

Teaching Factory as a Competency-Based Learning Program for Vocational High School

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Abstract. Salafiyah Vocational School, in Margoyoso, Pati is one of the vocational schools in the Pati Regency, Central Java Province, that has implemented a teaching factory program as part of the learning process to improve student competencies according to skill competencies. This study examines the Optimization of Teaching Factory Clothing for School Uniform Products and Creative Batik Products from the Industry Partnership at SMK Salafiyah Pati. The study used a qualitative approach with interviews, observations and documentation studies at SMK Salafiyah Pati, a fashion expertise program. Meanwhile, the analysis technique uses the SWOT analysis technique and the Boston Consulting Group (BCG) Matrix analysis technique. The study results showed that the policies to be implemented by schools include six programs. The programs were firstly organizing the school's organizational structure, increasing teacher competence through competency assessor training, and improving the quality of practical learning. Secondly, enhancing the entrepreneurship of teachers and students with teaching factories, increasing collaboration with related industries, and establishing standards of clothing production. Thirdly, implement adiwiyata programs, fun school programs, and semi-boarding school programs. Fourthly, implement a teaching factory, collaborate with industry for the teaching factory program, renovate teaching factory outlets; and fifthly, develop graduate quality improvement programs, implement teacher apprenticeship programs, and implement student competency test programs. Finally, implement a standardized pilot program for teaching factories. Meanwhile, the functional aspects in the implementation of the School Development Program consist of HR aspects, operational/production aspects, and marketing aspects.

Keywords: Teaching Factory, Creative Batik Products, Vocational High School.

1 Introduction

Salafiyah Vocational High School in Kajen Village, Margoyoso District, Pati Regency, is located in an area of the educational centres of Islamic boarding schools in Pati Regency, Indonesia.

The existence of the Salafiyah Vocational High School in this Islamic boarding school is very strategic. One of the problems faced by Indonesia is the lack of human resources with specific skills/expertise who are ready to become skilled workers.

Teaching factory learning will help students improve their competence to align with what is needed by the industrial world. In addition to developing competence, learning through the teaching factory will stimulate the growth of character and a work ethic of discipline, responsibility, honesty, cooperation, leadership and other characteristics according to what is needed by the industry. The teaching factory program is a breakthrough for the world of education in Indonesia. Intending to create competent and ready-to-work vocational graduates according to the demands of the world of work, work-based learning is one solution.

The absorption of graduates is a benchmark for the quality of vocational education. Salafiyah Vocational High School, Margoyoso, Pati, so that in the learning process at school, developing strategies to improve student competence, of course as expected by industry partners who need labour from our students. In addition, fostering an entrepreneurial spirit is also a separate focus when compiling a program of learning activities, especially the use of teaching factories to increase the absorption of graduates in the world of work.

The teaching factory program at SMK SALAFIYAH, Margoyoso, Pati was started in 2020, but the beginning took place about 4-5 years before with a Business Center scale and simple equipment. Class XI students have begun to be trained to process the entrepreneurial spirit by offering their respective expertise competencies. Each student is required to produce a business portrait according to skill competency. Class XI students from the Competency of Dressing/Clothing Expertise must realize business opportunities, whether ordering sewing from the community, school uniforms, office uniforms, factories, and others around the school and/or at the place of residence of each student.

Studies on teaching factories have been conducted. The teaching factory model can be used to improve students' cognitive, affective, and psychomotor competencies by providing practical conditioning carried out by students to offer good-quality outputs [1]. The study states that teaching factories can increase students' competence. The facts showed that vocational graduates lacked competence and were not recognized by the industrial world. The Ministry of National Education confirmed this situation, stating that fifty percent of the total nine hundred thousand students who graduate from Vocational High Schools are recruited annually by the industrial world. Different from around one hundred thousand students continuing their education to college and the remaining forty percent of students are recorded as not having found a job and not continuing their education. The learning process carried out in schools is one of the causes of the low competence possessed by students [2].

The results of research conducted by Slamet in 2013, show the current condition of SMK shows that SMK graduates have yet to produce skilled human resources and have creative, innovative, flexible (easily adapt), technology literate, skilled, and have multiple intelligences [3]. Central

Bureau of Statistics data (BPS) as of February 2017 shows that the highest number of SMK graduates are unemployed, reaching 10 percent of the 7.01 million people who are unemployed [4]. This is unfortunate, considering that SMK graduates are prepared to work and become entrepreneurs, but empirical data shows differently. On the other hand, SMK graduates are mostly unemployed. This happens because SMK graduates need to be equipped with the competencies required in business or industry and have not been able to create self-employed. One way to overcome these problems is with a policy program called Teaching Factory

Other research states that Vocational Schools can apply factory-based teaching to achieve the goal of increasing student competence, starting from making learning implementation plans by the method used must be able to encourage students to be more active in participating in learning. After carrying out the learning process, it needs to be evaluated, including attitude assessment [5]. As for the effective management of teaching factories in vocational schools, efforts can be made to increase collaboration between vocational schools and the industrial world to increase vocational graduates [6]. Teaching factory is effective in improving students' production competence [7]. A teaching factory management was developed covering planning, organizing, implementing, and evaluating. The teaching factory is integrated with the production unit to implement student practice [8]. The application of the teaching factory must also be carried out optimally using more collaboration to produce students who are competent in their fields [9].

Based on the description, teaching factories must be implemented to improve student competence. This study examines strategies to optimize the Teaching Factory Clothing at SMK Salafiyah, Margoyoso, Pati in Producing School Uniforms and strengthening School Creative Batik Production by a relationship to the industry partnership.

2 Literature Review

2.1 Vocational High School Revitalization Program

Through Presidential Instruction Number 9 of 2016 concerning Vocational High School Revitalization, President Joko Widodo gave instructions to 12 ministers, 34 governors, and the head of BNSP to immediately take steps to revitalize vocational education in accordance with their respective duties, functions, and authorities to increase human resources in Indonesia. The participation of Vocational Schools in the context of creating superior human resources in every field and having competitiveness in accordance with the mandate in Presidential Instruction No. 9 of 2016. The Directorate of Vocational Development has established five revitalization areas consisting of curriculum, teachers, and education staff, in collaboration with the Business World, and work, certification, and accreditation, as well as infrastructure and institutions.

Revitalization will be effective if it starts from an effective and efficient increase in human resources based on industry. The school administration system is based on a management information system to create information disclosure and interrelationships between curriculum lines, student lines, public relations lines, administration lines, and the industrial world. Industrial classes were also formed to achieve Link and (Super) Match. The skills possessed are developed in accordance with local wisdom through collaboration with universities (Research Institutes)

to create applied technology. Techno-applied will produce added value that will grow the technopreneurship. Technopreneurship is carried out to reduce unemployment for SMK graduates in the hope of increasing welfare. The government's concrete steps through the Ministry of Education and Culture of the Republic of Indonesia have been manifested in its organizational structure, where the position of SMK is under the Directorate of Vocational Education, separate from senior high schools.

2.2 Teaching Factory

The concept of the teaching factory is to combine practical learning and work environments and create relevant learning experiences. "The teaching factory concept is an approach that combines the learning and working environment from which realistic and relevant learning experiences arise" [10].

Lamancusa et al. revealed that the teaching factory concept was found for three reasons, namely: (1) ordinary learning is not enough, (2) student benefits are obtained from direct practical experience, and (3) team-based learning experience involving students, teaching staff and industrial participation enrich the educational process and provide tangible benefits for all parties [11]. The teaching factory learning paradigm is based on its goal of effectively integrating educational, research and innovation activities into a single concept involving academia. Teaching factory learning focuses on integrating academics through approaches to curriculum, teaching/training.

The teaching factory process can instill an entrepreneurial spirit in students. Through the teaching factory process, it produces goods and services with added value with quality that can be absorbed and accepted by the community. According to Moerdiyanto (2009), what needs to be considered in producing goods and services include: (1) what products are required in the market? (2) why is the product purchased? (3) Who is the buyer? (4) what is the buying process? (5) how is the quality and appearance of the product? (6) what is the model? (7) what is the brand? How are the service and warranty?

As a simple concept, the teaching factory is developing a dual system of education, namely Competence-Based Training (CBT), and Production Based Education and Training (PBET), which SMK carries out. This is adjusted to the statement submitted by Triatmoko, that SMK still has difficulty implementing production-based education. Therefore, the term teaching factory was introduced, which requires schools to have a place for students to carry out practical learning designed in such a way that it resembles a work environment.

The teaching factory is a combination of competency-based learning approaches and production-based learning. The teaching and learning process is carried out like in the real world of work by holding production activities or services in the school environment [12]. The goods or services produced have quality so that they are worthy of sale and can be accepted by the community or consumers.

Factory teaching is learning that integrates training-oriented applications with a problem-solving approach through a practical process [13]. This understanding provides an understanding that a teaching factory is learning through a helpful activity in which it is a business or moves to solve problems. Problems become a source of learning material where the problem-solving

path becomes learning for students, and the competencies in it can be absorbed directly from practical training activities in the workplace.

3 Research Methodology

The study used a qualitative approach with interviews, observations and documentation studies at SMK Salafiyah Pati, a fashion expertise program. The type of research the author uses is research field (Field Research) in which the data is collected based on observing a specific program implementation. This is done by looking for data directly from the location study. The approach that the author uses is the approach phenomenology. It will produce a description of the picture of the situation under study and the meaning contained in the observational data.

This study specifies using descriptive research analysis, namely the holistically presenting data in words and language in a specific context. Meanwhile, the analysis technique used SWOT analysis to determine a strategy formulation based on findings of school strengths, weaknesses, opportunities and threats from an institution. Further, Boston Consulting Group (BCG) Matrix analysis technique was employed to assist the school in considering growth opportunities with long-term strategic planning and reviewing the school product portfolio. In this case, is the teaching factory to make decisions for further implementation.

4 Findings and Discussion

4.1 SWOT Analysis

SWOT analysis is a strategic planning method used to evaluate a project or business speculation's strengths, weaknesses, opportunities, and threats. These four factors comprise the acronym SWOT (strengths, weaknesses, opportunities, and threats).

Table 1. Analysis of Strengths and Weaknesses

Strengths	Weaknesses
<p>The internal strength of the organization concerns situations and conditions, namely the potential it has, such as:</p> <ol style="list-style-type: none"> 1. Have the commitment of the school community to move forward 2. Has 1 Fashion Practice Lab 3. Has 1 TeFa Fashion Lab 4. Creative Batik Products 5. Routine fashion show activities 6. Has 3 computer laboratories 7. 80% of young teachers are creative 8. MoU with 8 Industries 9. Students excel in arts and sports 10. Has an active website 11. Curriculum has been synchronized with Industry 	<ol style="list-style-type: none"> 1. Various internal conditions that are weak or are less conducive to pursuing the organization's vision/mission, such as: 2. The organizational structure is not in accordance with personal competence 3. Discipline of teachers and staff is lacking 4. The TeFa practice workshop is not well organized 5. Total GTT and PTT 40% of total employees 6. Limited funding from 2 sources of the government 7. The absorption of graduates has not been maximized 8. Don't have a teaching factory outlet yet 9. There is no security officer yet 10. Students lack discipline

<ul style="list-style-type: none"> 12. Has 12 theory rooms according to Rumble 13. Has boarding school 14. CCTV in several corners of the school 15. Electric power is very supportive 16. Extracurricular activities such as English club, scouts, nature lovers, PMR, music and traditional arts, dance, futsal and volleyball. 	<ul style="list-style-type: none"> 11. No worship facilities yet 12. Library collection is not complete 13. The amount of practice equipment does not match the number of students
Opportunities	Threats
<ul style="list-style-type: none"> 1. An external factor that is available in the environment that must be utilized by the organization, such as: 2. The existence of KS Capability Training by employment partners 3. There is a teacher competency improvement program from the Ministry of Education and Culture 4. There are RPS and RKB assistance programs from the provincial and central governments 5. There are various kinds of assistance from the Directorate of SMK 6. Public interest is quite high for school 	<p>In the form of external threats that may endanger the organization's:</p> <ul style="list-style-type: none"> 1. There are competitors from nearby SMKs 2. Up-skilling limited teacher training participants 3. School operational funds do not go down according to schedule 4. The requirements are quite high for the fulfillment of industrial standard equipment 5. No public transportation

Tabel 2. TOWS Matrix Strategy

Strategy SO	Strategy WO
1. Organize the school's organizational structure	1. Choose competent HR for the organizational structure
2. Improving teacher competence through competency assessor training	2. Preparing outbound/teacher coaching programs
3. Improving the quality of practical learning	3. Applying for assistance to the government to complete practical workshops
4. Improving entrepreneurship of teachers and students with teaching factory	4. Carry out teaching factory activities to increase teacher welfare
5. Improving cooperation with competent industries. Improving the capability of the dressmaking teaching factory	5. Improving Competency Test collaboration with industry partner
6. Implement teacher internship and student practice programs at Industry	6. Improve the business center program. Apply for practical equipment assistance
	7. Request assistance for teacher and student

7. Maximize the semi boarding school / boarding school program	activities
8. Improving the teaching factory of creative fashion and batik	8. Renovate the teaching factory outlet
9. Implement fun school programs	
10. Increase collaboration with industry for the teaching factory program	
Strategy ST	Strategy WT
1. Develop graduate quality improvement programs	WT Strategy:
2. Implement teacher apprenticeship program	1. Organizing human resources according to their competences. Collaborating with industry for teacher internships and student street vendors
3. Implement student competency test program with industry	2. Applying for equipment assistance, RPS and RKB involving teachers and students in the production unit program
4. Implementing the skill competency production unit program that has not gone well	3. Cooperating with industry to establish an industry-standard TUK
5. Implement an industry-standard TUK Establishment Program	
6. Maximize the delivery of material from industry to schools	

4.2 Boston Consulting Group Analysis

Boston Box and Portfolio Diagram (Portfolio Diagram). The BCG matrix consists of a matrix measuring 2 rows x 2 columns or consisting of 4 cells (4 quadrants). The 4 cells basically represent 4 categories of the company's product portfolio from 2 dimensions of business unit classification, namely Relative Market Share and Market Growth Rate. Stars, Cash Cows, Dogs and Question Marks represent these categories, respectively:

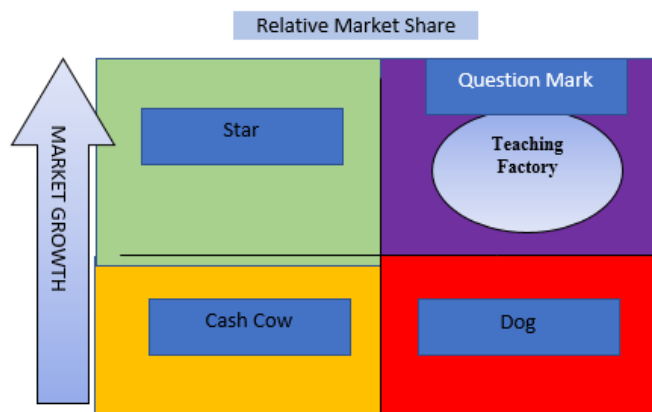


Fig. 1. Batik Teaching Factory in the BCG Matrix Quadrant

In this quadrant, there is a program that will be developed in the Development Proposal (PPS), namely Teaching Factory Competency in Fashion / Clothing Expertise which already has adequate space and equipment and has been active in production by having 1 non-teaching supervisor with contract alum workers 4- 6 students. From the TeFa Clothing activities, schools earn income through TeFa with separate financial books from the school treasury. In addition, the TKJ and RPL Expertise Competencies have been in the process of having a shop outside the school near the highway that sells computer goods and opens computer and network-related services.

The proposed flagship program of SMK SALAFIYAH, Margoyoso, Pati, namely uniform products and creative batik, is analyzed based on the BCG matrix. The programs have the potential for high market or industrial growth and consumers in the future (industrial growth rate increased). Currently, they have yet to be managed well, and development is still needed, marked by the low market share and market share of the two products (low market share). Thus, the proposals for the two programs are in the question mark quadrant.

4.3 TEFA As Program Solution at SMK Salafiah

The main components in implementing TEFA are as follows:

1. Students

This element explains that learning is the main focus of organizing school activities and the focus of learning activities is to build attitudes/behaviors (which is an essential part of the character). For students, attitudes and behavior are essential elements in preparing themselves to enter the industrial world. Therefore, schools need to develop learning that includes hard and soft skills.

2. Teacher

This second element relates to the institution's teacher or instructor function. In this case, the teacher or instructor is the primary resource that becomes a benchmark for students in implementing learning tailored to the needs of the industry. The teacher's example tends to be imitated by students, which affects students' effects. In other words, students will adopt the skill and

competencies of the teachers or instructors in practical learning activities. Therefore, in carrying out their function, the teacher or instructor has a role and is capable of being: (1) Teachers, educators and educators supervisor; (2) Operators, mentors and inspectors; (3) facilitator, initiator and inspiration; and (4) Role models.

3. School Management

School management is an essential element in implementing Teaching Factory [14]. Management acts as a stimulator or driver of institutional performance. The school work evaluation program includes several aspects as follows:

- a. The implementation of the curricular is adjusted, even trying to exceed the learning needs.
- b. Business implementation must be operational in nature, leading to prosperity and re-investment.
- c. School development programs should cover school capacity, development reach, and improvement.

The three main determining elements are the main subjects supporting the successful implementation of the Teaching Factory. In its performance, the three elements follow the provisions of the national curriculum. However, implementing the national curriculum requires alignment with the demands of technological developments in society and the industrial environment.

5 Implementation of the School Development Program-Batik Teaching Factory

The results of observations in the form of interviews conducted with teachers at SMK Salafiah who run the TEFA program found some information that some obstacles were found such as lack of knowledge and competence of productive and business schools, production management and marketing are lacking maximal and have not utilized ICT in the production and learning process. Based on the problems described previously, most SMK graduates are unemployed. This must be prepared so that SMK students have the competence to get a job or become entrepreneurs so that the number of unemployed SMK graduates decreases. One way to overcome this is to run TEFA program in schools, but some obstacles exist when running the TEFA program. The School Development Program will only succeed with implementation, while the functional aspects in the implementation of the School Development Program consist of HR aspects, operational/production aspects and marketing aspects. The explanation is as follows:

Human Resources (HR)

Teaching Factory implementers fully know the legal basis Teaching Factory program, namely Government Regulation Number 29 of 1990 article 29 paragraph 2, namely "For preparing vocational high school students to become workers, at vocational high schools can establish a production unit that operates professionally" and presidential instruction number 9 of 2016 concerning the revitalization of SMK to improve the quality and competitiveness of Indonesian human resources [15]. Then In terms of the objectives and benefits of the Teaching Factory program, the community has a positive view of the program.

Teaching Factory.

The school must form a TeFa Management Team before moving on to other activities. In addition to being a separate human resource, the team in question is also required to recruit operational workers who have a kind of chief worker at TeFa who completes project work that is included in TeFa. To determine how many human resources are needed and how the TeFa Management Team will further regulate the system works, salaries, etc.

Besides that, there are also teachers according to their competency areas, which the Head of the Expertise Program coordinates, both when there are industrial learning practices and when there is additional work-training guidance for students according to a certain level required by the TeFa Management Team. So that when students carry out activities at TeFa, they are expected to feel the atmosphere in an industry. This is possible because the school also has a room and equipment for learning sewing practice, separate from the room and industrial equipment at TeFa.

The recruitment of human resources for workers at TeFa prioritizes the graduates themselves. However, it is possible to receive workers from outside the school's human resources, and they can even use labor from class XI and/or class XII students to hone, test, and increase their skills. So the management of the TeFa Management Team must be able to coordinate with the related expertise program teachers, especially with the Head of the Expertise Program.

Although previously the management of the Teaching Factory (TeFa) SMK CoE / PK program assistance received by the school in 2020 had operated superficially according to ability, since obtaining management knowledge and training guidance by Bina Nusantara University, Jakarta, in 2021, the management has changed. The administration is carried out officially with optimism that the Management and Operations of TeFa Clothing Production at SMK SALAFIYAH Margoyoso Pati will be better in the future, and there will be an acceleration of obtaining more beneficial values. The extra motivation that was most felt by the changes included a change in management, how to explain and improve coordination, especially with industry, a competent partner to the school so that they were included in the learning process, and even the ability to produce goods that could be entrusted to industry, according to the desired industry standards. Inadvertently, we took part in raising the school's innovative batik-making products, which were initially still totally educational in nature towards a product that deserves to be taken more seriously. Of course, the domino effect of changing the mindset of all school stakeholders also experienced an accelerated change toward an entire total Vocational High School.

The human resources in TeFa Clothing at SMK SALAFIYAH Pati are currently not optimal, but they can work on the current production.

Operation and Production Aspect.

Some of the productions that were carried out for 34 days from November 8, 2021 to December 11, 2021 are as follows:

- a. School Uniform Clothing Products: 10 – 20 November 2021 work scheduled for making PAUD school uniforms; 22 - 29 November 2021 for the work of making Islamic boarding school students' uniforms. And November 30 – December 8, 2021, for the work of making student veil uniforms with embroidery from the foundation.
- b. The product of cooperation with industry PT. IDENTIX PRATAMA, Tbk, Semarang continued: 18 – 28 November 2021, the making of student-made batik to be used as the basic material

according to consumer demand, PT. PRIMARY IDENTIX, November 28 – December 7, 2021, cooperation on the manufacture of clothes to be displayed at the Fashion Show competition in the city of Solo

The TeFa Management Team is responsible for the continuity of operational/production activities. This includes the ability to manage TeFa, which requires its own concentration outside the routine activities of tasks and responsibilities in learning. Start looking for workers at TeFa, work projects for the continuation of production activities at TeFa, and establish job project opportunities from industry school partners who have Link and (Super) Match, as well as job project opportunities from the general public who need them. So that this operational/production management requires good, correct, and accountable administration of the report. However, it is also possible to obtain additional income according to the existing financial management capabilities with the knowledge of the principal as the general controller of all activities in the school.

This TeFa operational activity is carried out through several stages after the production site is well organized, followed by the recruitment and formation of TeFa workers and managers as well as strengthening and increasing collaboration with industry, especially products that can be collaborated in addition to enhancing the performance of production capabilities as well as being a learning medium. The completion of the physical construction of the TeFa room, along with the presence of equipment assistance from the Directorate through the procurement, was arranged at the end of 2020. However, since the utilization of TeFa was still not optimal, the school principal formed a TeFa Management Team for Clothing/Clothing at SMK SALAFIYAH, Margoyoso, Pati through a Decree Principal Number: 011/SK/SMK-SLF/VII/2021 dated July 31, 2021. Later, the TeFa Manager will hold a Work Meeting, first of all, of course, preparing human resources who will become workers at TeFa to produce and help assist students who are currently studying and who will learn practice with the knowledge of the Head Teacher of the Expertise Program at the school.

The arrangement of outlet space is essential to attract consumers' attention. The effectiveness of the use of space and the availability of facilities and infrastructure that support the buying and selling process are planned and prepared by the Competency of Clothing/Clothing Expertise, both through the TeFa Manager and the teachers. Positioning based on the type of product being sold makes it easier for consumers to view and choose the products sold in the outlet. The layout planning was carried out on October 4, 2021, and was discussed jointly between the Head of TeFa and the skill competency teachers with the principal and the deputy head of the field.

Infrastructure and Effective Layout

The launching of the Teaching Factory, which was prepared in such a way by the TeFa Team and the Head of the Fashion Design Expertise Program with the Waka, and other teachers under the direction of the principal, began the launching plan, along with preparations for its implementation, through a coherent and clear work plan. The launching of TeFa Clothing SMK SALAFIYAH Margoyoso Pati was carried out on October 10, 2021, attended by the Head of the Regional III Education Office Branch of Central Java Province, Mr. Drs. H. Sunoto, MM and the Management of the Salafiyah Kajen Foundation as the primary supervisor of the school, industry representatives, and teachers, as well as community leaders representing the guardians of students, and others. Marked by the flying of several pairs of white doves, the philosophy of marriage and the strong partnership between the school and industry Link and (Super) Match

can continue to develop so that it can fly and flap its wings to become an industry-standard SMK that has even higher achievements and can produce graduates with character and "Ready to Work". The inauguration of the teaching factory was accompanied by the socialization of the establishment of an industry-standard Independent Competency Test Place (TUK) to improve student competencies so that they can compete in the world of work. The Expertise Competence of Dressing / Clothing already has an Independent TUK, so the competency certification test can be carried out independently by presenting a partner Industry Team.

Marketing Aspect.

Management of the TeFa Management Team must also prepare to promote the TeFa they manage to the general public, in addition, to continue strengthening the relationship with industry, a school partner who has Link and (Super) Match, so that production activities can be maintained and continue to increase TeFa's business. This will positively impact the school's development, although there are also negative impacts. The utilization of marketing and/or digitization is very effective, although the door-to-door promotion is still very much needed. The TeFa Management Team must be good at making the most of the available time. At the same time, it is essential to do it professionally without having to leave their duties and obligations as a teacher. The school principal has a strategic role in providing input and scrutinizing the existence of TeFa to advance learning in schools and, at the same time, strengthen the industry network for the advancement of the management of its vocational education institutions. On the other hand, the public's trust to take advantage of the existence of TeFa as a service to the needs of the community itself is, at the same time, an opportunity for indirectly promoting the readiness of schools to accept and educate their children. This activity, in general, was also considered as a management evaluation of SMK Salafiyah. Evaluation, according to Stufflebem and Shinkfield is a process of providing information that can be used to determine prices and services from the goals achieved, design, implementation and impact to help make decisions, assist accountability and increase understanding of phenomena. The essence of evaluation is the provision of information that can be used as consideration in making decisions [16]. Evaluation is an activity to find something valuable about something in terms of looking for something. It also includes looking for information that is useful in assessing the existence of a program, production, procedure, and alternative strategies proposed to achieve predetermined goals, as mentioned in *Evaluasi Program* by F. Fairuza, 2015.

As mentioned before, media promotion is done physically through brochures distributed to the surrounding community to provide information on new outlets in schools and give discount coupons on the day of the outlet's inauguration according to the existing product stock quota. The marketing activity also took advantage of the recurring annual carnival event in Kami Village. During the event, the school could sell Creative Batik products produced by the school and introduce the students' skill competency. The results are extraordinary, not only gaining profits from trading but also providing students with real business experience.

In addition, by utilizing the marketplace as a means for promotion by TeFa managers and students with the internet, especially by involving teachers and students from the competency skills. The implementation of product promotion was still limited to the school's Instagram media, so further development is needed as a means of online advertising that attracts public attention to school teaching factory products.

The following is the marketing and production implementation success that was successfully carried out by TeFa Clothing SMK SALAFIYAH for 34 days as planned. Of course, it can fulfill the training programs assigned under the guidance of BINUS University. Hopefully, this program will be continuous and become part of learning at our school. Project teaching factory activities: Making school uniforms, Creative batik clothing products, and product innovations with industry-related school partners, namely PT. IDENTIX PRATAMA, Tbk, Semarang, where these products are made at TeFa Fashion/Clothing at SMK SALAFIYAH, Margoyoso, Pati. As mentioned on the previous page, media promotion is done physically through brochures distributed to the surrounding community to provide information on new outlets in schools and discount coupons on the day of the outlet's inauguration according to the existing product stock quota.

Based on TEFA implementation evaluation, it concluded that some teachers lacked experience in implementing the Teaching program Factory, and teacher motivation factors and facilities are one of the causes. However, the teacher's ability to be productive is in accordance with the field of study understood so that the teaching Factory can be implemented. The results show that implementing the Teaching Factory program has very appropriate criteria. Evaluation of the Teaching Factory management process in the production unit at SMK Salafiyah was conducted through an assessment of the teaching's planning, implementation, and supervision, program Factory. Planning, implementation and supervision of the Teaching Factory program are appropriate. Program planning has a Teaching Factory program planning document, although it still needs to be completed. In implementing the program, the teacher plays an active role in mentoring when students carry out Teaching Factory activities. Teaching Factory supervises the products/services implemented involving the school's internal stakeholders. Therefore, the process variables in the program implementation Teaching Factory at SMK Salafiyah have met the satisfactory criteria.

6 Conclusion

Based on micro and macro analysis, SWOT analysis and BCG analysis, it can be concluded and recommended that policies be implemented by schools as follows:

1. Arrange the school's organizational structure, improve teacher competence through competency assessor training and improve the quality of practical learning.
2. Improving the entrepreneurship of teachers and students with teaching factories, increasing collaboration with related industries, and establishing TUK with the standard of Dressing / Clothing.
3. Implement adiwiyata program, carry out fun school programs and implement semi-boarding school programs.
4. Implement a teaching factory, collaborate with the industry for a teaching factory program, and renovate teaching factory outlets.
5. Develop graduate quality improvement programs, and implement teacher apprenticeship programs and student competency tests.

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