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MANAGEMENT OF TEACHING FACTORY PROGRAM IMPLEMENTATION TO INCREASE ABSORPTIONRATELABOR IN THE BUSINESS WORLD AND THE INDUSTRIAL WORLD AT SCHOOL VOCATIONAL SCHOOL (A Case Study at SMKN 1 Pacet Cianjur West Java)

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ABSTRACT

This research is motivated by the weakness of vocational high school graduates who have not been widely absorbed by the business and industrial world in West Java. The general aim of this research is to obtain an overview and analyze the management of implementing the teaching factory program in increasing the employment rate in the business and industrial world at vocational schools. This research specifically aims to describe and analyze: 1) Planning the teaching factory program; 2) Organizing the teaching factory program; 3) Implementation of the teaching factory program; and 4) Supervision of the teaching factory program. This research uses a qualitative approach with a case study. Data collection techniques in this research were carried out through interviews, observation and document study. The results of this research show the following: 1) The planning of the teaching factory program has been planned based on the vocational school teaching factory program planning guidelines; 2) The organization of the teaching factory program has been organized based on the main tasks and functions of the vocational school; 3) The implementation of the teaching factory program is carried out in accordance with the teaching factory guidelines from the Directorate of Vocational Schools, but in the product and service aspects there are still some weaknesses; and 4) Supervision of the teaching factory program was found to have been supervised with reference to the supervision aspects determined by the Vocational School Directorate. The conclusions from this research show that the management of implementing the teaching factory program in Vocational High Schools is able to absorb graduates to work and have competencies in accordance with the demands of the business and the industrial worlds, but it is still found that in several schools this teaching factory program has not been able to be implemented due to limited facilities and infrastructure that demands to have such standards in companies and industries.

Keywords: management, teaching factory, business world and industrial world,

Introduction

Entering the industrial revolution 4.0, every individual is required to be ready to compete in the global era. The demands of today's developments require every country to have quality and productive human resources to realize the nation's economic independence and international market competitiveness, so that the Indonesian nation can progress and rise together with other nations. One effort to realize the Indonesian nation's readiness to compete and be able to produce individuals who are efficient and master various competencies is through the education sector. Education has a basic influence as stated by Elfindri (2011) that education is an important factor in preparing generations to be able to compete through mastering hard skills and soft skills.

Various educational problems ranging from visible and invisible means that the current state of education is not yet fully capable of producing human resources that can answer the challenges of the times. Sunyoto (2012:47) believes that education has a big influence on the development of human resources, therefore the minimum limit for complete education affects human quality standards.

The low quality of human resources produced by education causes the unemployment rate to increase. Referring to data from the Indonesian Ministry of Manpower, it was noted that most Vocational High School graduates were found to be unemployed and had not found a job. The large number of Vocational High School graduates who have not been absorbed shows that learning at Vocational High Schools is not in accordance with company demands.

Based on these conditions, the teaching factory program as a learning model in Vocational High School was created to improve student competence so that graduates have abilities that meet company standards and needs.

Literature Review

1. Teaching Factory Management

Teaching factory management is a learning approach that aims to improve learning and teaching competencies. Teaching Factory designs learning concepts to balance teaching theory with company conditions, so that through Teaching Factory it is hoped that students and graduates will be ready to enter the business and industrial world. Griffin (2006:98) defines management as a process of planning, organizing and coordinating, as well as monitoring resources to achieve

targets (goals) effectively and efficiently. Effective means that goals can be achieved according to planning, while efficiency means that existing tasks are carried out correctly, organized and according to schedule. Based on this understanding, management functions are then grouped into three, including: planning, organizing and controlling.

1. Planning (planning)

Arikunto (1988:87) explains that planning is the process of preparing a series of decisions for taking action to achieve organizational goals. The planning aspects include: 1) what will be done; 2) who did it; 3) when it was done; 4) where it is carried out; 5) how it is done; 6) what is needed to achieve the goal optimally. Planning aims to and 1) as a monitoring standard; 2) knowing when an activity will be implemented and completed; 3) know who is involved, both their qualifications and quantity; 4) obtain systematic activities including costs and quality of work; 5) minimize unproductive activities and save costs, energy and time; 6) provide a comprehensive overview of work activities; 7) harmonize and combine several sub-activities; 8) detecting obstacles that will be encountered; and 9) leads to goal achievement.

2. Implementation (organizing)

Organizing is the activity of identifying and combining the necessary resources into the activities that will be carried out to achieve the set goals. These sources include human power, facilities, tools, and costs that are available or can be provided. Organizing emphasizes the importance of the behavior of people who are given roles and tasks. Regulating the behavior of people who are given roles and tasks can be done by determining the division of work, work relationships, delegation of authority, integration and coordination in the organizational chart. Organization is a tool to achieve goals and a good organization will help realize goals effectively.

3. Supervision (controlling)

Supervision is a process that must be carried out systematically and rationally in accordance with existing guidelines (such as plans, objectives and general organizational instructions). The monitoring process includes pragmatic goal setting activities, setting performance standards, observing activities, making corrections or modifications to all forms of deviation that occur Burhanuddin (1994:45).

Meanwhile, in the process of forming a small production management organizational structure, it will be arranged according to the organizational structure in the factory and the involvement of students who work for a period of one year will be guided by productive teachers who act as

consultants, assessors and facilitators. Part of the work implementation plan includes the readiness of the production space along with supporting equipment and materials, sales/marketing personnel, purchasing personnel, warehouse managers, cashiers and production administration departments and their workers.

Educational institutions always try and work optimally in motivating and responding to the distribution of their alumni, both as workers who fill the scope of work and create their own employment opportunities. The lack of information about job opportunities is an obstacle and a bitter reality that must be accepted by school staff who are located in areas far from stock exchange/business activities. The teaching factory is a positive step offered through government policy to develop an entrepreneurial spirit, with the hope that vocational high school (SMK) graduates will be able to become regional assets and not a regional burden.

2. Teaching Factory

Teaching factories integrate the learning process to produce products and services that are worth selling to produce added value for schools (Directorate of Vocational School Development, 2008). This means that the teaching factory process can instill an entrepreneurial spirit in students. Through the teaching factory process, goods and services are produced that have added value with quality that can be absorbed and accepted by society. According to Moerdiyanto (2009), things that need to be considered in the production of goods and services include: (1) what products are needed in the market, (2) why the product is purchased, (3) who the buyer is, (4) what is the purchasing process, (5)) what is the quality and appearance of the product, (6) what is the model, (7) what is the brand, what is the service and guarantee.

In a simple concept, a teaching factory is a development of a dual system of education, namely Competence Based Training (CBT) and Production Based Education and Training (PBET) implemented by SMK. This is adjusted to the statement made by Triatmoko (2009: 35), that vocational schools still have difficulty implementing production-based education. Therefore, the term teaching factory was coined, which requires schools to have a place for students to carry out practical learning which is designed in such a way that it resembles a work environment. The characteristics of schools that run teaching factories are that 60-70% of the facilities and infrastructure owned by a school are used for production activities, the only business activities carried out are business operations and production, and the income they have is different from the characteristics of schools that carry out school-based education. production where 90% of the

facilities and infrastructure owned are used for production activities, the business processes carried out are complete with business support and the income generated is able to cover operational financing as well as investment Triatmoko (2009: 71).

The implementation of the teaching factory model fully combines learning and work, no longer separating the place where theoretical material is delivered and the place where material is produced (practice). The teaching factory organizational form shows the nature of the company, the teaching staff is a group of professionals in the field of education who are expected to be able to meet the community's needs for products and services in accordance with the vocational school group.

3. Teaching Factory learning

Learning is a translation of the English word "instruction", which consists of two main activities, namely learning (learning) and teaching (teaching) which are then combined into one activity, namely teaching and learning activities which are then popularly known as learning (instruction). Basically, learning is a change in behavior (knowledge, attitudes, skills) as a result of interaction between students and the learning environment Arifin (2014: 180).

Apart from that, the definition of learning according to Majid and Rochman (2015: 54) is that "learning is a process of interaction between students and teachers and learning resources in a learning environment". The learning process needs to be planned, implemented, assessed and monitored so that it is carried out effectively and efficiently. The learning process in each secondary education unit must be interactive, inspiring, fun, challenging and motivating students to participate actively, as well as providing sufficient space for initiative, creativity and independence in accordance with students' interests, talents and physical and psychological development.

On the other hand, Mulyasa (2015: 132) expressed his view that "learning is an activity in which teachers carry out certain roles so that students can learn to achieve the expected educational goals". In another section, Majid and Rochman (2015:55) argue that.

In principle, learning activities are an educational process that provides opportunities for students to develop their potential into abilities that increasingly increase in the attitudes, knowledge and skills needed for life and for society, the nation and contributing to the welfare of human life.

Furthermore, according to Suparman (in Faudi, 2016: 114) says that "learning is a series of activities that are planned in advance by education providers or by teachers and are directed at certain learning outcomes". In this definition, learning is defined as a process of interaction activities between students and the learning environment to achieve learning goals which include changes in behavior (knowledge, attitudes and skills). The learning environment itself includes physical facilities, psychological atmosphere, learning technology, media and methodology.

According to Greiner and Weimann (in Kuswantoro, 2014: 5), there are three types of elementary school models, including simple production schools, developed production schools and developed production schools in the form of factories used as places of learning. From these three models, schools develop in the form of factories as places for learning that fully combine learning and work, no longer separating the place where theory is delivered and the place where material is produced (practice).

The implementation of a teaching factory in vocational schools is by establishing a business unit or company within the school. This business unit produces goods and services that meet quality standards, so that they can be accepted by the public or consumers. Apart from that, it can produce goods and services that have selling value. In this way, vocational schools can develop their potential widely to explore sources of financing as well as being a source of learning for students (Moerwishmadhi in Kuswantoro, 2014: 5).

Methodology

This research applies a qualitative approach focused on the management of implementing the teaching factory program in a Vocational High Schools. The method used in this research is a case study because teaching factory is a new learning approach in Vocational High Schools. This is in line with Creswell (2008:19) who states that case studies are a research strategy for carefully investigating a program, event, activity, process, or group of individuals. Data were collected through observation, interviews and document studies (1) Observation, Observation activities are carried out by visiting the place being studied directly while the process or activity is taking place. The observations carried out were non-participatory observations to obtain an overview of the management of implementing the teaching factory program. During observation, all management stages of implementing the teaching factory program were observed and recorded directly. (2) Interview, interviews were conducted to complete the data obtained through observation,

interviews were conducted to obtain an overview of the implementation of teaching factories in vocational schools. This data was obtained from interviews with resource persons to obtain an overview of the management of implementing the teaching factory program. The interviews conducted in this research were unstructured and open interviews in order to obtain data and information related to the research focus in more depth. (3) Document Study, according to S. Nasution (1996:69) "in qualitative research, documents are used to complate the data related with documents in line to the aim of research". The document which taken to complate the research consist of trecer study, lesson plan and work-field sheet. This documentation study was used to collect data about the implementation of teaching factory management in vocational schools. (4) Data Analysis, Miles & Huberman (2009:19), suggests three stages that must be carried out in analyzing qualitative research data, namely: (1) data reduction; (2) data exposure; and (3) drawing conclusions and verification. Qualitative data analysis was carried out simultaneously with the data collection process, meaning that management activities for implementing the teaching factory program were also carried out during and after data collection. Through the collecting data obtained from observation, interview and document study, those data were interpreted to be the description and analyzing on teaching factory management.

Discussion

After implementing the teaching factory program, vocational schools can experience various changes and positive impacts. The finding shown that the planing of management teaching factory were applied very good which followed to the vocational instructional design by voctional directorate. It was also found very good in the stage of organizing by fulfilled all indicators of organization. In the stage of actuating, it found that teaching factory program was actuated very good as it is line with G. Therry (2019). At last, on the stage of controlling were also found very good by complated all evaluation standar.

The following are some potential changes and conditions that occur after implementing the teaching factory program, such as improving the quality of learning, developing work skills, collaborating with industry, and increasing career and further education opportunities. Through the teaching factory program, currently both schools are experiencing an increase in the quality of learning which is characterized by learning that is more relevant to the company's needs. Students

get a more enjoyable learning experience because the laboratory concept and material development become more authentic.

In producing graduates, schools are producing more graduates who have work skills. This achievement is achieved through a learning system that combines school curriculum concepts with company curriculum. As a form of floating, schools have succeeded in collaborating with companies as a form of implementing floating for process standards and graduate standards.

Based on the entire series above, graduates are competent so that graduates can be absorbed by the business world and the industrial world. This achievement indicates that the teaching factory program has had a positive impact on process standards and graduate standards.

Conclusion

This research aims to describe the management of implementing the teaching factory program, through the management of implementing teaching factory proved that the increase employment rates in the business and industrial worlds in schools has been oriented towards the principles and rules of implementing the teaching factory in vocational schools, although not all schools have been able to implement it due to limited facilities and infrastructure which require them to have standards such as those in companies and industries. Apart from that, through the teaching factory program approach, it has been proven that learning competency has increased. The teaching factory approach has also succeeded in proving that vocational high school graduates can be absorbed by the business world and the industrial world because the competencies possessed by graduates are in line with the needs of the industrial world.

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