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The Urgency of Developing a Teaching Factory for Increasing Financial Independence in Vocational Schools

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Abstract
This article discusses the urgency of developing teaching factories as a strategy to enhance financial independence in Vocational High Schools (SMK). SMK plays a crucial role in producing ready-to-work workforce, yet often faces financial constraints in managing its operations. The teaching factory method offers an innovative solution by integrating practical learning in schools with real-world work experience and financial income. This research employs a qualitative approach with interviews and observation techniques to gather data from several vocational schools that have implemented teaching factories. The re-search findings indicate that teaching factories effectively enhance the financial independence of SMKs through improved learning quality, increased competitiveness of graduates in the job market, and increased revenue through collaboration with industries. In conclusion, the development of teaching factories needs to be integrated into the management strategy of SMKs to enhance financial independence and educational quality.

Keywords: *Teaching factory, financial independence, practical learning, graduate competitiveness.*

Introduction

Vocational education in Indonesia has a very important role in preparing skilled workers to meet the needs of ever-growing industry. Vocational High Schools (SMK) are one of the educational institutions responsible for preparing students with the practical skills and theoretical knowledge need-ed in the world of work. However, despite this strategic role, vocational schools often face challenges in managing their finances, which can impact the quality of education provided and the competitiveness of graduates in the job market. (Safarinah et al., 2022). Therefore, the teaching factory concept emerged as a promising innovative solution to increase the financial independence of vocational schools while improving the quality of education and its relevance to industry needs. (Hutami et al., 2021). Teaching factory is a product (goods/services) based learning model through synergy between schools and industry to produce competent graduates according to industry needs. (Pitoyo et al., 2023).

Gap analysis in this context identifies an urgent need for new approaches that can help voca-tional schools overcome financial constraints and improve the quality of education. However, in the Indonesian context, there is a lack of in-depth research regarding the implementation and impact of teaching factories in the context of vocational education.

This research aims to fill this knowledge gap by analyzing the experiences of several vocational schools in Indonesia that have implemented the teaching factory concept. Through a qualitative approach, this research aims to explore the effectiveness of teaching

factories in increasing financial independence and the quality of education in vocational schools, as well as to identify factors that influence the success of their implementation.

The aim of this research is to provide a better understanding of the potential and challenges of developing teaching factories in the context of vocational education in Indonesia, as well as to pro-vide practical guidance for vocational schools that wish to implement this concept. Thus, it is hoped that this research can make a significant contribution to the renewal of the vocational education system in Indonesia.

Previous research has underscored the importance of innovative development in vocational education, with several studies highlighting the benefits of teaching factories in improving the quality of education and students' skills. However, there is a lack of research that specifically explores the implementation and impact of teaching factories in the context of Indonesian vocational education, especially in the aspect of school independence.

Method

This research uses a qualitative approach with interview and observation techniques to collect data from several vocational schools that have implemented teaching factories. This research is a qualitative-descriptive research carried out in August 2020 – December 2023 in the Center of Excellence (CoE) Vocational School Program at SMK Negeri 1 Cilamaya. The subjects of this research were resource persons in the Vocational School Program. The primary data collection method was obtained in the form of delivering material and visits to vocational school locations to produce re-search data and secondary data in the form of documents, such as documentation of teaching fac-tory activities, good practice activities, and other appropriate documents.

Results

The turnover from teaching factory activities at SMKN 2 Subang – West Java at the end of 2022 is around Rp. 5 M (Ramlis, Head of SMKN 2 Subang). The profits obtained are used to improve the quality of student learning facilities and infrastructure as well as to improve the welfare of school residents. As a result, the educational process in schools has improved. Students learn about the real world of work by acting as industry players equipped with standard equipment. With the income from the teaching factory, the school is more independent in providing education, no longer waiting to disburse aid from the government (BOS, BOPD) which usually arrives late like other schools and financial management is more flexible.

Teaching Factory (TeFa) is a learning model that combines the achievement of school curriculum competencies from the production process according to procedures and standards in the world of work, to produce graduates who are competent and have character through the completion of products as learning media in the form of goods and/or services.

Implementation (TeFa) is carried out in three stages, namely the preparation, implementation and evaluation stages (AR Hartono (Head of SMKN 2 Slawi - Tegal) and Lili S (TeFa Coordinator of SMKN 2 Subang)):

1. In the preparation stage, activities carried out include:
    a. Socialization to relevant stakeholders;
    b. Formation of the TeFa implementation team;
    c. Preparation and approval of learning tool documents, which include the main components of TeFa consisting of: Products, Block Schedules and RPP-Jobsheets;
2. At the implementation stage, activities carried out include:

a. Assistance and strengthening stakeholder understanding;
b. Monitoring and controlling activities.

3. Meanwhile, at the evaluation stage:
   a. Evaluation of TeFa implementation;
   b. Preparation of evaluation results reports as well as recommendations for further strengthening and improvement.

Preparation phase

Socialization

The socialization stage to relevant stakeholders is an important foundation in implementing TeFa. Socialization requires an effective communication approach. In this stage, it is important to use an effective communication approach to convey information about the TeFa concept in a clear and interesting way. Communications should be tailored to different audiences, such as teachers, students, parents and industry, with language appropriate and relevant to each group.

This socialization aims to create a common understanding of the TeFa concept, including its objectives, benefits and implementation process. This involves providing comprehensive information about how TeFa will operate, how students will be involved, and how TeFa will benefit all parties concerned.

Socialization is not only about providing information, but also about building support and active involvement from all relevant parties. Through dialogue and discussion, stakeholders are invited to participate in the process, provide input, and express their needs and expectations for TeFa.

Also at the socialization stage, differences of opinion and perspective will usually emerge from various stakeholders. It is important to have an inclusive approach that allows all views to be heard and considered, thereby achieving stronger collective agreements. Apart from that, the socialization stage is also an opportunity to build collaboration and networks with industry or other work partners. Through open dialogue and mutually beneficial cooperation, stakeholders can work together to achieve common goals in implementing TeFa.

Formation of the Teaching Factory (TeFa) implementation team

The formation of the TeFa Implementation Team is a crucial step in ensuring the successful implementation of this concept in vocational schools. This process involves appointing and establishing a team that will be responsible for all aspects of planning, implementation and evaluation of TeFa activities. This implementation team usually consists of various members who have different roles and responsibilities, but complement each other in ensuring TeFa operations run smoothly and effectively. Implementation team members usually consist of teachers who have expertise and experience in vocational education, school staff responsible for administration and management, as well as representatives from industry or other work partners who can provide valuable input and support in directing TeFa's activities towards relevant to the world of work.

The implementation of the TeFa learning model involves all stakeholders in the school. The person responsible for the activities is the school principal supported by the TeFa implementation team, which consists of the Deputy Principal (Wakasek) for Curriculum, Deputy Principal for Industrial Relations, Deputy Principal for Facilities and Infrastructure, Head of Skills Competency and Educators. One of the TeFa team members is appointed as the coordinator (Manager). (AR Hartono, Principal of SMKN 2 Slawi)

At SMKN 2 Subang, the principal is the head of TeFa. Under him there are 2 officials, namely a technical official and a financial official. The Technical Officer supervises the TeFa coordinator in each department who is held by the head of the expertise concentration who

oversees TeFa activity units which are managed by teachers in one expertise concentration. The financial official is held by the head of the TU who supervises two treasurers, namely the income treasurer and the expenditure treasurer. The income treasurer is tasked with receiving income (profits) from the TeFa coordinator. The expenditure treasurer is tasked with managing expenditure on TeFa activities at the school level, such as maintaining school facilities, procuring equipment, paying remuneration, developing Tefa, opening new TeFa, and so on. With funds from Tefa, equipment repairs can be carried out as soon as possible so that service to students is faster and more flexible.

By having a structured and competent team, SMK can ensure that TeFa can be run well, thereby providing maximum benefits for students in preparing them to enter the world of work. In addition, the implementation team also plays an important role in ensuring that TeFa remains in line with the educational objectives and quality standards set by educational institutions (LSP) and the government. Thus, the formation of the TeFa implementation team is an important first step in the journey to implementing this concept in vocational schools, which can provide a strong foundation for the success and sustainability of the TeFa program in the future.

If the team in the school is not yet solid, cooperation can be strengthened by carrying out activities with the school community in a Basic Officer Training activity. This activity is also used to train new staff who have just joined SMKN 2 Subang. SMKN 2 Subang already has this training institution and is often invited to form teams by other schools.

Preparation and approval of learning device documents

Preparing and approving learning tool documents is an important step in the preparation and implementation of TeFa. This document covers various main components that form the basis for practical learning activities at TeFa. The main components include products, block schedules, and RPP-Jobsheets.

First, product is a description of the product or service that will be produced or served by students at TeFa. This document details the type of product or service to be created, its technical specifications, and the production process. Product selection is based on the needs of society or the partner industry which is adapted to the equipment owned by the school. Apart from that, the product that will be made in the initial stages must first master the technology. For example, in the APHP expertise concentration at SMKN 2 Subang, after analyzing suitability of competencies and other things, it was determined that it would produce tofu. The best tofu is from Cibuntu – Bandung. So the school employs relevant teachers and students to do internships at that place so that it is hoped that the resulting product will be as good as tofu from Cibuntu. But if the product is made for industry, then the industry concerned accompanies the teachers and students at TeFa. Product selection should be emphasized more on products with clear buyers or based on consumer orders.

Second, the block schedule is the scheduling of practical learning activities at TeFa. Block schedules in the context of the TeFa learning model are arrangements for teaching and learning activities that are structured in such a way as to enable students to have optimal learning time and assistance when studying a particular competency. Optimal means that each student has one tool and practice is carried out continuously within a certain period of time depending on the competency of the skill being studied, for example practice for 1-2 weeks continuously. This schedule includes details of the time, place and activities that will be carried out by students during a certain block (AR Hartono, Principal of SMKN 2 Slawi).

The block schedule in the TeFa context is not just about grouping a number of practical subjects together but also emphasizes the efficiency of providing practical tools while still referring to the provisions of 1 student 1 practical tool. By setting appropriate practice

schedules and rotations, the number of practice tools provided is 1/3 of the total number of students, thereby saving investment costs.

For example, in a study group (36 students) it is divided into several small groups consisting of 5-7 students, then it is arranged that several small groups will carry out the same practical activities within a certain period of time and after the entire practical schedule has been fulfilled the group will rotate with other groups to learn other competencies. Thus, in one study group, every week several groups will carry out different practical activities from other groups. Rotations will be arranged in such a way that by the end of the educational calendar each student has learned all the planned competencies.

Third, the job sheet in the teaching factory contains a sequence of materials to deliver competency achievement with the final result being a quality product. The job sheet clearly identifies what competencies must be achieved by students. The job sheet format consists of practice questions, work procedures, assessment rubric and assessment form. The main characteristic of the job sheet in the teaching factory is the assessment method, which prioritizes function, aesthetics (form) and completion time and the assessment is carried out transparently so that each student can know how many marks they got and the reasons.

RPP-Jobsheet is a learning implementation plan that includes details about learning objectives, learning methods that will be used, as well as a jobsheet containing practical steps that must be taken by students in producing products or providing services. This learning tool document is not only a guide for teachers in planning and implementing learning at TeFa, but also a reference for students in completing their practical assignments. Ratification of this document involves a validation and approval process by relevant parties, such as the TeFa implementation team, school staff, and industry partners, to ensure that the document meets the stated objectives and standards. By preparing and ratifying comprehensive and structured learning tool documents, Vocational Schools can ensure that practical learning activities at TeFa can run effectively and produce the desired results in accordance with educational goals and industry needs.

Implementation Stage

Assistance and strengthening stakeholder understanding

At the TeFa implementation stage, mentoring and strengthening stakeholder understanding are very important activities to ensure the success of the program. Stakeholder assistance involves a series of activities to provide support, guidance and better understanding to all parties involved in TeFa.

A continuous outreach process is carried out to strengthen stakeholder understanding of TeFa's objectives, benefits and operational processes. Through regular meetings, seminars or workshops, stakeholders are provided with the latest information about TeFa's progress and achievements as well as the best way to participate in these activities. Special training is held to improve stakeholder skills and understanding regarding certain aspects of TeFa. Teachers and school staff may attend training on practical teaching strategies or program management, while students may attend workshops to improve their technical skills in producing goods or providing services.

An individual coaching approach is taken to provide more personalized support to stakeholders who need it. Teachers and school staff can be provided with coaching regarding curriculum development or classroom management, while students can receive coaching to help them overcome challenges in learning and actively participate in TeFa.

Open communication and ongoing dialogue is maintained with all relevant parties, including teachers, students, parents and industry representatives. This allows them to share their input, concerns, and ideas, and strengthens their sense of ownership and involvement in the program.

By providing effective assistance and strengthening stakeholder understanding, schools can ensure that all parties involved have a strong understanding of TeFa's goals and processes, and feel supported and actively involved in these activities. This not only increases the program's chances of success, but also builds strong relationships between schools, students, industry, and the community as a whole.

Monitoring and controlling activities

At the TeFa implementation stage, monitoring and controlling activities are crucial activities to ensure that the program runs according to plan and achieves the stated goals. Monitoring of activity progress is carried out periodically to monitor the progress of implementing activities at TeFa. This includes monitoring the production of goods or services, student participation, and the involvement of partner industries. By monitoring this progress, schools can identify problems or obstacles that may arise during the implementation process and take the necessary steps to overcome these problems.

Regular evaluation of the results that have been achieved by TeFa, such as the quality of products or services produced, the level of student engagement, and satisfaction of industry partners. This evaluation helps schools evaluate the effectiveness of the program and identify areas that need improvement or improvement. In addition, performance analysis was carried out to analyze TeFa's performance as a whole, including operational efficiency, learning effectiveness, and impact on students and industry. This analysis helps schools understand what is working well and what needs to be improved or improved in the program.

Risk management and handling challenges that arise during the implementation process. This includes identifying potential risks, developing strategies to reduce or overcome those risks, and adjusting plans if necessary. By continuously monitoring and controlling activities, schools can ensure that TeFa runs well and achieves its stated goals. This helps schools to identify problems or obstacles quickly and take the necessary steps to ensure the smooth and successful running of the TaFa program.

Evaluation Stage

Evaluation of the Implementation of Teaching Factory (TeFa)

To find out the achievements of TeFa implementation, routine monitoring and periodic evaluation must be carried out. There are at least seven variables that need to be examined, namely regarding management. Human resources, TeFa components (products, block schedules and RPP-jobsheets), facilities, infrastructure, learning processes and industrial relations. There is an evaluation instrument that can be used, namely using the 7 Parameter Matrix. Furthermore, the most important measuring tool is whether vocational school graduates who have implemented TeFa when entering the business and industrial world generally have better competency and work culture compared to other vocational schools that have not implemented the TeFa learning model.

At the evaluation stage, an evaluation of the implementation of TeFa is carried out to evaluate the extent to which this program has succeeded in achieving the stated objectives and providing the expected benefits. Evaluation is carried out to assess how well the TeFa implementation process has gone. This includes an assessment of TeFa's governance and management, stakeholder involvement, support from schools and industry, as well as obstacles or challenges faced during the implementation process.

An analysis was carried out on the extent to which the objectives set in implementing TeFa had been achieved. This includes an evaluation of the quality of the product or service produced, the level of student involvement in practical activities, the improvement of students' skills and knowledge, and the impact on students' preparation to enter the world of work.

Evaluations were also carried out to measure the benefits obtained from implementing TeFa, both for students, schools and industry. This includes analysis of increasing the competitiveness of graduates in the job market, increasing school income through collaboration with industry, as well as other benefits such as building networks and relationships between schools and industry.

The evaluation results are used to identify improvement points or areas that need to be improved in the future implementation of TeFa. This includes identifying problems or obstacles faced, as well as developing strategies to increase program effectiveness and sustainability.

By systematically evaluating the implementation of TeFa, schools can understand the successes and challenges in implementing this program, as well as identify opportunities to improve performance and obtain benefits in the future. This helps in ensuring that TeFs can continue to contribute positively to students' preparation for entering the world of work and improve the overall quality of vocational education.

Preparation of evaluation results reports as well as recommendations for further strengthening and improvement

At the evaluation stage, preparing a report on evaluation results and recommendations for further strengthening and improvement is an important step in processing evaluation findings into useful information for decision makers. Preparation of Evaluation Results Report: The evaluation team prepares a report that describes the evaluation results comprehensively. This report includes a summary of evaluation findings, from the implementation process to achieving goals, benefits obtained and challenges faced. Data and findings obtained from various evaluation sources, such as surveys, interviews, or observations, are arranged systematically and presented clearly in the report.

The evaluation report identifies key points that highlight successes, problems, or areas that need improvement in TeFa implementation. It includes an in-depth analysis of the evaluation findings, including factors that support or hinder program success, as well as the implications of the findings for TeFa's future goals and strategies.

Based on the evaluation findings, the report also presents concrete and implementable recommendations for further strengthening and improvement. These recommendations include suggestions on actions that can be taken to increase the effectiveness and sustainability of TeFa, such as developing curricula that are more relevant to industry needs, improving training for teachers and students, or improvements in program management and management.

The evaluation results report is presented to stakeholders, such as school management, teaching staff, students and industry partners. Presentations are carried out systematically to explain the evaluation findings and recommendations presented, as well as to encourage discussion and exchange of opinions about the steps that need to be taken next.

By preparing a comprehensive evaluation report and recommendations, schools can make optimal use of the evaluation results to plan and implement improvements needed in implementing TeFa. This helps in ensuring that the program continues to grow and provide maximum benefits for all parties involved.

School Financial Independence

The implementation of the teaching factory (TeFa) has a significant impact on the financial independence of vocational schools. By integrating practical activities in the curriculum, TeFa creates an additional source of income for vocational schools. Products or services produced by students are sold to the market or used by partner industries, which then generate income for the school. This additional income helps SMK to finance school operations, improve facilities, or develop other educational programs.

TeFa also helps SMKs to save operational costs by utilizing internal and external resources more efficiently. By involving industry or work partners in the learning process, Vocational Schools utilize existing facilities, equipment and workforce without having to incur additional costs. In addition, through collaboration with industry, SMKs obtain assistance in the form of equipment, raw materials, or training, which can reduce overall production costs.

TeFa provides a more real and relevant learning experience for students, which can improve the quality of education in vocational schools. Through participation in production activities, students have the opportunity to develop the skills and knowledge needed in the world of work directly. This can increase the competitiveness of graduates in the job market and make a positive contribution to the school's reputation.

By establishing close collaboration with industry or work partners, Vocational Schools can expand their networks and relationships with the world of work. Industry can provide input about the needs and demands of the job market, so that vocational schools can better adapt their curriculum and learning programs. In addition, through this collaboration, industry can become a partner in developing educational programs, providing scholarships, or job placement for vocational school graduates.

Thus, the implementation of TeFa can have a significant positive impact on the financial independence of vocational schools through increasing income, saving operational costs, improving the quality of learning, and increasing industry involvement. This can help vocational schools to become more financially independent and improve their ability to provide quality education to students. Top of Form

An effective relationship between teaching factories (TeFa) can increase the financial independence of vocational schools thereby improving the quality of learning, increasing the competitiveness of graduates in the job market, and increasing income through collaboration with industry.

Effective implementation of teaching factories (TeFa) in vocational schools has a significant impact on school financial independence. Through TeFa, Vocational Schools can create additional sources of income by selling products or services produced by students to industry or the community. Apart from that, collaboration with industry in implementing TeFa can also help SMKs obtain assistance, such as equipment or training, which reduces production costs. This additional income and operational cost savings directly increases the vocational school's financial independence, providing more resources to upgrade facilities or develop other educational programs.

More than just the financial aspect, TeFa also contributes to improving the quality of learning in vocational schools. By involving students in practical activities at TeFa, learning becomes more real and relevant to the world of work. Students have the opportunity to develop practical skills and knowledge in line with industry demands, improving the overall quality of learning. Integrating the curriculum with TeFa activities also allows teaching to be more contextual and engaging for students, which can increase their learning engagement and motivation.

TeFa's effectiveness is also reflected in increasing the competitiveness of graduates in the job market. The practical experience gained through TeFa makes vocational school graduates have skills that suit industry needs. Collaboration with industry allows SMK to adapt its curriculum to job market demands, giving graduates a greater competitive advantage. Vocational school graduates involved in TeFa also have a wider network with industry, helping them in finding work or further education opportunities.

Apart from that, collaboration with industry in TeFa not only increases school income through sales of products or services produced, but also opens up wider collaboration opportunities. Industry can become a partner in developing additional education programs,

providing scholarships, or work placements for graduates, which can also increase vocational school income. Thus, TeFa becomes an effective tool in increasing vocational school financial independence, improving the quality of learning, graduates' competitiveness in the job market, and income through collaboration with industry.

Overall, the implementation of teaching factories (TeFa) in Vocational High Schools (SMK) shows a significant impact in increasing school financial independence, learning quality, graduates' competitiveness in the job market, and income through collaboration with industry. TeFa provides opportunities for vocational schools to create additional sources of income and reduce operational costs through collaboration with industry in the production of goods or services. In addition, the quality of learning at SMK increases with the practical experience students gain through TeFa, which meets industry needs. This also strengthens the competitiveness of graduates in the job market, as they have relevant skills and are valued by industry. Collaboration with industry also opens up opportunities for vocational schools to increase income through product or service sales, as well as various other forms of collaboration. Thus, TeFa is an effective strategy in strengthening vocational school financial independence while improving the quality of education and employment opportunities for students.

Conclusion

In order to understand the impact of effective implementation of the Teaching Factory (TeFa) on vocational school financial independence as well as improving the quality of learning, competitiveness of graduates in the job market, and income through collaboration with industry, the following are the points of conclusion that can be drawn:

1. **Increasing Vocational School Financial Independence:**
    - TeFa provides an opportunity for vocational schools to create additional sources of income through the sale of products or services produced by students.
    - Collaboration with industry in implementing TeFa also helps SMKs obtain assistance, such as equipment or training, which reduces production costs.
2. **Improving Learning Quality:**
    - TeFa enables learning to be more real and relevant to the world of work, by involving students in practical activities that meet industry needs.
    - Curriculum integration with TeFa activities also increases student engagement and learning motivation.
3. **Increasing Graduate Competitiveness in the Job Market:**
    - The practical experience gained through TeFa makes vocational school graduates have skills that suit industry needs, increasing their competitiveness in the job market.
    - Collaboration with industry allows SMK to adapt its curriculum to job market demands, giving graduates a greater competitive advantage.
4. **Increased Revenue through Collaboration with Industry:**
    - TeFa opens up opportunities for vocational schools to increase income through product or service sales, as well as various other forms of collaboration with industry.

Industry can also be a partner in developing additional education programs, providing scholarships, or work placements for graduates, which can also increase vocational school income.

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