

Implementation of the Teaching Factory Learning Model to Improve Student Competencies in Entrepreneurship Subjects at SMKN 1 Bagor, Nganjuk Regency

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ABSTRACT

This study aims to determine (1) the implementation of the teaching factory learning program, (2) describe the implementation of the teaching factory learning model in improving students in entrepreneurship subjects. Teaching factory learning aims to train students to become entrepreneurs. Teaching factory is implemented by setting up a business unit or company at school. The method used in this research is descriptive qualitative method. The data collection techniques used are documentation, interviews and questionnaires. Data validity uses credibility test criteria, transferability, dependability, and confirmability criteria. The data analysis technique used is the Miles and Huberman model, namely data reduction (Data Reduction), data presentation (Data Display), and conclusion drawing / verification. The results of this study can be obtained that: 1) the implementation of teaching factory learning is in accordance with the concepts and elements, equipment and equipment have been fulfilled, the marketing aspect has not been maximized, 2) teaching factory learning to improve student competence in entrepreneurship subjects. The goal is to train and facilitate

students to maximize their talents and interests.

The principles make students independent by instilling an entrepreneurial mentality, and 3) students have motivation to move forward, creativity, commitment innovation and honesty, The level of tendency of the entrepreneurial spirit of students is included in the high category. the implementation of the teaching factory learning model in improving student competence in entrepreneurship subjects includes 3 components, namely: (1) Product, (2) Block Schedule, (3) Job Sheet. The results of the Implementation of the Teaching Factory Learning Model are: the practical learning process is carried out based on real work procedures (real job), teaching factory learning is done by learning by doing, teaching factory learning activities produce learning that takes place centered on students (student active learning).

Keywords: teaching factory learning model, student entrepreneurial competence

INTRODUCTION

Presidential Instruction No. 9/2016 on the Revitalization of Vocational Schools to improve the quality of Indonesian Human Resources, one of the mandates is the need for comprehensive revitalization of

vocational schools to produce vocational graduates who are competent, competitive and ready to face the challenges and dynamics of national and global development. The Ministry of Education, Culture and Research has and will continue to pursue efforts to revitalize and transform vocational education, which today focuses on strengthening soft skills, character, and the values of the Pancasila student profile in line with the national human resource development plan.

In Vocational High Schools (SMK), Entrepreneurship lessons are integrated with Productive subjects (Expertise Competencies), which is an internalization of entrepreneurial values into learning. By teaching entrepreneurship subjects, students are expected to be able to improve technical competencies (hard skills) in accordance with the discipline of student expertise that can support a vocational education ecosystem that suits real needs and is able to become a solution, so that the results of awareness and the formation of entrepreneurial character and habituation of entrepreneurial values into students' daily behavior through the ongoing learning process.

Ideally, SMK graduates are middle-level workers who are ready to be used, in the sense that they can work directly in business and industry. Therefore, it is necessary to increase human resources by increasing student competence through entrepreneurship learning so that the entrepreneurial spirit is embedded in vocational students and expands employment opportunities. By instilling an entrepreneurial spirit, it is hoped that in the future students can create their own jobs, and can even expand employment opportunities for the surrounding community.

One of the teaching factories learning models was developed to bridge the large number of unemployed people in SMK due to the lack of practical lessons at school, causing many students to be incompetent in their fields of expertise. With the teaching

factory learning model, it is hoped that there will be an increase in skills and productivity with entrepreneurial values and supported by adequate facilities and infrastructure, thus making SMK able to issue student outputs that have an entrepreneurial spirit, are ready to work, think sharply, have a soul that is able to compete in the outside (global) realm. Teaching factory is a model or practical learning system that is designed and implemented to produce products, both goods and services that are of industrial standard and are beneficial to society. In addition, the teaching factory products that are present must be able to answer the needs of the world of work, which means that before manufacturing there needs to be market research.

SMK Negeri 1 Bagor is a school that has implemented teaching factory learning in an effort to be able to create graduates who are ready for work and entrepreneurship, have high productivity and creativity in accordance with the fields and expertise of each expertise program. The results of interviews conducted with Mrs. Christina Damayanti, S.Pd as Kaproglu Tata Busana and productive teacher of Tata Busana said that the teaching factory at SMK Negeri 1 Bagor, not only produces but designs, markets, and is able to collaborate with the Business World and the Industrial World (DUDI). This collaboration is realized through Field Work Practices (PKL) and bringing in guest teachers from DUDI, PKL in this case is that students are introduced to the real industrial world, such as equipment in the Fashion industry.

The Fashion Cosmetology expertise program at SMK Negeri 1 Bagor is an expertise competency that emphasizes the field of fashion making in the management and implementation of the fashion business and is able to develop a professional attitude in the fashion field. Students are equipped with various skills, knowledge and attitudes to be competent in the fields of: fashion drawing, pattern making, fashion making (men, women and children), and embroidery. For Fashion Management, the

implementation of the teaching factory receives orders for pillowcases (changing patterns, smok, free embroidery, fantasy embroidery, applications), curtains, sports uniforms, workshop practice uniforms.

The existence of teaching factory learning is expected to train students of SMK Negeri 1 Bagor to become entrepreneurs, with entrepreneurship it is hoped that students can create their own jobs and even jobs for others. However, in reality, the percentage of absorption of graduates of SMK Negeri 1 Bagor, students who are entrepreneurs tends to be small when compared to students who continue to universities and work for companies.

Based on the phenomenon of the above problems, researchers are interested in conducting research with the title "Implementation of the Teaching Factory Learning Model to Improve Student Competencies in Entrepreneurship Subjects at SMKN 1 Bagor".

LITERATURE REVIEW

1. Learning Model

A learning model is a plan or a pattern used as a guide in planning classroom learning or learning in tutorials. Trianto (2013) The learning model refers to the learning approach that will be used, including teaching objectives, stages of learning activities, learning environment, and classroom management. Meanwhile, according to Joyce & Weil in Mulyani Sumantri, et al (1999: 42) the learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve specific learning goals, and has a function as a guide for learning designers and teachers in planning and implementing teaching and learning activities according to Darmadi (2017). Based on some of the descriptions above, it can be concluded that the learning model is a systematic presentation method or technique in organizing learning experiences to achieve specific learning

objectives and serves as a guide for learning designers and teachers in designing and implementing the teaching and learning process.

2. Teaching Factor

Learning using the teaching factory model has now been implemented in various countries, including Indonesia. The application of the teaching factory concept in Indonesia was introduced in 2000 in SMK in a simple form through the development of production units. Then in 2005 the learning concept developed into industry-based SMK. There are at least three basic forms of industrial-based SMK development categories, namely: 1) Development of simple industry-based SMK, 2) Development of developing industry-based SMK and, 3) The development of industry-based SMKs that develop in the form of factories as a place of learning. Then in early 2011, the development of industry-based vocational schools that developed in the form of teaching factories as a place of learning was better known as teaching factories.

3. Competencies

Competence is a basic characteristic of a person that has a causal relationship with reference criteria for effectiveness and / or excellence in a particular job or situation. Meanwhile, according to Hayat, B and Yusuf. S, (2010) defines that ability or competence as a characteristic that stands out for a person and indicates ways of behaving or thinking, in all situations and continues over a long period of time. Furthermore, according to Hall and Jones, competence is a statement that describes the appearance of a certain ability in a rounded manner which is a combination of knowledge and abilities that can be observed and measured.

Competence is a benchmark in determining knowledge of an understanding ability possessed by a person. To determine a person's competence, characteristics are needed

that indicate the level of knowledge they have. This can be seen as a sense of curiosity and attention to something. besides that, it can also be seen that someone who has competence can be seen from his expertise.

4. Entrepreneurship

Entrepreneurship is an attitude, spirit and ability to create something new that is very valuable and useful for himself and others. Entrepreneurship is a mental attitude and spirit that is always active or creative in empowering, creating, working, and being unpretentious and trying to increase income in its business activities. Anwar. M, (2017) the term entrepreneurship comes from the word entrepreneur. The word entrepreneur is a combination of two words that become one, namely the words wira and usaha, wira means hero, male, male nature, officer. Usaha means action, initiative, endeavor, effort or activity by exerting energy, mind or body to achieve a purpose. So, an entrepreneur is a warrior or hero who does something. Entrepreneurship in general is a person who runs a business or company with the possibility of profit or loss. Therefore, entrepreneurs need to have mental readiness, both to deal with loss and big profits. According to Suryana, (2013) suggests that entrepreneurship is a creative and innovative ability that is used as a basis, tips and resources to seek opportunities for success.

MATERIALS & METHODS

1. Approach and Type of Research

The research method used is descriptive research method. This study attempts to describe or describe the current state of the object of research based on the facts that appear or as they are about the implementation of teaching factory learning to improve student competence in Entrepreneurship subjects in class XII SMK Negeri 1 Bagor.

2. Researcher Presence

The presence of researchers in this study is the main element and is considered important because as revealed (Sugiyono, 2013), namely qualitative research the instrument is a person or human instrument, namely the researcher himself. So in this case the researcher acts as a key instrument and at the same time a data collector. As a key instrument or the main key, the presence and involvement of researchers in research is a must in order to obtain maximum data. To get a broader and deeper understanding of the educational social situation under study, the data collection technique is triangulated, namely using various data collection techniques in combination / simultaneously. Data analysis is inductive based on facts found in the field and then constructed into hypotheses or theories. Qualitative methods are used to obtain in-depth data, data that contains meaning.

3. Research Location

This research was conducted at SMK N 1 Bagor, which is located at Jl. Raya Gandu, Ds. Gandu, Kec. bagor, Kab. Nganjuk because the school has implemented a teaching factory program.

4. Research Data Sources

a. Primary data sources

Primary data sources in this study are: Principal, Head of Teaching Factory, Teachers who play a role in the implementation of Teaching Factory, Students of SMK Negeri 1 Bagor, especially class XII of the Fashion Craftsmanship program.

b. Secondary Data Sources

(Moleong, 2016) Secondary data sources are data sources outside of words and actions are the second source. Judging from the data source, additional material derived from written sources is taken from school documents and archives. This is used to complete the required data. Documents or archives obtained are graduation percentage data,

industrial cooperation data, MoU data with DU / DI and documentation related to the research process.

5. Data Collection Technique

Data collection methods are techniques or ways that researchers can use to collect data, and data collection instruments are tools selected and used by researchers in their activities to collect data so that these activities become systematic and easier (Ridwan, 2004).

a. Interview

Interviews were conducted to gather information from the head of the teaching factory, teachers and students involved in the implementation of the teaching factory regarding the implementation of teaching factory learning to improve student competence in entrepreneurship subjects at SMK N 1 Bagor class XII of the Fashion Cosmetology skills program.

b. Documentation.

Documentation was conducted to collect data on the organizational structure of the teaching factory, a list of teaching factory facilities and infrastructure, written job descriptions, products produced, and data archives of students involved in teaching factory. Sources in the documentation are teachers involved in the implementation of the teaching factory.

c. Questionnaire or questionnaire

This questionnaire is in the form of written questions addressed to respondents useful for collecting information from respondents. Questionnaires or questionnaires are used to obtain data and information related to increasing student competence in entrepreneurship subjects for students in class XII of the Fashion Craftsmanship program at SMK Negeri 1 Bagor.

6. Data Analysis Technique

a. Data Reduction

(Sugiyono, 2017) reducing data means summarizing, choosing the main things,

focusing on important things, looking for themes and patterns. Thus the data that has been reduced will provide a clear picture, and make it easier for researchers to carry out further data collection, and search for it when needed.

b. Data Presentation (Data Display)

(Sugiyono, 2017) In qualitative research, data presentation is usually done in the form of brief descriptions or in the form of narrative text, charts, relationships between categories, flowcharts, and so on. By displaying data, it will make it easier to understand what is happening, plan further work based on what has been understood.

RESULT

a. Implementation of the Teaching factory Learning Model in Entrepreneurship Subjects in the Clothing Expertise Competency of SMK Negeri 1 Bagor

Based on the results of data collection in the field, the implementation of the teaching factory learning model at SMK Negeri 1 Bagor Cosmetology expertise program can be as follows:

a. Teaching factory concept

The teaching factory learning program at SMK Negeri 1 Bagor has been implemented for approximately 8 years. In the 6 years of implementing teaching factory learning using the 2013 curriculum and teaching factory learning is carried out at the end of even semesters, namely after class XI students have completed PKL, so that it can be seen how far the development of students after PKL. In the implementation of teaching factory learning, groups are made to determine the extent to which students can work together in teams, but after SMK Negeri 1 Bagor implements the Merdeka Curriculum, the implementation of teaching factory learning is still carried out in class XI but the implementation of PKL is in class XII so that students

have never had practical experience in DU / DI but only practice at school by bringing in guest teachers from DU / DI. Teaching factory is oriented towards making students look towards entrepreneurship so that those responsible are senior teachers or competent teachers. The facilities owned by SMK Negeri 1 Bagor are suitable for implementing teaching factory learning, but the teaching factory is not suitable for teaching factory learning.

The obstacle experienced in the current teaching factory is time. The work time given which must be targeted in a short time is still a major obstacle because students are in the stage of being educated as professionals. In addition, because teaching factory learning is carried out at the end of even semester, it usually coincides with Eid holidays and homecoming periods so it is not conducive.

To meet the objectives to be achieved in the implementation of the teaching factory, the actions planned by the management in the implementation of the teaching factory are to increase supervision during the teaching factory, because with supervision it can be seen the development of students who have carried out PKL and always evaluate after learning.

b. Teaching factory implementation process

In the process of implementing the Teaching factory learning model, it has effectiveness in terms of an innovative learning process by applying the "Role Play" method so that students are better able to understand the teaching factory learning model. The learning process of teaching factory involves students directly if there is an order students can work on it with a block system, one group consists of 4-5 children then divided the task there are those who sew and those who cut and others. The implementation of the teaching factory is carried out by making uniforms when

the new school year will begin. The duration of the work is one month and the work is carried out by class XII students with the experience they have had then for class XI to make sports uniforms.

The learning process of teaching factory involves students directly, namely: Receiving orders, Analyzing orders, Declaring Readiness to work on orders, Working on orders, Evaluating products, Submitting Orders.

c. Implementation of Teaching factory

The thing that needs to be considered in deciding to do business is how to identify market opportunities from the services / products to be produced, and calculate the possible benefits that will be obtained from these business opportunities. an entrepreneur must be able to do several indicators for success in marketing his product, namely entrepreneurship.

b. The Teaching factory Learning Model can improve the competence of students at SMK Negeri 1 Bagor in the Fashion Expertise Competency.

The main components of the teaching factory learning model according to the teaching factory technical guide consist of: Product, Job sheet, Block schedule. The three components are interrelated and inseparable from the planning stage to the implementation stage of the teaching factory learning model. Educational institutions that have just implemented the teaching factory learning model need to pay attention to the sequence/stages that must be implemented so that the implementation of this model takes place as planned. The implementation of the teaching factory learning model in the Cosmetology Expertise Competency, based on the components of the teaching factory learning model, is analyzed as follows.

1. Product

Products (in the form of goods/services) in the teaching factory learning model function as a medium to deliver competencies to students, and are an integral part of the learning process. It should be emphasized that the products produced have a quality that is in accordance with the teaching factory learning model. The stages of product determination consist of identification, analysis of product suitability in accordance with the specified criteria and subsequent determination of teaching factory products.

2. Block Schedule

Schedule in the context of Teaching factory is the arrangement of teaching and learning activities. In vocational secondary education that will apply the Teaching factory learning method, the form of scheduling is different from the learning schedule that exists in public schools. The block schedule is interpreted as an effort to focus on optimizing resources (curriculum, human resources, facilities and infrastructure, and budget) to be more efficient, which is arranged through a rotation system in the implementation of theory and practice activities. Primarily in terms of the use of practical equipment and in the learning process that takes place continuously, the "continuous block schedule" is one of the main elements of the teaching factory learning method.

3. Job Sheet

In the context of teaching factory, Job sheet contains a sequence of materials to deliver the achievement of learner competencies with the final result in the form of products (goods/services). The sequence of material in the job sheet starts from a simple stage to a competent stage. In order to ensure the achievement of competence, each learner must successfully complete the job sheet at least 3 (three) times. Job sheets are designed and implemented based on actual work procedures and standards to produce products (goods/services) in accordance with quality standards Job sheets are prepared with reference to the type of

product that has been determined previously (at the product determination stage). The product is part of the learning process and has linearity and delivers as many relevant competencies as possible.

Job sheets used in teaching factory learning in Cosmetology Expertise Competency include:

a) Job laboratory

Job laboratory is a job sheet made to deliver Learning Outcomes (CP) in each subject according to curriculum demands. This job sheet is a Basic Competency that must emphasize skills to quality so that competencies that meet the demands of the Industrial World and support Job Orders must be repeated up to 3 times so that students are truly competent.

b) Job order

Job orders are job sheets that are made to deliver cross-subject competencies so as to produce products in the form of goods / services / ideas / ideas. Job orders in the competence of Fashion Cosmetology expertise are Hasduk and sports uniforms. Job orders in the implementation of the teaching factory require management to achieve maximum results.

DISCUSSION

1. Implementation of Teaching factory Learning Model in Entrepreneurship Subjects of Fashion Expertise Competency of SMK Negeri 1 Bagor

The implementation of Teaching factory in SMK is by establishing a business unit or company within the school. The implementation of teaching factory in schools is expected to increase the competence of students, so that in the future schools can produce a competent workforce in accordance with their fields. In addition to producing a competent workforce in their fields, teaching factories are expected to foster an entrepreneurial spirit for students, creating their own jobs or by entrepreneurship is a criterion for the success of the teaching factory program.

The purpose of this study is to determine the implementation of the teaching factory learning program at SMK Negeri 1 Bagor Couture Competency, to determine the teaching factory learning based on the production unit at SMK Negeri 1 Bagor Couture Competency, and to determine the implementation of teaching factory learning in increasing the entrepreneurial spirit of students of SMK Negeri 1 Bagor Couture Competency, so that the following discussion is described based on the problem formulation as described in the introductory chapter.

Fashion Expertise Competency at SMK Negeri 1 Bagor has been implementing teaching factory learning for approximately 8 years. Couture Expertise Competency at SMK Negeri 1 Bagor is an expertise competency that emphasizes the field of fashion making in the management and implementation of the fashion business and is able to develop the skills of the fashion industry.

Teaching factory learning is carried out at the beginning of the odd semester, namely before class XII students leave for PKL, while in the previous school year teaching factory learning was carried out after carrying out PKL it happened because SMK Negeri 1 Bagor was designated as a center of excellence school so that PKL was carried out in class XII. The learning process of teaching factory involves students directly, for example, receiving orders, the process of making orders, and marketing them to consumers. The concept of working with a block system is that one group consists of 4-5 children then divided the task.

Learners directly carry out the production process as carried out in the industry; thus, learners carry out a learning process that is situated as it is done in the industrial world. For teaching factory programs that produce products, learners are directly involved in the process of making products. While teaching factory programs with products in the form of services, students are

responsible for the quality-of-service provision. Nurtanto et al (2017:450).

The process of implementing the teaching factory program is by combining business concepts found in the industrial world and the curriculum that is carried out in vocational education in accordance with relevant expertise competencies. The process of implementing teaching factory at SMK Negeri 1 Bagor consists of several stages, including (1) the formation of teaching factory management, (2) the production process, (3) the marketing process or production results, and (4) the evaluation process.

In the management process, what is done is to form a production management organizational structure. SMK Negeri 1 Bagor has formed an organizational structure and job descriptions of teaching factories in the Fashion Expertise Competency. In addition to the formation of organizational structures and job descriptions, another thing that is applied at SMK Negeri 1 Bagor is formulating teaching factory objectives.

The purpose of teaching factory learning at SMK Negeri 1 Bagor is to provide work experience and provide skills to students. Teaching factory at SMK Negeri 1 Bagor aims to make students look towards entrepreneurship so that those responsible are senior teachers or competent teachers. Then to foster the entrepreneurial mentality of students of SMK Negeri 1 Bagor so that in the future they can be independent and open as wide as possible.

Basically, the purpose of Teaching factory is to produce graduates who are professionals in their fields, develop a curriculum that focuses on modern concepts, demonstrate the right solutions to the challenges faced by the industrial world and transfer technology from industries that become partners of students and educational institutions.

The production process applied at SMK Negeri 1 Bagor by organizing and allocating work, authority, and resources in the implementation of the teaching factory by

dividing job desks according to the expertise and experience of each teacher. The process of making products is carried out by dividing students into several groups and there is a person in charge. The person in charge is tasked with checking the work of students and if the person in charge is absent the teacher who does not have teaching hours assists, so that work can be maximized, minimizing errors that occur and product quality is always maintained. Teaching factory learning at SMK Negeri 1 Bagor is certainly inseparable from the obstacles faced. The obstacle experienced by SMK Negeri 1 Bagor is time. The processing time given has a short target and teaching factory learning is carried out at the beginning of the odd semester which is actually less effective because the time is very close to the departure of PKL. To overcome these obstacles, the management increases supervision during the implementation of the teaching factory, the school also asks for help from alumni to provide experience and carry out quality control of students' work.

In terms of the marketing process, the finished products are double-checked by each section and then adjusted to the demand/quality standards and consultant approval. The marketing department sells products according to the agreement that has been mutually agreed upon. Ordered products are adjusted between the quality desired by consumers and the condition of the goods at that time, non-ordered products are marketed in general through the marketing department. Every product sold must be reported to the manager through the administration department.

The marketing process carried out by SMK Negeri 1 Bagor is still limited to relatives of students or relations of teachers, and even then it is still in small numbers. So there is no special strategy in providing product information to the community. Efforts to provide product information to the general public are by word of mouth from customers who are satisfied with the work. SMK Negeri 1 Bagor has not dared to

market the product widely for fear that the essence of teaching and learning will change towards business even though the actual results are many.

In terms of the evaluation process, the stages regarding a simple description of the implementation of the teaching factory carried out at school, namely the teacher who acts as a consultant gives a separate assessment to each section before evaluating it together to then be used as a benchmark for the success of the job / progress of students. This assessment can determine the ability of students to carry out their work.

The results of the research can be obtained information that every implementation of the teaching factory there are teachers who supervise the performance of each student so that the processing time is on schedule and not much raw material is wasted. The evaluation process at SMK Negeri 1 Bagor prioritizes process value by paying attention to assessment indicators. The criteria and benchmarks for success in the implementation of the teaching factory at SMK Negeri 1 Bagor are that students can work well together, can complete the work within the specified time, and the target always increases from before.

Teaching factory is a concept of learning at a real level, for this reason there are several important elements in the teaching factory developed at SMK Negeri 1 Bagor, namely:

1. Competency Standards

The competency standards developed in the teaching factory are the competencies needed in the industrial world. Competency-based teaching in the industry is expected that students can face the demands of the competency needs of the industrial world. These competencies arise from interactions in solving problems in the industry. The competency standards contained in the teaching factory element at SMK Negeri 1 Bagor can be obtained information that the competency standards used cover several aspects including: attitudes, knowledge and skills of students. Then anticipate complaints from customers, so make the

product as much as possible and maintain the products of students' work.

2. Learners

The classification of teaching factory learners is based on the academic quality of interest talent. Learners with balanced quality between academics and talent/interest skills get a large percentage to enter this program. Learners who are lacking in both are recommended to take the easiest part. Students at SMK Negeri 1 Bagor have good academic quality and talent. The academic quality seen in students is that the understanding of the material provided by using the teaching factory is getting better and easier to apply it in practice. The output resulting from the teaching factory learning program is that students are more confident and can make products with good quality and the results are quite satisfying as evidenced by the few complaints from customers.

3. Learning Media

Teaching factory uses production work as a medium for the learning process. Production work can be in the form of industrial orders or standard products. This product must first be understood by the instructor as a medium for competency development through product functions, dimensions, tolerances, and completion time.

The learning media used in the implementation of the teaching factory at SMK Negeri 1 Bagor uses production work including LCD projectors and social media to provide initial direction with videos at the beginning of learning so that they are directed first, then with fabric cutting machines, sewing machines and embroidery machines. In addition, SMK Negeri 1 Bagor provides each department with one technician.

4. Equipment and Supplies

The equipment and equipment owned by SMK Negeri 1 Bagor have met the criteria in the equipment and equipment. In general, things that need to be considered include (1) optimal maintenance of equipment and equipment, (2) investment, (3) use it to facilitate the development of learner

competencies along with completing "production" work at the best quality level, (4) and replace when the equipment and equipment are no longer effective for the speed and accuracy of the production process.

2. Learning Models that can Improve Student Competencies at SMK Negeri 1 Bagor in the Clothing Expertise Competency.

Teaching factory SMK Negeri 1 Bagor receives complete practical equipment according to the needs of the skill competencies so that students can carry out practical learning resembling row models in industry so that the competencies mastered are in accordance with the demands of DU / DI. 5R activities (Ringkas, Rapi, Resik, Rawat and Rajin) which are adaptations of the 5S program (Seiri, Seiton, Selso, Seiketsu and Shitsuke) are methods of structuring and maintaining intensive work areas used by management in an effort to maintain order, efficiency and discipline at the work site while improving overall workplace performance) are always carried out regularly by each competency expertise. As well as productive teachers have received competency training to obtain KKNI level 4 certificates from BNSP, internships in industry and peer tutorials in carrying out practical learning so that mastery of teacher psychomotor competence increases. The equipment and the number of laboratories are adequate so that they are able to provide practical learning for 4 to 5 fashion classes every week.

The implementation of the teaching factory learning model at SMK N 1 Bagor implements a production-based skill learning process that produces goods and services according to market and consumer demands based on real working procedures and standards. The results of the above research are in accordance with the opinion of Agung Kuswantoro (2014: 22) which states that teaching factory is a concept of learning in a real atmosphere, so as to bridge the competency gap between

industry needs and school knowledge. teaching factory is business and production-oriented learning. The process of implementing the teaching factory program is by combining the concepts of business and vocational education in accordance with relevant expertise competencies, for example in the fashion craftsmanship study program through the activities of making and selling clothes done by students. Innovative learning technologies and productive practices are the concept of education methods that are oriented towards the management of students in learning to be in line with the needs of the industrial world.

The implementation of the teaching factory learning model in the Cosmetology Expertise Competency, based on the components of the teaching factory learning model, is analyzed as follows:

1. Product

Products (in the form of goods/services) in the teaching factory learning model function as a medium to deliver competencies to students, and are an integral part of the learning process. It should be emphasized that the products produced have quality in accordance with standards (e.g. SNI, ISO, industry standards, professional standards, etc.). The product determination stage consists of identification, analysis of product suitability in accordance with the specified criteria and then determination of teaching factory products. The teaching factory implementation team of SMK Negeri 1 Bagor identifies products and conducts mapping for the internal needs of SMK Negeri 1 Bagor and external needs (what products have market opportunities and can be produced through teaching factory learning). Based on the mapping of potential internal and external products that can be produced through teaching factory learning are school attributes and sports uniforms, accessories, and serving several consumer requests.

2. Block Schedule

Schedule in the context of teaching factory is the arrangement of teaching and learning

activities. In vocational secondary education that will implement the teaching factory learning method, the form of scheduling is different from the learning schedule in public schools. The Directorate of Vocational Development (2017: 28) states that the block schedule in the context of the teaching factory learning model is a teaching and learning activity arrangement that is structured in such a way as to allow students to have optimal learning and mentoring time when studying a particular competency, the block schedule regulates the rotation system of theoretical and practical learning activities, especially in terms of using practical learning facilities. In teaching factory, a form of scheduling called block schedule or block scheduling system is used.

The block schedule in the context of the teaching factory learning model is an arrangement of teaching and learning activities arranged in such a way as to allow students to have optimal learning and mentoring time when learning a particular competency. Optimal in the sense that each learner has one tool and practice is carried out continuously within a certain period of time depending on the competence of the expertise being studied, for example, practice for 1-2 weeks continuously. The block schedule regulates the rotation system of theoretical and practical learning activities, especially in terms of the use of practical learning facilities.

3. Job sheet

In general, job sheets are stages of activities that assist students in carrying out work performance. In the context of teaching factory, Job sheet contains a sequence of materials to deliver the achievement of learner competencies with the final result in the form of products (goods/services). Kemendikbud (2017:24) The sequence of material in the job sheet starts from a simple stage to a competent stage. In order to ensure the achievement of competence, each learner must successfully complete the job sheet at least 3 (three) times. Job sheets are designed and implemented based on actual

work procedures and standards to produce products (goods/services) in accordance with quality standards. Job sheets are prepared with reference to the type of product that has been determined previously (at the product determination stage). The product is part of the learning process and has linearity and delivers as many relevant competencies as possible. kemendikbud (2017:24).

Job sheets used in teaching factory learning in the Cosmetology Expertise Competency include Job laboratory, Job order, Project Work, and Project Work. The implementation of teaching factory requires management to achieve maximum results. The implementation of the teaching factory learning model at SMK N 1 Bagor involves all stakeholders in the school. The person in charge of teaching factory activities at SMK N 1 Bagor is the principal, supported by the teaching factory implementation team, which consists of the Vice Principal for Curriculum, Vice Principal for Public Relations, Vice Principal for Facilities and Infrastructure, Head of Expertise Competencies and Teachers. One of the teaching factory team members is designated as the coordinator (Manager), namely the Head of the Production Unit / Head of the teaching factory.

CONCLUSION

The general conclusion of this research is entitled Implementation of the Teaching factory Learning Model to Improve Student Competence in Entrepreneurship Subjects at SMK Negeri 1 Bagor. Researchers after conducting research and discussion can conclude as follows:

1. The implementation of teaching factory learning at SMK Negeri 1 Bagor Cosmetology Expertise Program has been carried out in accordance with standard rules and in the use of Modules, the implementation involves students directly. SMK Negeri 1 Bagor has collaborated with several Business Worlds and the Industrial World. The application of the teaching factory aims

to provide work experience and provide skills to students. The production process is carried out with a task division system. The marketing process is not yet optimal because there is no specific strategy for marketing products. The evaluation process has been carried out on an ongoing basis. The output obtained is that students are more confident and have an entrepreneurial spirit. The learning media used in the implementation of the teaching factory is in accordance with operational standards. The equipment and tools owned by SMK Negeri 1 Bagor are adequate and well utilized, and the condition is maintained.

2. Teaching factory learning in improving student competence in entrepreneurship subjects according to the sub-indicators of motivation to progress, creativity and innovation, and commitment has a fairly high percentage which illustrates an increase in the spirit of entrepreneurship.
3. Implementation of the Teaching factory Learning Model to Improve Student Competencies in Entrepreneurship Subjects at SMK Negeri 1 Bagor was analyzed:
 - a. Product: Products (in the form of goods / services) in the teaching factory learning model function as a medium to deliver competencies to students, and are an integral part of the learning process.
 - b. Block Schedule: Block schedule is interpreted as an effort to focus on optimizing resources (curriculum, human resources, facilities and infrastructure, and budget) to be more efficient, which is regulated through a rotation system in the implementation of theory and practice activities.
 - c. Job sheet: contains a sequence of materials to deliver the achievement of learner competencies with the final result in the form of products (goods / services).
4. Implementation of the teaching factory learning model to improve student

competence in entrepreneurship subjects at SMK Negeri 1 Bagor, namely the practical learning process is carried out based on real work procedures (real job), both in terms of production of goods and services, teaching factory learning activities produce learning that takes place centered on students (student active learning), Through teaching factory learning, teachers can train students to learn independently (individual learning) and be able to work together, Teaching factory learning is carried out by learning by doing, namely students are not only overwhelmed with the provision of material in theory but also through direct practice.

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