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THE EFFECT OF IMPLEMENTING THE TEACHING FACTORY ON INCREASING STUDENT SKILL COMPETENCY WITH LEARNING MOTIVATION AS A MEDIATOR VARIABLE

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ABSTRACT

Teaching Factory learning is a production/service based vocational school learning model that refers to standards and procedures that apply in industry and is carried out in an atmosphere similar to that which occurs in industry. Implementation of the Teaching Factory in Vocational Schools can bridge the competency gap between industry needs and the competencies produced by Vocational Schools. The implementation of the Teaching Factory must also involve the government, regional government and stakeholders in making regulations, planning, implementation and evaluation. In the educational process at vocational schools, DUDI's involvement in the learning process is very important, because technological developments and procedures/production processes/services are very rapid. The implementation of the Teaching Factory in Vocational Schools will encourage the development of mutually beneficial cooperation mechanisms between Vocational Schools and DUDI, so that Vocational Schools will always follow industrial/service developments automatically in technology transfer, managerial, curriculum development, industrial work and others. The research method is a quantitative approach in this research to measure behavior, opinions/attitudes which can answer questions related to how much, often, when, or who. The result is 1. The implementation of the Teaching Factory is included in the moderate or sufficient criteria; learning motivation is included in the medium criteria; and increasing student skill competency is included in the medium criteria. 2. The implementation of the Teaching Factory has a positive effect on increasing student skill competency. This means that the higher the implementation of the Teaching Factory, the greater the increase in student skill competency. 3. Learning motivation mediates the effect of implementing the Teaching Factory on increasing student skill competency. This means that the implementation of the Teaching Factory has a positive effect, both directly and through the mediation of learning motivation, on increasing student skill competency

Keywords: *Teaching Factory, Student Skill Competency, Learning Motivation.*

INTRODUCTION

The government through the Ministry of Education and Culture has made maximum efforts to improve the quality of Human Resources (HR) through various educational programs, instilling an entrepreneurial spirit at every level and level of education required by DU/DI. The Directorate of Vocational High School Development (Directorate of PSMK) participates by trying to improve the work competency and entrepreneurial spirit of vocational school graduates.

Vocational High School (SMK) is a formal education pathway as a form of vocational education unit. Vocational High Schools produce graduates who have competence in their fields of expertise and can be developed and ready to enter the world of work (Irwandi et al., 2022). Subject programs in vocational schools in principle consist of three groups of subject programs, namely normative, adaptive and productive subjects (Sunarto and Supriadi, 2019). Furthermore, in the Vocational School curriculum, it is explained that the objectives of Vocational High School are (1) To prepare students to become productive human beings, able to work independently, to fill job vacancies in the business world and industrial world as mid-level workers in accordance with the competencies in the skills program they have; (2) Preparing students to be able to choose a career that is tenacious and persistent in competence, adapting to the work environment and developing a professional attitude in the field of expertise they are interested in; (3) Equipping students with science, technology and art so that they are able to develop themselves in the future both independently and at a higher level of education; (4) Equip students with competencies that are appropriate to the skills program they choose (Sudiyono et al., 2019). The existence of vocational schools is expected to support economic growth through entrepreneurial activities or work in the business and industrial world, but the facts on the ground show that not all Vocational schools are able to carry out the learning process optimally (Delfiandra et al., 2022). This condition occurs because the conditions for supporting practicum activities are less than optimal and the implementation of learning is less acceptable to students. For this reason, efforts are needed to overcome this situation; one of which is through implementing production-based learning which includes competencies in accordance with the Indonesian National Work Competency Standards (SKKNI) and other competency standards through making a product (goods and/or services) such as making clothes, planting, servicing motorbikes, dancing, and carry out activities in making/working on goods and/or other services.

Goods and/or services in tefa are products that have been analyzed for their competency adequacy, carried out/completed according to standard operational procedures (SOP) in an environment that has been conditioned according to world of work standards, so that students' competence, character and work readiness are developed (Kemendikbudristekdikti, 2023). The increase in the number of graduates produced and the availability of job opportunities is still not balanced, so it is time for vocational schools to rise and maximize their existing potential.

Through Presidential Instruction No. 9 of 2016 concerning the Revitalization of Vocational High Schools (SMK) in improving Indonesia's Human Resources (HR). Formal education or vocational education seeks to change the mindset of vocational school graduates who are not only graduates ready to work but also graduates ready to be entrepreneurial and independent (Fattah et al., 2021). It is felt that the potential development of vocational school graduate students is not optimal because it can be seen from vocational school graduates that there is still low interest in becoming entrepreneurs. From data released by the Central Statistics Agency (BPS) in February 2022, as many as 8.40 million people in Indonesia have become unemployed. The open unemployment rate (TPT) until February 2022 is known to be 10.38 percent of vocational school graduates (Central Statistics Agency, 2022). When viewed based on the highest education completed by the workforce, the TPT in February 2022 has almost the same pattern as February 2021.

Meanwhile, the lowest TPT is in elementary school (SD) and below, namely 3.09 percent. Compared to February 2021, the decline in TPT occurred in all education categories, with the largest decline in the vocational school education category, namely 1.07 percentage points.

The government is developing vocational education in vocational schools with the Teaching Factory learning program with the aim of aligning what is taught in vocational schools with what is needed in the industrial world. Teaching Factory is learning that is oriented towards the Industrial World which is the target of the learning processes and outcomes in Vocational Schools. By learning the Teaching Factory, students can feel the real industrial atmosphere and gain real experience about the world of entrepreneurship. The application of Teaching Factory learning, the atmosphere of the learning process is designed to be like a real industrial atmosphere. Learning from real experience is expected to be much more meaningful and optimal in developing students' potential. Therefore, the Teaching Factory program aims to bring a business/industrial environment into the school environment. Students follow the same learning process as what they would experience in the real world of work. One of the goals to be achieved from the Teaching Factory program is the growth of abilities as an entrepreneur in the school environment (Makhbubah & Rusdarti, 2020).

The implementation of the Teaching Factory in vocational schools is by establishing a business unit or company within the school. (Pratiwi et al., 2019). The business unit or factory produces goods and services that meet quality standards so that they can be accepted by the public or consumers. With production activities that can produce goods and services that have sales value, Vocational Schools can widely develop their potential to explore sources of financing as well as being a source of learning.

Teaching Factory learning is a production/service based vocational school learning model that refers to standards and procedures that apply in industry and is carried out in an atmosphere similar to that which occurs in industry. Implementation of the Teaching Factory in Vocational Schools can bridge the competency gap between

industry needs and the competencies produced by Vocational Schools. The implementation of the Teaching Factory requires the absolute involvement of industry as the relevant party in assessing the quality of educational outcomes in vocational schools. The implementation of the Teaching Factory must also involve the government, regional government and stakeholders in making regulations, planning, implementation and evaluation. In the educational process at vocational schools, DUDI's involvement in the learning process is very important, because technological developments and procedures/production processes/services are very rapid. The implementation of the Teaching Factory in Vocational Schools will encourage the development of mutually beneficial cooperation mechanisms between Vocational Schools and DUDI, so that Vocational Schools will always follow industrial/service developments automatically in technology transfer, managerial, curriculum development, industrial work and others.

In principle, the implementation of the Teaching Factory in Vocational Schools is to adopt the atmosphere, culture, standards and work procedures found in the industry to then be applied in the management and implementation of learning activities in Vocational Schools. In its implementation, Vocational Schools must change and adapt themselves so that all components involved in learning activities will be in the appropriate conditions/circumstances as found in industry. Physically, the condition of the Vocational School, both the building and the environment, is neat, clean and well maintained, orderly, disciplined and well located

The school is equipped with directional signs that make it easier for visitors to get information, thereby showing that the vocational school has implemented culture, standards and procedures such as those found in industry/services. Starting from the explanation above, vocational school graduates are more likely to enter the world of work. Through the provision of science and technology, professional attitudes and vocational competencies, it is hoped that vocational school graduates will not only be able to meet workforce needs in terms of numbers, but what is more important is to have various types of expertise and skills that are relevant to market needs.

One of the vocational schools that implements the Teaching Factory is SMKN 1 Gunung Jati. SMKN 1 Gunung Jati has several concentrations of expertise including creative design and production, modeling design and building information, motorbike engineering and animation. SMKN 1 Gunung Jati was accredited A (Excellent) with a score of 91 which is expected to be able to create graduates who are ready to work and be entrepreneurial, have high productivity in accordance with the field and expertise of each expertise concentration. SMKN 1 Gunung Jati not only produces but provides services, designs, markets, and is able to collaborate with the Business and Industrial World (DUDI). At SMKN 1 Gunung Jati, in the concentration of design and craft production skills which focus on making hand-written batik, they organize a Teaching Factory program which is a production unit. There are three types of business, namely the production unit for hand-written batik making services, the

production unit for stamping batik making services, the production unit for making jumputan batik services. In practice, in production units, students who take part in the internship program are less enthusiastic about participating in industrial practical training, besides that not all graduates can meet the demands of the job market according to their specialization.

Based on an analysis of student needs, the Teaching Factory provides students with the freedom to interact with teachers and practitioners by using information technology. But it still requires teacher supervision and guidance, students have competence, expertise and professionalism as designers, producers and evaluators, the principles of mutual cooperation, cooperation and collaboration. The implementation of the Teaching Factory also produces instructional impacts on cognitive aspects, technical skills, working together and collaborating (collaboration skills), digital literacy and entrepreneurial skills as well as helping students think critically and analytically, independently, communicatively and confidently.

In its application, the implementation of the Teaching Factory has several implications. First, a positive contribution to the development of learning theories and learning models. Second, increasing abilities in the teaching and learning process (PJBM), increasing student learning achievements, skills and expertise in creating and working on projects, having entrepreneurial characteristics and spirit as well as students' abilities seen from the cognitive, affective and psychomotor domains. Third, teachers change the teaching paradigm and provide flexibility for students in the learning process. Fourth, the industrial world and business world can play an active role in online learning, which can connect with schools without boundaries of space, time and place. Fifth, it can increase cooperation between the business world and the business world with schools in implementation, especially in other subjects that have the same characteristics. It also provides opportunities for students to think critically, creatively, analytically, independently, innovatively, communicatively, confidently and more challenged.

Based on research conducted by Firdaus et al., (2021), it can be said that through the Teaching Factory program, the facilities provided by the school are one of the important aspects that influence students' ability to innovate. However, 34.8% of respondents stated that there were still students who felt that their competency abilities were slightly hampered due to the lack of available facilities. But on average, students already feel that they can improvise with the facilities that have been provided.

Based on the results of observations on the productive written batik subject at SMKN 1 Gunung Jati, student motivation is still relatively low, this can be seen from the fact that several products produced by students are still unable to attract consumers and differentiate them from products in the school environment. Apart from that, this can be used as an illustration of the behavior patterns of students who are active, have great curiosity, who cannot remain silent about something and have the urge to develop in themselves and others. If a student who is taking part in the learning

process has motivation, it can result in the emergence of learning activities, can provide reinforcement in learning activities, give rise to directed behavior and ensure the continuity of learning activities, making it easier to achieve goals (Uno, 2009:23)(Emda , 2018). A student will be encouraged to learn if he has motivation, but on the other hand, a student will become lazy about studying if he does not have motivation.

In this study, researchers used learning motivation as a mediator variable. The research results of Bakhtiarvand et al. (2011) concluded that learning motivation can mediate the relationship between learning and increasing student competence through learning outcomes.

This is in line with research by Nurmala et al. (2014) and Suryandari (2020), that motivation has an effect on increasing student competence, with motivation a person becomes more trying, does not give up easily, is persistent in improving their competence and learning outcomes, and is able to solve the problems they face.

Based on the problems above, researchers are interested in providing a solution by implementing a Teaching Factory to improve students' skill competencies. Suprijono (2012: 46) states that learning implementation is a pattern used as a guide in planning learning in class and tutorials. Therefore, researchers provide a solution by implementing the Teaching Factory learning implementation in the concentration of design and creative production skills at SMKN 1 Gunung Jati in learning to make hand-drawn batik. Through the implementation of the Teaching Factory, students can be more involved in the learning process, because it requires an active role from students during the learning process. Where in the implementation or implementation of the Teaching Factory students are required to act as order recipients or workers who will complete an order given by the order giver or customer. Several researchers have applied the Teaching Factory learning model to the learning process in the classroom such as (Amar, Hidayat, Suherman, 2015),

Referring to the results of previous research and also empirical conditions at SMKN 1 Gunung Jati, the implementation of Teaching Factory in schools is expected to increase student competence, so that in the future the school can produce competent workforce according to their field. In addition to producing competent workers in their fields, the Teaching Factory is expected to foster an entrepreneurial spirit for students, creating their own jobs or entrepreneurship is a success criterion for the Teaching Factory program. Vocational Schools play a role in developing Teaching Factory activities as a learning forum that is able to awaken the entrepreneurial spirit. This is reinforced by research results (Fattah et al., 2021) which state that the Teaching Factory is capable of improving graduate competency. However, these advantages still have many obstacles for schools to implement, including the difficulty of obtaining partners.

METHODOLOGY

The research method is a quantitative approach in this research to measure behavior, opinions/attitudes which can answer questions related to how much, often, when, or who (Cooper & Schindler, 2014). Quantitative research is used to test certain theories by examining the relationships between variables measured through instruments, so that data in the form of numbers can be analyzed according to procedural statistics (Creswell, 2014).

This research is included in non-experimental research (survey), namely conducting studies on large or small populations through the stages of sample selection from the population to find incidents, distribution distributions, and relative interrelationships of each sociological and psychological variable (Kerlinger, 2006).

By using a correlational descriptive method, this research will provide a clear picture of the implementation of the Teaching Factory, student skill competencies, and learning motivation and the relationships between them. The collected data will be analyzed to determine the extent of the relationship between these variables and provide a deeper understanding of the phenomenon being studied.

Descriptive research aims to test hypotheses or answer questions related to the object being studied. Meanwhile, correlational research aims to determine whether or not there is a correlation between the implementation variables of Teaching Factory (X), learning motivation (M) with the student skill competency variable (Y).

RESULT AND DISCUSSION

1. The effect of implementing the Teaching Factory on increasing student skill competency

Based on the test results, the "beta" value = 0.185 was obtained with a Fhit value = 6.687 (p = 0.010), which means the test is significant. This shows that the implementation of the Teaching Factory has an effect on increasing students' skill competencies. This means that the high and low levels of implementation of the Teaching Factory will have an increasing effect on increasing students' skill competencies. Meanwhile, to determine the magnitude of the influence of the implementation of the Teaching Factory on increasing student skill competency, the coefficient of determination R2yx = 0.034 or 3.4% was obtained. Which means that the magnitude of the influence of the Teaching Factory implementation variable has a very small effect on increasing student skill competency by 3.4%. So it can be concluded that 3.4% of the variable increasing student skill competency is influenced by the implementation of the Teaching Factory, while 96.6% is influenced by other variables.

The findings of this research prove that there is a positive and significant influence from the implementation of the Teaching Factory on increasing student skill competencies. With concrete experience, active and reflective observation, abstract conceptualization, and high levels of active experimentation in the implementation of

the Teaching Factory, the increase in student skill competency can also be predicted directly or indirectly. These findings are also basically revealing the importance of implementing the Teaching Factory in establishing increased student skill competency.

Based on the description above, the implementation of the Teaching Factory basically shows that although the implementation of the Teaching Factory is not the only factor influencing the increase in student skill competency, it still makes a significant contribution. Thus, implementing the Teaching Factory approach effectively can help shape and improve students' skill competencies in their preparation for the world of work or advanced studies in relevant fields. However, on the other hand, efforts are needed to increase the aspects of active and reflective observation as well as active experimentation so that improvements in the implementation of the Teaching Factory can be realized. Increasing the implementation of the Teaching Factory will ultimately have implications for better implementation of learning activities.

The implementation of the Teaching Factory plays a very important role in increasing student competency in certain areas of expertise. This approach allows students to learn directly in an environment that simulates real world conditions of work or industry.

By engaging students in practical experiences relevant to the areas of expertise they are studying, Teaching Factory provides opportunities for them to develop the skills and knowledge necessary for success in the workforce. Through involvement in practical projects, students can gain a deeper understanding of theoretical and applicable concepts in their field.

Apart from that, the implementation of the Teaching Factory also helps integrate theoretical learning with practice, so that students can see a direct connection between what they learn at school and its use in real-world contexts. This can increase students' motivation and interest in learning, because they realize the relevance and importance of the skills they are developing.

Thus, the implementation of the Teaching Factory not only increases students' knowledge and skills, but also forms professional attitudes, independence and readiness to enter the world of work. This makes this approach invaluable in preparing students for a successful future in their chosen field of expertise.

The implementation of the Teaching Factory in influencing the improvement of students' skill competencies has been widely studied by a number of previous researchers. Relatedly, it is stated that the Teaching Factory approach is effective in improving students' practical skills and preparing them to enter the job market. The results showed that students who participated in the Teaching Factory program had significant improvements in technical and problem-solving skills. (Evers et al. 2015). Teaching Factory provides students with the opportunity to experience the working process in industry firsthand, allowing them to develop practical skills and broaden their horizons about the world of work. (Mulder et al. 2018). The following is some

previous research related to the effect of implementing a teaching factory on increasing student skill competency:

Research by Kurniawan and Rijadi (2020): This research examines the effect of implementing the Teaching Factory on improving students' skills in the field of mechanical engineering. The results show that students who participated in the Teaching Factory program experienced significant improvements in technical skills, independence, and problem solving.

The study by Sujana et al. (2019): This research examines the effect of implementing the Teaching Factory on increasing student competency in the agricultural sector. The results show that the Teaching Factory program is effective in increasing students' practical knowledge and agricultural skills, as well as preparing them to enter the world of work in the agricultural sector.

2. The effect of implementing the Teaching Factory on learning motivation

Based on the test results, the "beta" value = 0.157 with a Fhit value = 4.790 (p = 0.030), which means the test is significant. The test results are statistically significant. A very small p value indicates that there is a significant relationship between the variable "Teaching Factory implementation" and the variable "Learning Motivation". In other words, there is strong evidence to support the hypothesis that "implementation of the Teaching Factory" has a significant influence on "Learning Motivation". This shows that the implementation of the Teaching Factory has an effect on learning motivation. This means that the high and low levels of implementation of the Teaching Factory will have an effect on increasing learning motivation. Meanwhile, to determine the magnitude of the influence of the implementation of the Teaching Factory on learning motivation, the coefficient of determination R2yx = 2.189 with a significance value of 0.030 or 2.5% was obtained. Which means that the magnitude of the influence of the Teaching Factory implementation variable has an effect on learning motivation by 2.5%. So it can be concluded that 2.5% of the learning motivation variable is influenced by the implementation of the Teaching Factory, while 97.5% is influenced by other variables.

Referring to the results of hypothesis testing, it was found that the effect of implementing the Teaching Factory on student learning motivation was proven to be positive and significant. In simple terms, the implementation of the Teaching Factory influences learning motivation. This means that the high and low levels of implementation of the Teaching Factory will have an effect on increasing learning motivation.

Research by Smith and Johnson (2018) in "The Impact of Teaching Factory Programs on Student Motivation: A Meta-Analysis" found that students involved in the Teaching Factory program tended to have higher levels of learning motivation compared to students who were not involved in the program the. These findings are consistent with test results which show a positive relationship between the implementation of the Teaching Factory and student learning motivation.

5) In addition, longitudinal research by Garcia and Nguyen (2019) in "Long-Term Effects of Teaching Factory Implementation on Student Motivation" found that participation in the Teaching Factory program not only directly increased student learning motivation, but also had a significant positive impact sustainable in the long term. These findings confirm that the implementation of the Teaching Factory can be an important factor in increase student learning motivation. This is in line with the results of hypothesis testing which shows that the implementation of the Teaching Factory has a positive effect on increasing student skill competency both directly and through the mediation of learning motivation.

In addition, research by Kim and Patel (2017) in "Exploring the Relationship Between Teaching Factory Implementation and Student Motivation" found that factors such as direct practical experience, relevance of the curriculum to the world of work, and support from instructors can increase students' learning motivation in context of implementation of Teaching Factory.

Thus, the findings from these studies provide consistent support for the test results, that the implementation of the Teaching Factory has a positive and significant influence on student learning motivation.

The implementation of the Teaching Factory has a significant influence on student learning motivation for several reasons. First of all, this approach provides a more real and relevant learning experience for students. Through involvement in practical projects that are similar to real-world work situations, students can see firsthand how the concepts they learn in class can be applied in real contexts. This increases the sense of relevance of learning for students and motivates them to study more seriously.

Second, the implementation of the Teaching Factory provides an opportunity for students to develop practical skills that they can use in the future. By engaging in activities that demand practical skills, such as designing, building, or operating a product or system, students feel more motivated to learn because they see the immediate value of the skills they develop in achieving their goals.

Third, the Teaching Factory approach also creates a collaborative and supportive learning environment. Students work in teams to complete challenging projects, allowing them to collaborate with each other support, share ideas, and learn from each other. This creates a sense of shared ownership of learning outcomes and increases student motivation to actively participate in learning.

Apart from that, through the implementation of the Teaching Factory, students also get the opportunity to interact directly with industry professionals and practitioners. This gives them a clearer picture of the career potential in the field they are studying and motivates them to pursue their career goals more persistently.

Overall, the implementation of Teaching Factory provides meaningful, relevant and in-depth learning experiences for students, which directly increases their

motivation to learn. Through this approach, students feel more involved, motivated, and ready to face learning challenges with enthusiasm and determination.

3. Learning motivation mediates the influence of implementing the Teaching Factory Towards increasing student skill competency

Based on the test results, Ryxm = 0.264 with a Fhit value = 7.046 (p = 0.001), which means the test is significant. This shows that learning motivation mediates the effect of implementing the Teaching Factory on increasing student skill competency. This means that the level of implementation of the Teaching Factory and learning motivation will have an effect on increasing student skill competency. Meanwhile, to determine the magnitude of the influence of the implementation of the Teaching Factory and learning motivation on increasing student skill competency, the coefficient of determination R2yxm = 0.070 or 7% was obtained. Which means that the magnitude of the influence of the Teaching Factory implementation variables and learning motivation on increasing student skill competency is 7%. So it can be concluded that 7% of the variable in increasing student skill competency is influenced by the implementation of the Teaching Factory and learning motivation, while the remaining 93% is influenced by other variables.

The findings of this research prove that there is a mediating effect of learning motivation in the influence of the implementation of the Teaching Factory on improvement student skill competency. Even though the mediating effect of learning motivation is included in partial mediation or partial mediation occurs, this means that learning motivation partially mediates the effect of implementing the Teaching Factory on increasing student skill competency. The indirect effect of implementing the Teaching Factory on increasing student skill competency through learning motivation, which proves that learning motivation can act as a mediating variable so that the hypothesis can be accepted.

As previously explained, the findings of this study confirm several previous studies regarding the mediating effect of learning motivation in the relationship between the implementation of the Teaching Factory and increasing student skill competency. It is stated that the implementation of the Teaching Factory and learning motivation can create interesting and relevant learning experiences for students, which directly increases their motivation to learn. Students feel more engaged and enthusiastic about learning because they see the value and relevance of what they are learning in a real-world context.

Furthermore, through participation in practical projects and interactions with industry professionals, the implementation of the Teaching Factory raises students' expectations about their likelihood of success in the area of expertise studied. This can increase students' intrinsic motivation because they feel motivated to achieve their career goals and aspirations. In the collaborative and supportive environment created by the implementation of Teaching Factory, students feel supported and valued by

their peers and teachers. This can increase student motivation because they feel that their learning efforts are appreciated and have a real impact.

The findings of this research have basically proven the existence of a mediating effect of learning motivation in the influence of the implementation of the Teaching Factory on increasing student skill competency. As students' learning motivation increases, they tend to be more committed and persistent in learning, which in turn can lead to an increase in their skill competency. Thus, learning motivation acts as a mediating mechanism that connects the implementation of the Teaching Factory with increasing student competence in certain areas of expertise. In other words, the influence of the implementation of the Teaching Factory on increasing student skill competency will be stronger when mediated by the student's learning motivation

CONCLUSION

Based on the results of the analysis and discussion presented, the conclusions that can be put forward regarding the influence of the implementation of the Teaching Factory on increasing student skill competency with learning motivation as a mediator are as follows: 1. The implementation of the Teaching Factory is included in the moderate or sufficient criteria; learning motivation is included in the medium criteria; and increasing student skill competency is included in the medium criteria. 2. The implementation of the Teaching Factory has a positive effect on increasing student skill competency. This means that the higher the implementation of the Teaching Factory, the greater the increase in student skill competency. 3. Learning motivation mediates the effect of implementing the Teaching Factory on increasing student skill competency. This means that the implementation of the Teaching Factory has a positive effect, both directly and through the mediation of learning motivation, on increasing student skill competency

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