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Qualitative Analysis: Implementation of Teaching Factory Learning and Industry Partnerships to Improve Student Competency at Smk Karsa Mulya Palangka Raya

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Abstract: This study aims to analyze the implementation of Teaching Factory (TEFA) learning and industry partnerships, as well as their impact on improving the competence of students at SMK Karsa Mulya Palangkaraya in Central Kalimantan. Teaching Factory is a production-based learning approach that is oriented towards the world of work, emphasizing relevant and contextual practical skills. Industry partnerships involve collaboration between schools and the business and industrial sectors (DUDI) through field work practices (PKL), internships, curriculum development, and training. This study uses a qualitative method with a descriptive and correlational approach. Data were collected through observation, documentation, interviews, and academic records before and after the program implementation. The results show that the implementation of Teaching Factory learning and industry partnerships contributes positively to improving student competence, especially in practical skills and understanding of vocational subjects. There is a significant correlation between the level of industry involvement and the soft skills and hard skills of students. Therefore, integrating Teaching Factory learning and industry partnerships can be an effective strategy to improve the quality of vocational school graduates so that they are ready to work and professionally competent.

Keyword: Teaching Factory, Vocational High School, Industry Partnership.

INTRODUCTION

Vocational education in Indonesia plays an important role in improving the quality of human resources, making them competent and ready to enter the global job market. Vocational High Schools (SMK) are defined as formal educational institutions that provide vocational education at the secondary level as a continuation of junior high school or MTs, with the aim of preparing students to work in specific fields.

As stated by experts, SMK are educational institutions that have the potential to prepare human resources that are absorbed by the world of work because applicable theoretical and

practical material is provided from the outset with the hope that graduates will have the competencies required by the world of work.

The Directorate of SMK has established a link and match policy as a strategic effort to improve the quality of graduates. This policy emphasizes the importance of cooperation between schools and the business and industrial world (DUDI) in nurturing the potential of students. The synergistic relationship between schools and DUDI greatly helps to create an effective educational process, where the provision of practical skills relevant to the needs of society is the main focus. This condition is expected to have an impact on the maximum absorption of vocational school graduates by DUDI.

One of the learning innovations that has emerged in vocational education to bridge the gap between the world of education and the world of industry is the Teaching Factory (TEFA). TEFA is a learning model that combines the teaching and learning process with real industrial practices so that students can gain relevant work experience. The aim is to create synergy between classroom theory and practical skills in the workplace, where schools adopt a real production environment as a learning medium. In this system, students are involved in the production of goods or services that have economic value, not just learning theory.

SMK Karsa Mulya Palangka Raya, as one of the vocational education institutions in Central Kalimantan, is committed to improving the quality of graduates through the application of TEFA and industry partnerships. This is relevant to Law No. 20 of 2003, which emphasizes that education must produce individuals with skills for personal and community welfare. Through TEFA, students are given the opportunity to develop technical, managerial, and interpersonal skills.

However, implementation in the field still faces various challenges, such as a lack of facilities and infrastructure, minimal industry involvement, and the need to improve teacher competence. Proper management is needed so that TEFA principles can be implemented effectively, including planning, implementation, and measurement of effectiveness.

Based on this background, this study focuses on analyzing the implementation of TEFA learning and industry partnerships at SMK Karsa Mulya Palangka Raya, as well as their impact on student competencies.

METHOD

This study uses a descriptive qualitative design to gain an in-depth understanding of the implementation of Teaching Factory (TEFA) learning and industry partnerships in improving the competence of students at SMK Karsa Mulya Palangka Raya. This approach was chosen because it allows researchers to explore the phenomenon under study comprehensively.

There were 15 participants in this study, consisting of the principal, vice principal for curriculum, public relations officer, subject teachers, students from each department, and industry partners involved in TEFA. Specifically, the participants consisted of 8 teachers, 4 students, and 3 industry partners.

Data collection techniques included in-depth interviews to understand the experiences and perceptions of participants, direct observation of the TEFA learning process and activities at industry partners to explore broader data. Data analysis used thematic analysis to identify the main themes that emerged from the interview and observation data.

RESULTS AND DISCUSSION

Profile and Vision and Mission

SMK Karsa Mulya Palangka Raya, located on Jalan George Obos Km 4.5, has A accreditation and is ISO certified. The school has four main programs of expertise: Light Vehicle Engineering (TKR), Motorcycle Engineering (TSM), Visual Communication Design (DKV), and Digital Business. The school's vision is to become an independent, professional,

and environmentally conscious vocational school, with a mission to prepare creative, innovative, and resilient human resources to face the job market.

Implementation of Teaching Factory (TEFA)

The implementation of TEFA at SMK Karsa Mulya is designed as an educational model that integrates learning with real production activities. The implementation process is carried out in stages, starting with socialization to all stakeholders to build collective commitment:This section must answer the problems or research hypotheses that have been formulated previously. 1.Organization and Business Model: The school has established a TEFA implementation structure consisting of a steering and technical team. Learning is carried out using a project-based approach and professional services. Each department runs a "miniature business" that resembles the real world of work.

For example, the TKR and TSM departments manage practice workshops, while the Online Marketing Business (BDP) department is involved in managing retail transactions. 2.Real-world Practice: An interview with Mr. Yakub, a productive Business & Marketing teacher, revealed that the implementation of TEFA has involved collaboration with various major brands. Students have been involved in a project to sell "Teh Gelas" products with a sales target of 900 cartons in three months, as well as a sales event for Pocari Sweat worth 100 million rupiah. These activities train students to have confidence, wear uniforms like professional promoters, and pursue sales targets.

This is in line with TEFA's goal of instilling a professional work culture and time management. 3.Implementation Challenges: Although running smoothly, there is a major challenge, namely limited facilities and infrastructure, particularly the lack of a dedicated building for the Teaching Factory that is fully integrated as an independent business unit in front of the school. In addition, adapting to curriculum changes (from K-13 to the Merdeka Curriculum) is also a challenge for teaching staff.Bentuk Kemitraan Industri.

Partnerships with the business and industrial world (DUDI) are a strategic pillar at SMK Karsa Mulya. The forms of partnership implemented include: 4.Work Experience Training (PKL/Internship): Students undertake work experience at partner industries such as PT Cahaya Motor (Honda dealer), Bengkel HM Berkah (Nissan specialist), and Telkom Branch Palangkaraya. At partner workshops, students not only observe but are also directly involved in vehicle repairs after undergoing a period of disciplinary observation. 5.Curriculum Development and Guest Teachers: Industry partners are involved in aligning the curriculum so that the teaching materials are in line with the latest competency standards.

The school also regularly invites industry practitioners as guest teachers to provide a realistic picture of the workplace. However, interviews with teachers indicate that guest teachers' material is sometimes ineffective if not accompanied by adequate practical experience. 6.Production of Goods and Services: Collaboration with PT Telkom and Ahass Astra Honda Service allows students to be involved in the production of commercial services.

Impact on Student Competency

This study found that the synergy between TEFA and industry partnerships had a significant impact on improving student competencies, both hard skills and soft skills. 7.Improvement in Hard Skills: Students experience an improvement in specific technical skills. In the engineering department, students learn about precise bolt tightness (torque) measurements, understanding machine components (such as CVT in automatic motorcycles), and damage analysis.

Tasama Arjuna, Head of the partner workshop, stated that although students already have basic knowledge, the internship experience deepens their technical understanding to the level of machine analysis. In the informatics/DKV department, students are enthusiastic about photography and design projects, even though they are still constrained by the school's lack of

digital printing equipment. 8.Soft Skills Development: This aspect is considered to have experienced the most significant improvement. Involvement in real projects builds work ethic, discipline in waking up early, and responsibility for deadlines. Mr. Yakub gave an example of the discipline of Friday prayers, which are simulated at school to be the same as work breaks. Industry partners assess students on discipline and initiative (critical thinking), as well as communication skills in explaining damage analysis to customers.

Mr. Rojali, an IT teacher, added that students' confidence increases when dealing with customers or presenting their work, although their verbal communication skills still need to be honed. 9.Work Readiness: Industry partners such as Honda (Tunas Jaya) responded positively and even recruited graduates who were deemed competent during their internship period. This proves that the competencies developed through TEFA and industry partnerships are in line with company recruitment standards.

Performance Evaluation Based on Education Reports

Based on an analysis of the 2024-2025 Karsa Mulya Vocational School Education Quality Report, there are dynamics in the main performance indicators: 1.Graduate Absorption: Graduate absorption was rated “Good” (94.59%), despite a slight decline. 2.Learning Quality: Scores declined to 58.67 (Moderate category), which is the main focus for improvement. This decline is indicated in the aspects of classroom management and psychological support.

Link and Match: The score for alignment with the world of work increased to 62.68, indicating that the school's efforts to build partnerships are beginning to bear fruit, although the quality of learning needs to be improved to ensure alignment. This data shows that although the number of graduates absorbed into the workforce is good and partnerships are running well (Link and Match score has increased), the quality of the internal learning process (Teaching Factory in schools) still needs improvement in terms of methods and supporting facilities in order to increase the learning quality score.

CONCLUSION

The business and industrial world (DUDI) plays a strategic role in supporting the learning process at SMK Karsa Mulya Palangkaraya through curriculum development, provision of practical facilities, and placement of graduates.

The implementation of Teaching Factory (TEFA), supported by industry partnerships, has successfully bridged the gap between theory in school and practice in the field. This has contributed significantly to improving graduate competencies, both in terms of technical skills (hard skills) such as machine repair and product sales, as well as non-technical skills (soft skills) such as discipline, communication, and work ethic.

School performance evaluations show a positive trend in alignment with the world of work, but there are still challenges in the quality of internal learning and the availability of physical facilities specifically for TEFA

To improve the effectiveness of TEFA implementation and industry partnerships, the following recommendations are suggested Schools need to strive to procure buildings or special TEFA practice rooms that resemble the actual industrial environment. This can be done through government assistance proposals, fundraising, or cooperation in utilizing facilities owned by industry partners, and use of digital technology in production and marketing needs to be improved for efficiency and relevance to current industry trends.

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