur	1	3	5
8	SMKN 1 Pacet	Cianjur	1	3	5
9	SMAN 1 Sukaresmi	Cianjur	1	3	5
10	SMKN 1 Gegerbitung	Sukabumi	0	0	5
11	SMAN 1 Cibadak	Sukabumi	1	3	5
12	SMAN 4 Sukabumi	Sukabumi	0	0	5
13	SMKN 3 Sukabumi	Sukabumi	0	0	5

No	School	City	Respondents		
			Head	Teachers	Students
14	SMKN Gunungguruh	Sukabumi	1	3	5
15	SMKN 1 Sukabumi	Sukabumi	1	3	10
16	SMAN 1 Cireunghas	Sukabumi	1	1	5
17	SMAS PGRI Cibadak	Sukabumi	1	3	5
18	SMKN 1 Sukalarang	Sukabumi	1	3	5
19	SMAN 1 Surade	Sukabumi	0	1	5
20	SMKN Puspahiang	Tasikmalaya	1	3	5
21	SMAN 9 Tasikmalaya	Tasikmalaya	1	2	4
22	SMAN 2 Singaparna	Tasikmalaya	1	3	5
23	SMAN 1 Cigalontang	Tasikmalaya	1	4	5
24	SMKN Sukaresik	Tasikmalaya	1	3	5

No	School	City	Respondents		
			Head	Teachers	Students
25	SMA Muhammadiyah 1	Tasikmalaya	1	3	5
26	SMKN Karangjaya	Tasikmalaya	1	3	5
Total			22	63	129
Respondents Total					214

With the pattern of calculation and interpretation of data as above, it can be seen the readiness and implementation of Distance Education program (PJJ) SMA and SMK in West Java based on research issues raised. The following results of general data processing can be seen in Figure 4.1 below.

Readiness of Implementation of Distance Education (PJJ) Program

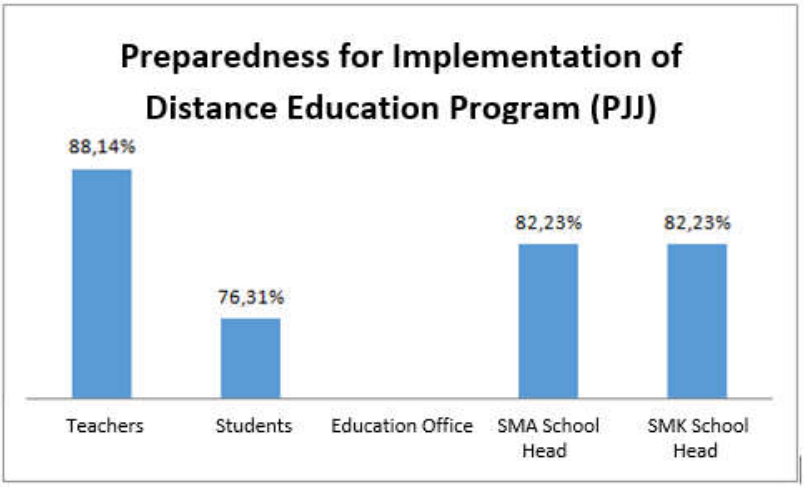

Figure 1. *Graph of Readiness of Implementation of Distance Education (PJJ) Program in West Java*

From the above data it can be seen that in general the readiness of the implementation of Distance Education Program (PJJ) has a very good readiness. In the first problem, how is the readiness of SMA and SMK teachers in West Java in the implementation of Distance Education Program (PJJ) has been very good this can be seen from the average score of 88.14%. In the second problem, how is the readiness of SMA and SMK students in West Java in the implementation of Distance

Education Program (PJJ) is good this can be seen from the average score of 76.31%. In the third issue, the readiness of the Provincial Education Office of West Java in the implementation of Distance Education Program (PJJ) has been very good this can be seen from various efforts that have been done in seeking the preparation of PJJ in West Java Province. And on the fourth issue, how is the readiness of Infrastructure and supporting facilities needed High School and Vocational High School Students in the implementation of Distance Education Program (PJJ), at SMA level readiness Infrastructure and supporting facilities required SMA and SMK students in West Java in implementation Program Distance Education (PJJ) has been very good this can be seen from the average score of 85.02% and at the level of SMK has been very good this can be seen from the average score of 92.19%.

5. DISSCUSSION

5.1 Readiness of SMA's and SMK's teachers in West Java in the implementation of Distance Education (PJJ) Program

In general, the Readiness of high school teachers and SMK in West Java in the implementation of Distance Education Program (PJJ) has been very good this can be

seen from the average score of 88.14%. In detail the readiness of high school teachers and SMK in West Java in the implementation of Distance Education Program (PJJ) can be seen from the indicators as follows:

a. The Readiness of high school / high school teachers in the implementation of PJJ on the understanding of the concept of PJJ average score of 87.70% (Very Good)
b. Readiness of SMA / SMA teachers in the implementation of PJJ on the aspect of ICT integration skills in learning average score of 93.83% (Very Good)
c. Readiness of SMA / SMA teachers in the implementation of PJJ on aspects of teacher qualification and competence average score of 91.67% (Very Good)
d. The Readiness of high school / high school teachers in the implementation of PJJ on learning aspect average score of 79.37% (Good)

The readiness of high school teachers and SMK in West Java in the implementation of Distance Education Program (PJJ) in the view of the items on each indicator can be seen as follows:

a. Readiness of SMA / SMK teachers in PJJ implementation on understanding aspect of PJJ concept.

   The Readiness of high school / vocational teachers in the implementation of PJJ on the understanding of the concept of PJJ can be concluded already have good readiness. In particular the readiness of high school teachers in West Java in the implementation of Distance Education Program (PJJ) on the understanding of the concept of PJJ has been very good this can be seen from the average score of 84.85%. For teachers of SMK readiness in the implementation of Distance Education Program (PJJ) on the understanding of the concept of PJJ is very good this can be seen from the average score of 90.83%. Readiness of SMA / SMK teachers in the implementation of PJJ on the aspect of ICT integration skills in learning.

b. Readiness of SMA / SMA teachers in the implementation of PJJ in the aspect of ICT integration skills in learning

   The Readiness of high school / vocational teachers in the implementation of PJJ in the

aspect of ICT integration skills in learning can be concluded already have very good readiness. In particular the readiness of high school teachers in the implementation of PJJ on the aspect of ICT integration skills in learning has been very good this can be seen from the average score of 90.57%. For teachers of SMK readiness in the implementation of Distance Education Program (PJJ) on aspects of ICT integration skills in learning is very good this can be seen from the average score of 97.41%.

c. Readiness of SMA / SMA teachers in the implementation of PJJ on aspects of teacher qualification and competence.

The Readiness of high school / vocational teachers in the implementation of PJJ on aspects of qualification and teacher competence can be concluded already have very good readiness. In particular the readiness of high school teachers in the implementation of PJJ on aspects of qualification and teacher competence has been very good this can be seen from the average score of 90.15%. For teachers of SMK readiness in the implementation of Distance Education Program (PJJ) on aspects of teacher qualification and

competence has been very good this can be seen from the average score of 93.33%.

d. Readiness of SMA / SMK teachers in PJJ implementation on learning aspect.

   The Readiness of high school / vocational teachers in the implementation of PJJ on learning aspects can be concluded already have good readiness. In particular the readiness of high school teachers in the implementation of PJJ on aspects of learning is good this can be seen from the average score of 77.65%. For teachers of SMK readiness in the implementation of Distance Education Program (PJJ) on learning aspects have been very good this can be seen from the average score of 81.25%.

Implementation of the Distance Education Program (PJJ) planned to be developed by SEAMOLEC and West Java Province received positive support from the aspect of the readiness of high school and vocational teachers, aspects of ICT integration skills in learning, understanding aspects of PJJ concept, and aspects of teacher qualification and competence and the implementation of PJJ on the learning aspect pertained is very good. Only on the aspect of learning is generally still in good category.

Some notes on aspects of learning that require improvement to support the implementation of PJJ is the hiring of teachers to distribute learning materials online. Interaction patterns with students online using the Learning Management System (LMS) need to be re-upgraded. And start the use of video conference facilities to support learning.

One of the requirements of Seamolec for the organization is the presence of a teaching team that has attended an education or training related to distance education such as PJJ management or utilization of printed materials, non-print materials (audio, vdeo, CAI), and web-based. So the aspect of teacher competence does require special attention so that it can meet the organizing standards set by Seamolec.

5.2 Readiness of SMA's and SMK's students in West Java in the implementation of Distance Education (PJJ) Program

In general, the readiness of high school and vocational students in West Java in the implementation of Distance Education Program (PJJ) is good this can be seen from the average score of 76.31%. In detail the readiness of high school and vocational students in West Java in the

implementation of Distance Education Program (PJJ) can be seen from the indicators as follows:

a. Readiness of students in the aspect of PJJ implementation mechanism & system average score of 83.20% (Very Good)
b. Readiness of students in learning average score of 91.09% (Very Good)
c. Readiness of students in the aspect of availability of facilities required average score of 54.65% (Good Enough)

The readiness of high school and vocational students in West Java in the implementation of Distance Education Program (PJJ) in the view of the items on each indicator can be seen as follows:

a. Student readiness in PJJ implementation mechanism & system aspect.

   Student readiness in the aspect of PJJ implementation mechanism & system can be concluded already has very good readiness. In particular the readiness of high school students in the aspects of mechanisms & system of PJJ implementation is good this can be seen from the average score of 78.99%. For students of SMK readiness in the aspect of PJJ implementation

mechanism & system has been very good this can be seen from the average score of 87.35%.

b. Readiness of students in learning.

Readiness of students in learning can be concluded already has a very good readiness. In particular the readiness of high school students in learning has been very good this can be seen from the average score of 88.09%. For vocational students readiness in learning has been very good this can be seen from the average score of 94.04%.

c. Readiness of high school / vocational students in the aspect of availability of necessary facilities.

Readiness of students in the aspect of availability of the necessary facilities can be concluded already has a good enough readiness. In particular the readiness of high school / vocational students in the aspect of availability of the required facilities is not good this can be seen from the average score of 48.83%. For SMK students, the readiness of high school students in the aspect of availability of the required facilities is good enough, it can be seen from the average score of 60.38%.

From the data that has been obtained, it appears that students have a good readiness in prepare for PJJ system. But there are still some things that can be considered to be prepared so that students can be more optimal in implementing learning on PJJ system. This is to keep the characteristics of PJJ as stated by Keegan (1980) which states that among PJJ's chronicles is in the learning interaction, teachers and learners use various types of media such as print media, audio, video, computer, or multimedia. In addition, learners are encouraged to benefit from the interaction, and even take the initiative of dialogue resulting in good two-way communication.

There are still many unfamiliar students and difficulties in using LMS (learning management system). Even more basic features such as the use of e-mail or other online devices to interact with friends and tutors.

This may be due to many students who can not use a personal computer or a shared computer to learn and complete assignments, freely. Nor does it have enough access to make use of tablets or smartphones primarily for the sake of learning. Most students also do not get enough reliable internet and use the printer for learning purposes.

5.3 West Java Provincial Education Office Readiness in the implementation of Distance Education (PJJ) Program

In an effort to obtain data and information related to the policy of West Java Provincial Education Office in the implementation of Open Secondary School (SMTJJ) the researcher has conducted an interview with Disdik Jabar in October 2017, and here are some data obtained then analyzed with information as follows:

a. Understanding Disdik Jabar against the Functions of SMTJJ Program

   Disdik West Java understands well the duties and functions in conducting PJJ SMA / SMK, it is constituted by obligations in accordance with the mandate of Law no. 23 of 2014 on the Regional Government which mandates that SMA / SMK become the responsibility of the Provincial Disdik, thereby becoming a greater authority to undertake strategic efforts, such as improving the APK of West Java through the PJJ program of SMA / SMK.

   In addition, the education office has a strategic role in the preparation, implementation, and sustainability of the PJJ program at primary and

secondary levels. With its authority, the education office has the following roles and responsibilities: (1) issuing operational licenses for the implementation of PJJ program, (2) based on proposals from prospective schools of PJJ or master schools, in accordance with their authority; (3) to formulate and establish the pattern of management of PJJ programs; (4) determining TKB based on proposed community / prospective school organizers of PJJ; (5) to socialize PJJ program to stakeholders; (6) ensure the availability of educators and education personnel; (7) supporting financing and facilitating the availability of supporting facilities; (8) conducting ongoing guidance.

b. Preparation of Implementation Guide PJJ SMA / SMK

Disdik West Java Province has made a technical guidance implementation of the implementation of PJJ with the aim as a guide and translation of the mandate of Minister of Education and Culture of the Republic of Indonesia Number 119 of 2014 on the Implementation of Distance Education At Primary and Secondary Education Level. The implementation of PJJ in secondary education is

expected to increase the expansion and equitable access to education and to improve the quality and relevance of primary and secondary education.

c. Readiness of Education Office in Socializing PJJ Program

Recognizing the need for widespread dissemination of information for the educational community and the wider community, then Disdik Jabar has made various socialization efforts. The socialization activities include (1) coordination meetings and evaluation of preparatory high school preparatory (SMA) and Vocational High School of Distance Education (PJJ) in Moh. Yamin Office Disdik Jabar, Dr. Radjiman No. 6) Bandung, Wednesday 13 September 2017. (2) Socialization of PJJ program of SMA / SMK to headmaster in West Java, (3) Training of compilation of instructional materials for complement of PJJ program.

Figure 2. *Coordination Meeting of West Java PJJ Program*

a. Readiness of West Java Education Office in School Mapping

   In the realization of the program PJJ Disdik first perform the analysis of conditions (existing) to areas that will be a priority PJJ program. The analysis then produces school data as the main school. Subsequently Disdik Jabar issued Decision Head of West Java Province Education Department Number: 423.1 / 23591 About School Teachers Provider Distance Education (PJJ) SMA / SMK Open West Java.

b. Readiness of Special Team of PJJ SMA / SMK

   Disdik has created a special team to organize the program. The team formed by Disdik includes an internal team from Disdik and collaboration with

external elements consisting of educators (schools) and academics. This collaboration is intended to enhance cooperation and gain a more holistic / comprehensive perspective on the implementation of PJJ.

c. Readiness of financing and provision of infrastructure

The implementation of this program can not be separated from the financing needs and availability of available infrastructure. From the results of interviews with disdik stated that the disdik has allocated funding for this program continuously (multi years), related to the needs of the provision of facilities, capacity building of human resources managers and parties involved directly in the learning process, the provision of equipment such as procurement of computers and others, other.

5.4 Readiness of required infrastructure and supporting facilities for SMA and SMK in the implementation of Distance Education (PJJ) Program

The formulation of this problem research is focused on each high school and vocational institutions that is how high school readiness in West Java in the implementation of the PJJ program and how the readiness of SMK in West Java in the implementation of the PJJ program.

In high school institutions, the readiness of infrastructure and supporting facilities required SMA students in West Java in the implementation of Distance Education Program (PJJ) in detail can be seen from the following indicators:

a. School readiness in program understanding aspect and preparation of average score of 97,92% (Very Good)
b. School readiness in the aspect of facilities and infrastructure required average score of 62.50% (Good Enough)
b. Readiness of schools in the aspect of capacity building of educators and educational staff average score of 90.00% (Very Good)

c. Readiness of school in learning aspect of PJJ average score of 66,67% (Good)
d. School readiness in the aspects of tutorial implementation in TKB average score of 95.83% (Very Good)
e. School readiness in the aspect of acceptance of new learners average score of 97.22% (Very Good)

Readiness of high school in West Java in the implementation of Distance Education Program (PJJ) in the view of the items on each indicator can be seen as follows:

a. School readiness in the aspects of program understanding and preparation

   School readiness in the aspect of program understanding and preparation can be summed up already has very good readiness. the school understands the concept of PJJ very well. The school also has an ongoing design of the PJJ program and gets guidance on the implementation of PJJ. The school also has the ability to socialize the PJJ program to all school residents. Schools have mapped out the

readiness of learning places (TKB) to implement PJJ.

There is a special team established by the School in the planning and implementation of PJJ. The school designates the budget for the use of BOS funds for program and PJJ implementation. Schools ensure the availability of teachers and tutors in the implementation of the PJJ program. Schools use MKKS to exchange information on PJJ program. Among them to socialize the PJJ program to the community. One of them is by making academic calendar of PJJ implementation and socializing that students of PJJ program are free of charge of education.

b. School readiness in the aspects of facilities and infrastructure needed

The readiness of schools in the aspect of the necessary facilities and infrastructure can be summed up already has a good enough readiness. Schools have access to ICT infrastructure capable of supporting online learning for all PJJ program participants and practicum infrastructure. The school's ICT infrastructure is sufficient to carry out online learning, one of which over 50% of

schools have more than 15 well-connected and internet-connected computers. But what needs to be improved is the availability of a stable internet connection in schools along with equitable access throughout the school area.

c. School readiness in the aspect of capacity building of educators and education personnel

The readiness of schools in the aspect of capacity building of educators and education personnel can be concluded that they have very good readiness. Schools facilitate the delivery of teachers to participate in distance learning-related training. Schools facilitate the sending of technicians to attend training related to the management of distance learning infrastructure. Schools facilitate management to understand the integration of PJJ in regular schools. Schools do mentoring in TKB. Schools facilitate training for tutors.

d. School readiness in PJJ learning aspect

Readiness of school in learning aspect of PJJ can be concluded already have good readiness. Schools feel very capable to provide printed materials to support the learning process. The

school guarantees the tutorial's implementation offline and online. Schools ensure the implementation of online and online learning evaluation and practical implementation. Only on the aspect of availability of digital teaching materials on LMS alone school tend not feel able.

e. School readiness in the aspect of tutorial implementation in TKB

School readiness in the aspects of the implementation of tutorials in TKB can be concluded already has a very good readiness. Schools ensure availability of learning venues. Schools ensure the availability of tutors. Schools ensure the availability of electricity at TKB. Schools ensure the availability of tutorial support facilities at TKB. Availability of schedule of execution of tutorial and schedule of usage of space in TKB. Schools ensure the accuracy of TKB selection by considering the ease of achievement by learners.

f. School readiness in the aspect of acceptance of new learners

School readiness in the aspect of acceptance of new learners can be concluded already has a very

good readiness. The school understands the PPDB system for PJJ program. Schools implement PPDB in accordance with the system provided. Schools socialize related to the requirements and acceptance of new learners.

At SMK institutions, the readiness of infrastructure and supporting facilities required Students of SMK in West Java in the implementation of Distance Education Program (PJJ) in detail can be seen from the following indicators:

a. School readiness in program comprehension aspect and preparation of average score of 97,69% (Very Good)
b. School readiness in the aspect of facilities and infrastructure required average score of 87.14% (Very Good)
c. Readiness of schools in the aspect of capacity building of educators and educational staff average score of 88.00% (Very Good)
d. Readiness of school in learning aspect of PJJ average score of 93,75% (Very Good)
f. School readiness in the aspects of tutorial implementation in TKB average score of 88.57% (Very Good)

g. School readiness in the aspect of acceptance of new learners average score of 98.00% (Very Good)

The readiness of SMK schools in West Java in the implementation of Distance Education Program (PJJ) in view of the items on each indicator can be seen as follows:

a. School readiness in the aspects of program understanding and preparation

   School readiness in the aspect of program understanding and preparation can be summed up already has very good readiness. the school understands the concept of PJJ very well. The school also has an ongoing design of the PJJ program and gets guidance on the implementation of PJJ. The school also has the ability to socialize the PJJ program to all school residents. Schools have mapped out the readiness of learning places (TKB) to implement PJJ. There is a special team established by the School in the planning and implementation of PJJ. The school designates the budget for the use of BOS funds for program and PJJ implementation.

Schools ensure the availability of teachers and tutors in the implementation of the PJJ program.

Schools use MKKS to exchange information on PJJ program. Among them to socialize the PJJ program to the community. One of them is by making academic calendar of PJJ implementation and socializing that students of PJJ program are free of charge of education. and socializing PJJ program to Kadin and DU / DI.

b. School readiness in the aspects of facilities and infrastructure needed

The readiness of schools in the aspect of the necessary facilities and infrastructure can be summed up already has excellent readiness. The readiness of schools in the aspect of the necessary facilities and infrastructure can be summed up already has a good enough readiness. The school's ICT infrastructure is adequate to implement online learning. Schools have access to ICT infrastructure capable of supporting online learning for all PJJ program participants. The internet connection is stable at school and is available throughout the learning area. School has more than 15 computers with good condition

and connected internet and has access to facilities and infrastructure practices.

c. School readiness in the aspect of capacity building of educators and education personnel

The readiness of schools in the aspect of capacity building of educators and education personnel can be concluded that they have very good readiness. Schools facilitate the delivery of teachers to participate in distance learning-related training. Schools facilitate the sending of technicians to attend training related to the management of distance learning infrastructure. Schools facilitate management to understand the integration of PJJ in regular schools. Schools do mentoring in TKB. Schools facilitate training for tutors.

d. School readiness in PJJ learning aspect

Readiness of school in learning aspect of PJJ can be concluded already have good readiness. Schools provide printed materials to support the learning process. Also guarantees availability of digital teaching materials on LMS, online and offline tutorials, and implementation of offline, online, and practicum learning evaluation.

Schools also ensure the achievement of graduate competency standards and provide opportunities for learners to follow competency tests.

e. School readiness in the aspect of tutorial implementation in TKB

School readiness in the aspects of the implementation of tutorials in TKB can be concluded already has a very good readiness. The school ensures the availability of the place of learning, the availability of tutors, the availability of electricity at TKB, the tutorial support facilities at TKB, the availability of schedule for the execution of the tutorial and the spatial use schedule in TKB. Schools also ensure the accuracy of TKB selection by considering the ease of achievement by learners.

f. School readiness in the aspect of acceptance of new learners

School readiness in the aspect of acceptance of new learners can be concluded already has a very good readiness. The school understands the PPDB system for PJJ program. Schools implement PPDB in accordance with the system provided. The school ensures the accuracy of field selection and

programming skills with the work it does. The school directs new learners in choosing field organizers and programming skills and socializing related to the requirements and acceptance of new learners.

ICT infrastructure owned by schools is generally sufficient to implement online learning. But there are still some aspects that can be improved for the implementation of the ideal PJJ system. Among the schools are still uneven in access to ICT infrastructure capable of supporting online learning for all PJJ program participants. One of them is the unavailability of internet connection in all places of learning activity evenly. Because not all schools have more than 15 units of computers as a minimum requirement with good condition and entirely connected internet. In fact, some schools do not even have access to proper laboratory facilities and infrastructure.

These conditions make schools unable to guarantee the implementation of tutorials online and offline. Schools are also unable to guarantee the availability of digital teaching materials on LMS, practical and instructional execution on the learning and offline. The adequacy of ICT-owned infrastructure has not been equally distributed to implement online learning. So that

certainly some schools do not have the availability of tutorial support facilities at TKB.

6. CONCLUSIONS AND SUGGESTIONS

6.1 CONCLUSIONS

In general, the readiness of the implementation of Distance Education Program (PJJ) has a very good readiness. Both teachers and students in SMA and SMK in West Java Province are ready to implement distance education program. The Provincial Education Office has prepared various programs to support the implementation of the distance education system. Although it can still be upgraded to get more ideal conditions, in general, PJJ's supporting infrastructure is in good condition ready to implement PJJ program.

Specifically, the conclusions on each component are as follows.

a. Readiness High School Teachers and SMK in West Java in the implementation of Distance Education Program (PJJ) has been very good. The readiness of high school / high school teachers in the implementation of PJJ on the understanding of the concept of PJJ is very good. Aspects of ICT integration skills in learning, as well as teacher qualifications and

competencies have also been in excellent condition. While the readiness of high school / vocational teachers in the implementation of PJJ on the technical aspects of distance learning has been in good condition.

b. Readiness High school students and SMK in West Java in the implementation of Distance Education Program (PJJ) is good. In aspect of mechanism & system of implementation of PJJ and readiness of student in learning have been considered in very good level. Only on the aspect of availability of facilities required students need improvement in order to balance with other aspects because it only achieves predicate to be good enough.

c. The readiness of West Java Provincial Education Office in the implementation of Distance Education Program (PJJ) has been very good this can be seen from various efforts that have been done in seeking the preparation of PJJ in West Java Province. Disdik Jabar has a good understanding of its functional duties on the Open Middle School Program (SMTJJ). Preparation of Implementation Guidelines PJJ SMA / SMK has also been done by the Education Office of West Java Province. The socialization process of PJJ Program has started to be done through coordination

activities and trainings. School mapping for the analysis of the current condition (existing) to the areas that will be the priority of the PJJ program is done to support the implementation of the PJJ program. At the same time, the Special Team of PJJ SMA / SMK is formed, which includes the internal team from Disdik and collaborate with external elements consisting of the school and academia in the university. The preparation of financing and infrastructure provision in the regions is realized by allocating financing for the PJJ program continuously (multi years) projected for the provision of facilities, capacity building of human resources managers and parties involved directly in the learning process, as well as the provision of equipment such as procurement of computers and others.

d. Readiness Infrastructure and supporting facilities required High School and Vocational High School students in the implementation of Distance Education Program (PJJ), at high school readiness level Infrastructure and supporting facilities required SMA and SMK students in West Java in the implementation of Distance Education Program (PJJ) has been very good. Schools have a good understanding of the PJJ program. Aspects of the necessary facilities and infrastructure, capacity

building of educators and educational staff to reach a very good level. PJJ learning aspects, the implementation of tutorials on TKB, and aspects of acceptance of new learners are also very well calculated. In some sub aspects still have an opportunity for improvement because it is in sufficient condition or even less.

6.2 Suggestions

After conducting this research, several suggestions were prepared as an improvement of preparation of PJJ program in West Java Province. To further achieve the follow-up process of the advice given, the delivery of advice is given to SEAMOLEC, the Education Office, and the School.

a. For SEAMOLEC
   - Collaborate with the education office to conduct training related to the implementation of PJJ to teachers in the region. As well as for socialization also for the improvement of competence and open the insight for teachers.
   - It is best to create a variety of PJJ socialization content in order to more easily reach multiple communication channels (multi-platform) in the teacher and student communities.
   - Open collaborative taps with the education office or ministry of education as the above party to

cooperate with internet service providers to support the implementation of PJJ.

- SEAMOLEC can continue to develop systems and teaching materials to be more easily accepted and used by users, both teachers and students. Including the provision of access to these teaching materials.
- It would be good if SEAOMLEC is able to also provide customized channels that have been inventoried as external supplements both as companion content and additional knowledge that can be used in the implementation of PJJ systems.

b. For the Education Office
    - The education office can increase the penetration of the PJJ system to schools by providing technical guidance related to the PJJ organizing system to the school or the teacher community directly.
    - Assisting target schools in implementing PJJ systems both in administrative management and in providing technical assistance related to established PJJ systems.
    - School mapping that has been done is sharpened and deepened to the data and supporting aspects of the PJJ program such as the identification of school needs related to the implementation of the PJJ program and making alternative solutions to its solution.
c. For School

- School is expected to provide understanding for students related to PJJ system
- Have an inventory related to the facilities owned that can support the implementation of PJJ
- Create a peer tutor system to accelerate teacher understanding and socialization related to PJJ system to be held.

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