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Teaching Factory Model Learning Management at SMK Bina Karya1 Karanganyar Kebumen

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Keywords

Teaching Factory learning model, supporting factors, inhibiting factors

Abstract

The objectives of this service were: 1) to analyze the learning model used in SMK Bina Karya 1. 2) to promote and analyze the extent to which the Teaching Factory Learning model has been applied at SMK BK1 Kebumen. 3) to analyze the supporting factors and inhibiting factors for the implementation of the Teaching Factory Learning model at SMK BK 1 Kebumen. The method used is a workshop with lectures and questions and answers. Abdimas Results 1. The learning model used at SMK BK 1 Karanganyar Kebumen still used the conventional learning model.2. The Teaching Factory Learning Model was applied after promotions were carried out during service by the UST team, including the establishment of a teaching factory business unit at SMK BK 1. 3. Supporting factors for implementing the teaching factory were the spirit of togetherness, the kinship of all school personnel, and practical facilities. quite adequate, and the school had established cooperation with several businesses and industries. The inhibiting factor for implementing the teaching factory was the lack of understanding of the teachers about the concept of teaching factory that could be implemented. The output from community service was in the form of articles in accredited national journals.

Introduction

Bina Karya-1 Vocational School Karanaganyar Kebumen, Central Java, is an educational institution under the auspices of the Bina Karya Kebumen Foundation. This school is a fairly favorite vocational school in Kebumen Regency which is characterized by a fairly large number of students and never short of new students at the beginning of each school year. The relatively large number of students are supported by the location of the school in the middle of the town, the location is quite strategic. This is certainly a supporting factor for the realization of a quality education process and of course includes the implementation of the teaching factory (TEFA) learning model (Nurdin Kasmi, 2019, 34). However, the learning process can be said to still apply conventional patterns. This fact is reasonable to suspect that services, especially in the form of learning by most teachers, have not complied with the TEFA model guidelines issued by the government. Teachers are not innovating learning models in accordance with TEFA, but the management of the school's production unit is running quite well, although almost all graduates are absorbed in the world of work.

Referring to this fact, in other words, SMK Bina Karya1 Karanganyar Kebumen looks quite capable of competing with other vocational schools in the vicinity. Related to the Teaching Factory model, the condition of SMK Bina Karya 1 Karanaganyar Kebumen shows that 1) the learning model used at SMK Bina Karya Kebumen (Mechanical Engineering, Electrical

Engineering, Fashion Design, and Catering) is actually around 50% have carried out learning tasks by applying the principle of the Teaching Factory model; 2) most (about 60%) teachers do not really understand the benefits of Teaching Factory; 3) Factors supporting the implementation of Teaching Factory learning at SMK Bina Karya1 Karanganyar Kebumen are the spirit of togetherness and kinship of all school personnel, as well as adequate practice facilities, as well as school collaboration with several The business and the industrial world (DUDI). The school's collaboration with DUDI is also in accordance with the objectives of the TEFA learning model (Kemendikbud, 2020). However, until now there has never been a program related to the implementation of this TEFA system at SMKBina Karya 1 Karanganyar Kebumen. Therefore, the UST service team is very interested in participating in socializing the strengthening of the Teaching Factory Model Learning Implementation at SMK Bina Karya through the UST community service (abdimas) program in 2022.

Method

This service program is carried out in the form of workshops, discussions, questions and answers about the learning model implemented at SMK Bina Karya 1 Kebumen including those related to the Teaching Factory model. The method of implementing the service in question includes several stages. The first stage is to identify the general description of the SMK Bina Karya 1 Kebumen (SMK BK1) school, which is located at Jalan Kartini No. 6 Karanganyar, Kebumen. SMK BK1 has 5 expertise study programs, namely Multimedia Study Program with 69 students, Electrical Power Installation Study Program with 105 students, Mechanical Engineering Study Program with 901 students, Catering with 40 students, and Fashion Design with 20 students.

The number of teachers is 29 GT, 21 GTT, as well as 1 permanent employee and 215 PTT. There are 29 theoretical learning rooms, 8 practical rooms, 1 computer lab, 1 library, 1 language lab, and 1 multimedia room. Resources in the form of teachers, students, as well as facilities and infrastructure or educational facilities unless they are strengths (Alessandro Stefan Yahya, et al., 2021:58-59) as well as supporting factors (Ainun Jariah, 2019:35)

The learning model that has been applied so far formally can be said to still apply conventional patterns. Supported by practical space and adequate facilities, in reality, the fashion and culinary study program has actually applied the principles of the TEFA learning model. Likewise, the Mechanical Engineering study program is also supported by adequate practical facilities.

The second stage is in the form of discussions and workshops related to the implementation of the learning process and its relation to the TEFA learning model. The reality is shown by the learning orientation which emphasizes the aspects of the skills taught and the products produced are adjusted to the needs or quality standards desired by the community. In addition, the pattern of learning that is held except in the school / classroom environment is also carried out in the form of industrial work practices (Prakerin) by establishing cooperation with the business world and the industrial world (DUDI). Through internship, students are expected and believed to have insight, experience, and skills, as well as product attributes that are adapted to DUDI quality standards and the wishes of the community or consumers.

The third stage is in the form of discussions regarding future steps related to efforts to continue to improve the quality of education processes and outcomes at SMK TKB including the

implementation and development of the TEFA learning model. Referring to the process or during discussions and questions and answers about education in vocational schools, including specifically related to government policies regarding the need to implement the TEFA learning model in vocational schools, several things can be captured. First, the school, in this case the principal and teachers, has a commitment and is based on a strong spirit of togetherness and kinship to continue to improve the quality of education processes and outcomes at SMK BK1. This was shown in the enthusiasm in participating in the discussion as well as comments, opinions, and questions raised by several participants. Second, it relates to the TEFA learning model. At SMK BK1, the TEFA learning model does not seem to have been implemented formally. This is implied from the questions and comments of several teachers participating in the discussion, which among others asked "the difference between learning the TEFA model and the Production Unit (UP) in a vocational school". Likewise, the statement by several teachers of the Fashion and Catering study program that students of SMK BK1 have been taught about fashion and fashion, as well as related to culinary business in the form of learning to fulfill banquet orders that come from several agencies and community members.

And every stage of TEFA implementation needs to be carried out by emphasizing the values of "honing, loving, nurturing" which is full of togetherness, kinship, application of the Among system, and exemplary.

Results and Discussion

The results obtained from this activity are in the form of understanding the understanding and application of the teaching factory learning model for BK1 Vocational School teachers, the formation of a business unit in the form of a teaching factory in the Mechanical Engineering, Electrical Engineering, Multi Media, Fashion, and Catering Engineering Study Programs.

Conclusion

1. Formally, learning at SMK TKB still applies conventional patterns, namely PBM in the school environment and DUDI through the internship program. Formally, the TEFA learning model has not been applied in the implementation of the education process.
2. In reality, the implementation of learning has applied the principles of TEFA, because it is supported by internal and external factors.
3. Systematization of the application of the TEFA learning model is needed in order to improve the quality of education, especially the skills of students and graduates.

Recommendations

In the context of implementing the application of the TEFA learning model, in order to improve the quality of education at SMK BK1, several suggestions are submitted as follows.

1. It is necessary to grow the enthusiasm and commitment of all teachers to apply the components of TEFA learning formally, considering that the principles have been applied in learning assignments so far.
2. Adequate support, especially from the principal and the Foundation continuously and continuously for teachers for the more optimal and systematic implementation of the TEFA learning model in SMK BK1,

3. Intensive supervision also needs to be provided by the Disdikpora of Kebumen Regency, especially regarding the systematic implementation of the TEFA learning model in SMK BK1
4. It is necessary to set targets for the implementation of the TEFA learning model in BK1 Vocational Schools, for example in year I 50%, year II 75%, and year III 100%.

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