

## Teaching Factory Management for Dressing, Catering, Beauty and SPA Program

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### ABSTRACT

The goal of this research is to describe the areas of preparation, implementation, supporting and inhibiting factors for activities, as well as solutions to overcome the inhibiting factors for teaching factory management in the Superior Program of Competence in Clothing, Catering, and Beauty and SPA Expertise Competence Programs at a vocational high school in Bengkulu City, Academic Year 2021/2022. This study is a qualitative descriptive of the management teaching factory program, which excels in the competitive abilities of Dressing, Catering, Beauty, and SPA. The respondents were six teachers of a Vocational School in Bengkulu City. The findings revealed that management is effective in accordance with the management program that has been established. This paper provides all vocational school stakeholders with concerns on factory management where they would have excellent competence of the student.

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## 1. INTRODUCTION

All components of the nation are responsible for educating the lives of the nation's children in the area of education in Indonesia, but in fact, the emphasis and hope in education in Indonesia are still extremely dependent on educators or instructors. One of the reasons is that the teacher has direct contact with the kids in the class. Furthermore, parents, society, and the government trust teachers to educate and teach or carry out the learning process in schools because they believe teachers are very important components who have the knowledge and skills needed by students to grow and develop optimally into people with strong character, quality, and the ability to compete in the global arena. Given this, it is impossible to deny that instructors are one of the most important keys to successful learning in schools; consequently, teachers must be both creative and competent. One of the most crucial teaching credentials is creativity and competency. If a teacher lacks originality and competency, he will not be competent in carrying out his tasks, and the outcomes will be subpar, implying that whatever learning objectives are set will not be completely accomplished. With the teacher's creativity

and competency, in addition to knowing the subject or material and being able to process learning programs, instructors should also be able to carry out assessments and administration (Directorate of Vocational Development, 2017).

A learning implementation plan must be developed by the instructor at the planning stage of the learning process. The use of relevant learning models in line with the needs of their core abilities is one of the aspects in the learning implementation plan (Vocational Development, 2017b). Teachers must be capable of creating learning models. Teachers should have a variety of competencies, including fundamental competencies as well as topic competencies. It is closely related to the teacher's ability to apply learning models in relation to their basic competencies to achieve the expected graduate competency standards for every teacher at the Vocational High School level education unit, both in terms of pedagogic competence and professional competence. Vocational High School is an educational institution that prepares future employees to think about exceptional and excellent Human Resources. To attain excellence and quality, education system improvement is ongoing, such as the adoption of the Teaching Factory implementation program in Vocational High Schools (Vocational Development, 2017a) (Directorate of Vocational Development, 2017) (Kuswantoro, 2014).

According to the preliminary observations and interviews, productive subject teachers group C at Vocational School in Bengkulu was found to have applied the Teaching Factory learning model to three skill competencies, Dressing, Catering, and Beauty and Spa Expertise Competence (Spa and Beauty Therapy) is one of the Expert Competencies of the Beauty Cosmetology Expertise Program, and Tourism Expertise Competence (Vocational Development, 2017b).

Based on the findings of the researcher's study of learning tools, particularly in the teaching factory-based learning implementation plan, only a few teachers included the teaching factory syntax they chose as the learning model that they applied to the learning process, and this is despite the supervision of school supervisors who are routinely present to provide guidance at the school. There are also some teachers in the lesson plan that he created; it was discovered that the selected learning model was the teaching factory, but the syntax was utilized from another learning model, namely discovery learning, in the core learning activities (Directorate of Vocational Development, 2017).

As a result, the goal of creating the actual teaching factory will never be completely fulfilled. According to the preliminary interviews with instructors in the three skill competencies, they have never gotten thorough knowledge about the teaching factory through education and training, specifically how to incorporate the planned learning model into the learning implementation plan. Some got direction from the administration and school administrator, while others just understood how to implement it without putting it down in detail in the lesson plan.

Teaching factory activities in schools had challenges since learning was only available online and began to be more active in the 2021/2022 school year, with less face-to-face learning. Based on the results of pre-research interviews, school supervisors have assisted teachers in implementing learning models and teaching factory management with a subject block system that is in accordance with the syntax and objectives acting. As a teacher facilitator in every mentoring and training activity for his fostered teachers, whether through mentoring in the implementation of their daily work, academic supervision, and training activities such as in-house training (Vocational Development, 2017b).

As a result, we intend to conduct this research in order to describe the preparation or planning for the management of the Teaching Factory for the Expertise Program in Dressing, Catering, and Beauty and Spa in the 2021/2022 school year, as well as the implementation of Teaching Factory management. The Expertise Program in Dressing, Catering, and Beauty and Spa in Schools, Supporting Factors and Inhibiting Factors for the Management of Teaching Factory Expertise in Clothing, Catering, and Beauty and Spa programs in the Academic Year 2021/2022.

Many previous studies talk about the management teaching factory (Miladiah, Syaodih, & Permadi, 2021) teaching factory learning model is effective in increasing students' motivation to participate in learning activities with the real work culture. Teaching factory *Procom Cakep* management model orientates on business concepts and products in vocational education in line with relevant skills and competencies (Burhan et al., 2014). Based on the theory of (Perwiranegara, 2022), the teaching factory paradigm comprises pertinent educational methodologies and the setup of information technology required to support industry and education interaction. Teaching Factory seeks to facilitate two-way transmission of knowledge between education providers and industry. The implementation of the teaching factory is still not running correctly because there is no common understanding regarding the teaching factory learning pattern with related parties such as educators, education staff, students, parents/guardians of students, and school partners so that an understanding and effective cooperation have not been reached. The implementation of the teaching factory aims to improve student competence so that students can adapt and become accustomed to conditions in the real industrial world under the teaching factory's objectives (Vidiastuti & Purwonto, 2021).

Through the brief explanation and state of the art above, we then intend to describe the areas of preparation, implementation, supporting and inhibiting factors for teaching factory management in the Superior Program of Competence in Clothing, Catering, and Beauty and SPA Expertise Competence Programs at a vocational high school in Bengkulu City, Academic Year 2021/2022.

## 2. METHODS

A qualitative descriptive approach was employed to investigate the problem. This study was qualitative, with an interactive model analysis from Miles and Huberman (2017). The subjects of this study were six teachers from Vocational School in Bengkulu City who managed teaching factory activities in three skill competency programs, namely: (1) Culinary Skills Program, (2) Dressing, and (3) Beauty and Spa, all whom have the status of active teachers and are recorded in the Ministry of Education and Culture, Research and Technology's Primary Education Data for the 2021/2022 school year.

Teacher testimonies in the preparation or planning activities, implementation, and assessment of teaching factory management in schools, as well as in-depth interviews of critical information, and documentation methodologies, were utilized in this study to collect data (Meleong, 2007; Sugiyono, 2013). Writing instruments were also employed in this study to fill out free sheets addressing teacher testimonials in the development, implementation, and assessment of teaching factory management activities in schools. Given that the main tool is the researcher himself, the researcher will make frequent and repeated visits to the field or study area (Bungin, 2015). The data analysis approach employed in this study is based on Miles and Huberman's (Miles & Huberman, 1992) interactive analysis model.

## 3. FINDINGS AND DISCUSSION

A vacuum occurred in semester activities in the 2019/2020 academic year based on the findings of research for each component investigated in the administration of the Teaching Factory, the Skills Program for Dressing, Beauty and Spa, and Catering in the 2021/2022 school year of vocational school in Bengkulu. Due to the covid-19 pandemic, learning is carried out entirely online in the 2020/2021 school year, with face-to-face instruction limited to class XII. Still, in the 2021/2022 school year, the Teaching Factory activity is a competency program for the expertise of Dressing, Beauty and SPA, and Hairdressing.

The Fashion Design skill competency program is the Fashion Design expertise study program's expertise competency that emphasizes the field of fashion making in the management and implementation of the fashion business and is capable of competing in developing a professional

attitude in the fashion sector. Dressmaking Expertise Competence prepares students to have knowledge and abilities in fashion making. The goal of this school's Competency in Fashion Design is to provide students with the skills, knowledge, and attitudes necessary to be competent in the following areas: (1) doing social work and providing excellent customer service; (2) adhering to workplace procedures and providing feedback on occupational health, safety, and security; (3) talented at drawing and analyzing the fashion model and body shape requested by the client; (4) skilled at creating fashion patterns based on the model or design desired by the customer by selecting the appropriate pattern creation method; (5) analyze the customer's body shape in relation to the desired design; (6) identify the types of main materials in order to plan the preparation and timing of raw material selection or purchase; (7) put the pattern on the cloth and mark the pattern of the cloth; (8) cutting materials or cutting; (9) operate a sewing machine as well as finish the garment by hand sewing; and (10) decorating clothing or household linens as well as decorating clothing to make it look attractive (Rosyida & Suhartini, 2021).

One of the Expertise Programs at the Vocational School in Bengkulu is the Competency of Fashion Design Expertise, which is directly associated with Science and Art in the form of applying design, aesthetics, and natural beauty to garments and other decorations. This Expertise Program develops persons with certified abilities in experimenting with fashion design arrangements. There are many different sorts of garments manufactured by students in the fashion skills program at Vocational School in Bengkulu, such as home clothes, party clothes, children's clothes, cardigans, suits, and kebayas. Before becoming garments, students are coached in the creation of patterns, which are then transferred to fabric and radared or sewn together to produce a dress. This skill program teaches custom or generally referred to as sewing, without the use of a machine, such as putting sequins and embroidery, in addition to fashion creating. This vocational school also offers a sewing method using a machine, or what is known as a full and adequate industry.

The beauty and SPA skill competency program is an Expertise Program at a Vocational School in Bengkulu that aims to produce students who are competent in makeup styling, tenacious and persistent in developing professional attitudes in the field of hair beauty, and motivated in mastering science and technology by adhering to the principles of faith and devotion to God Almighty. Since curriculum 2013, when Vocational School in Bengkulu became an SMK-PK (Vocational Middle School-Center of Excellence), 10th-grade students have acquired fundamental content in the form of Facials, both in the form of material and practice. Aside from facials, students in the Beauty and Spa competence program learn how to decorate, beginning with make-up and ending with a haircut (Vocational Development, 2017b).

Students were taught facial manuals, facial technology, manicure, pedicure, spa/body treatment, breast treatment, stage make-up, character makeup, bridal makeup, and so on by doing clarification in this research in in-depth interviews with several school teaching factory managers on the Beauty and SPA expertise competency program specifically on skin beauty (Ari, 2017). Students learned about cream baths, hair masks, hair spas, hair dyeing, curling, smoothing, buns, and other hair beautification techniques. Vocational School in Bengkulu offers laboratory facilities to help students practice. In addition to practising, both teachers and students are treated in the laboratory. The Beauty and SPA skill competence program has been established on the basis of the vocational school curriculum with an excellence centre, and students in grade 10 have acquired the fundamental material for hair and skin beauty (Directorate of Vocational Development, 2017). The core content in question is similar to face lessons in that students are taught about facial material first and then practice it, but in practice, it is still possible to train students' discipline or perform cleansing and massage motions until they truly grasp it. Maybe it's like beauty courses; 10th-grade kids are still given literature on beautiful makeup, and the practice includes mastery of applying foundation and powder evenly and thickly, as well as skill of producing beautiful, trend-appropriate eyebrows.

Culinary abilities Competence is one of the competency abilities taught at the Vocational School in Bengkulu, which provides food and beverage services. Hygiene sanitation, health, security, and

safety in the workplace, communicating in services, making preparations for processing, processing continental and Indonesian food, serving food and beverages, planning daily meals to improve health, processing food for special occasions, managing a catering service business, preparing and processing desserts or desserts, and developing business capital are all activities in this skill program. This school also has a particular kitchen that serves as a location of practice, with various amenities that are more than suitable. Graduates of culinary expertise competency might be accepted as chefs, table manner teachers, and catering business entrepreneurs. As a result, this school's culinary expertise competency prepares students to work in sectors administered by tourist, hotel, restaurant, and catering agencies or agencies, as well as to become entrepreneurs in the food supply business.

The goal of the culinary expertise program at Vocational Schools in Bengkulu in general has referred to the contents of the National Education System Law in article 3 regarding the National Education Goals and the explanation of article 15 which states that vocational education is secondary education that prepares students specifically for work in the field of education. certain. The restaurant expertise **program's** specific goals are to provide students with the skills, knowledge, and attitudes necessary to: (1) prepare and serve continental meals consisting of appetizers, main meals, and desserts; (2) process and serve Indonesian food consisting of appetizers, staples, side dishes, and desserts (ATMI-Bizdec, 2015).

### 3.1. Planning and preparation for the Teaching Factory School's Excellent Product Program

#### 3.1.1. Planning for the Dressmaking Skills Competency Program

The fashion skills competence program has begun to prepare and plan production in the form of planning the sorts of items to be created, both ordered and non-ordered, in the first semester of the 2021/2021 academic year. This signifies that it is an order, such as uniforms or requests/orders from consumers. In the form of non-order items, such as things whose sole function is to be sold. Arranging for raw material procurement include planning the raw materials that will be utilized to make ordered or non-ordered orders; in this example, the material used is *basurek* batik fabric coupled with other materials. This expertise program has also begun to prepare and plan production expenses in the form of making an Expenditure Budget Plan or RAB that corresponds to the product to be developed or produced (ATMI-Bizdec, 2015).

The production plan for this fashion skills competence program has planned the sorts of items to be produced, both ordered and non-ordered, based on discussion activities in the form of concentrated discussion groups. Ordered production items, such as department uniforms, are produced in response to consumer requests or orders. In the meanwhile, non-orders or non-orders are items created with the intention of being sold or promoted. Furthermore, the fashion skills competency program plans the procurement of raw materials in the form of planning raw materials to be used in this case, the fashion skills competency program using batik *besurek* material, which is a characteristic of the city of Bengkulu, combined with other textile materials that are not *basurek* fabrics, especially the type of product that is non-order or in the form of a product while the order depends on the order and also makes a suitable RAB based on the kind of product and/or order received by the management of the teaching factory program for fashion skills competency at school (Vidiastuti & Purwonto, 2021).

The detailed planning for the Fashion Design Competency Program is separated into three aspects: (1) Production Plan, which involves planning the sorts of items to be produced, both ordered and non-ordered. Examples of ordered items include departmental uniforms and various sorts of clothes based on consumer requests/orders. Meanwhile, non-orders are products made with the intention of being sold or marketed; (2) the plan for the procurement of raw materials, in this case using batik *besurek* material, which is a characteristic of the city of Bengkulu, combined with other textile materials that are not *basurek* fabrics, especially non-orders or in the form of products, while orders depend on order; and (3) cost planning by making RAB.

### 3.1.2. The Beauty & Spa Skills Competency Program is being planned

The manager did an excellent job of preparing for the teaching factory program for the Beauty & Spa skill competency at a Vocational School in Bengkulu. The Department of Beauty & Spa at SMK N 3 Bengkulu is one of the city's few beauty schools. The need for an appealing look has now become a must for women, whether they are young, young, or older moms. As a result, as the company in the field of beauty grows, so will the number of qualified human resources in the field of beauty, particularly in the sector of beauty. This is a challenge for SMK N 3 Bengkulu City in order for graduate students in the Beauty & Spa skill competence program to be accepted straight into the industrial sector based on their skills. The Beauty & Spa skill competence program at Vocational School in Bengkulu already has a well-developed teaching factory or production unit.

The production facility of the Vocational School in Bengkulu's Beauty & Spa section has been in operation for quite some time. The Production Unit or teaching factory at this school's Beauty and Spa department allows Beauty and Spa students to put their skills to use by delivering skin and hair beauty care services and producing herbal items such as health drinks, spices, and VCO (Virgin Coconut Oil). Because Vocational School in Bengkulu is still in the BLUD (Regional Public Service Agency) process, the Beauty Department of Vocational School in Bengkulu continues to open a Production Unit (Teaching Factory) that is still managed by the UP Team (Production Unit or Teaching Factory) because it is very useful for students to train the competencies that have been obtained in learning the practice of skin and hair beauty, of course accompanied by teachers who are included.

In planning the production unit or teaching factory on the competence of Beauty & Spa expertise, two products are proposed for marketing: (1) Skin and Hair Beauty Service Products such as Skin and Hair Care; and (2) Production of health drinks and spices such as turmeric acid drink, *temulawak*, ginger made in powder form and ready-to-drink drinks and VCO (Virgin Coconut Oil) which will later be useful for massage in skin care. In terms of service product planning, service marketing is done out, and hair beauty and skin beauty treatments are carried out by choosing students with strong competencies and organizing picket lines to run UP or teaching factories in schools. The Beauty Salon and Spa at Vocational School in Bengkulu is a learning facility run by the Beauty & Spa department. This Beauty Salon and Spa provide a variety of services, including facials, cream baths, and body treatments. This practice also teaches pupils about entrepreneurship. Starting with comprehending the management system and progressing to the Standard Operating Procedure or SOP that should be formed, it will always be accompanied by a beauty and spa instructor at school.

### 3.1.3. The Culinary Skills Competency Program is in the works

Teaching Factory is a production-based learning model (goods/services) through the synergy between schools and industry to produce competent graduates according to industry needs (ATMI-Bizdec, 2015; Kuswanto, 2014). This learning model aims to improve the development of skills, knowledge, and attitudes through thematic alignment on adaptive and normative subjects. The Teaching Factory Learning Model contains several components, namely the production of goods or services and the arrangement of the learning schedule, the arrangement of the structure for the management of the learning schedule in the school day to students. Each student in this skill competence program also works on character development as part of the Pancasila Student Profile Strengthening Project or P5BK. The teaching factory's product is a high-quality bread called R3 bread (Bread at Vocational School in Bengkulu). This bread can compete with market items. It is intended to make this R3 bread in a variety of flavours, forms, and, of course, better packaging in the future.

### 3.2. Field of Implementation in the Leading Product Program of the Teaching Factory School, Identification of Inhibiting Factors and Solutions

#### 3.2.1. Field of Implementation in the Leading Product Program of the Teaching Factory School, Identification of Inhibiting Factors and Solutions

The following steps are taken in the implementation of the Fashion Design skill competency program (Febrianiet al., 2021; Vidiastuti & Purwonto, 2021): (1) receiving orders; (2) recording orders in the order book, the contents of which include the number of orders, the form of the order, the price of the order, and the date of completion of the order. This signifies that the design, price, and completion date of the customer's or consumer's order have been agreed upon in this phase. (3) Produce in accordance with the order amount, following the model from pattern creation to quality control; and (4) packaging.

#### 3.2.2. Implementation of the Beauty & Spa Skills Competency Program Identifying Obstacles and Solutions

In terms of execution, the Beauty and Spa skill competency program at Vocational School in Bengkulu City has worked closely with industrial partners to increase both student and teacher capabilities through Field Work Practices or student street sellers and internship programs. With these programs, it is believed that the competencies created or gained by students and teachers would be in line with what the industrial world desires. Vocational School in Bengkulu, especially Department of Beauty and Spa has suggested items and services that can be used as business materials and can teach and train students how to be effective workers in the field of beauty and Spa, and students are also expected to become genuine entrepreneurs.

In terms of service providers, the Beauty & Spa department operates beauty salons in two locations: Sawah Lebar and Pantai or Lemrubuk. This Beauty Salon accepts a variety of beauty treatments, such as facials, cream baths, haircuts, and body treatments. Customers are especially interested in facials and cream baths in this situation. Therefore, we immediately include students who are thought to have strong competency so that they may be empowered. The majority of these students earned these capabilities after completing their industrial internship or PKL. This implies that the participation and collaboration of partners in the labour union and industry is critical. Students are also involved in marketing services or promotions, where they provide brochures and vouchers at low costs that they advertise in the school or community where they reside. They also advertise through web marketing so that the information may reach the public as rapidly as possible.

The salon also has enough beauty equipment that is nearly identical to the Beauty and Spa sector partners, allowing it to draw the attention of a variety of groups. Students receive a percentage of the proceeds from the care of customers or consumers, whereas for the production of health drink products and spices, dry spices, and VCO, Teachers of Special Creative Products and students collaborate to create temporary products that are only marketed in their own environment. The monthly turnover from running the production unit in the form of a beauty teaching factory is approximate Rp. 1,000,000.00. In the future, after the BLUD process is completed, the school teaching factory will promote outside the area of Vocational Schools in Bengkulu, allowing the turnover to increase even further. For the time being, Vocational School in Bengkulu has received assistance in the form of beauty tools that can increase the productivity of the production unit in the form of a teaching factory, as a result of the election of Vocational School in Bengkulu, the Beauty and Spa skill competency program to become SMK PK (Center of Excellence). Because it is more comprehensive and advanced beauty and spa equipment, it is expected to gain clients or consumers.

The Beauty and Spa skill competence program at Vocational School in Bengkulu also manufactures instant ginger goods because herbal medicine is one of the traditional beverages from Indonesia that

has various advantages or purposes. The Beauty and Spa skill competence program also makes this herbal medication in a variety of forms, including the most popular herbal variants, red ginger and *kencur* rice. The manufacturing process also includes students who are accompanied by teachers in the Beauty and Spa skill competence program from start to finish. The goal of students participating is to offer students with information or provisions that they may use when they finish their studies at Vocational School in Bengkulu.

### 3.2.3. Culinary Skills Competency Program: Identification of Barriers and Solutions

Vocational High School Development has contributed by attempting to strengthen graduates' job competence and entrepreneurial spirit at Vocational School in Bengkulu. The development of human graduates and a mutually beneficial vocational education environment. The teaching factory-based learning development program in schools is one of the primary initiatives to fulfil this objective. Learning begins with the assembly of teaching factory equipment in a Block system, where the teaching factory is an industry-based learning model that produces competent graduates in accordance with market demands. At the 2021/2022 academic year, teaching factories under schools in pandemic conditions in the odd semester (July-June 2021) are conceptually partnered with the topics of Creative Products and Entrepreneurship in class XII. This semester's teaching factory implementation is conceptually designing items to be processed in the non-order marketing for their products. In the teaching factory, culinary at school, particularly Roti Vocational School in Bengkulu. In this even semester (January-June), the school's teaching factory Food began to create R3 bread, the school's excellent bread product, in partnership with the subjects of Creative Products and Entrepreneurship in classes XI and XII (Vidiastuti & Purwonto, 2021).

## 3.3. Excellent Product Evaluation and Follow-up on the School's Teaching Factory

### 3.3.1. Evaluation and Follow-up on the Competency Program for Dressmaking Skills

In the subject of evaluation of the Competency Program for Fashion Design skill in turnover and loss or profit in the fashion industry class company. His firm has been making school uniforms, departmental uniforms, and departmental practice uniforms since the commencement of the industrial class. Following a school committee meeting, the students' guardians, particularly the Department of Clothing, decided to sew or order in the school's food industry class. Orders for clothing during the COVID-19 pandemic in the previous school year (before the 2021/2022 school year) decreased significantly due to a variety of factors, including students used the uniforms of their seniors who had graduated and some were sewing themselves, so orders at the teaching factory business unit in the school fashion skills competency program decreased dramatically to 75 percent automatically turnover also decreased from previous years. This means that prior to the Covid-19 pandemic, the teaching factory business in the fashion skills competency program was running quite smoothly, even though it had not yet achieved maximum profit due to factors such as the cost of raw materials, particularly in Bengkulu City, which was more expensive than other cities such as Bandung and Jakarta. So that production costs more even though it must continue, and every new academic year the teaching factory business manager in the fashion skills competency program produces more or less 250 sets of clothing with a turnover of around Rp. 65,000,000.00 per year, but once this pandemic situation enters, turnover is greatly reduced because not all students who sew uniforms in the teaching factory business unit in the fashion skills competency program.

Based on the evaluation, the manager of the teaching factory business unit in the school fashion style competency program will try to deal with the following issues in the future: (1) changing the colour and model of the department's uniform so that students cannot use or buy the uniforms of their seniors who have graduated; and (2) Encourage all students, particularly those in the school fashion skills



competency program, to order and sew in the teaching factory business unit industrial class in the school fashion skills competency program by involving the student's guardians, schools, and school committees as the person in charge; and (3) Attempt to purchase cheaper raw materials in order to adjust the price to the market's existing or prevailing prices.

Thus, in the future, in order to increase the number of orders or turnover of the teaching factory business unit managers in the fashion skills competency program in schools, they try to: (1) encourage all students, especially those in the sewing department, in the fashion industry class, of course, by involving parents, schools, and school committees (at school committee meetings); (2) try to buy raw materials in cheaper places, such as Bandung and/or Jakarta, by comparing prices.

### 3.3.2. Beauty & Spa Skills Competency Program Evaluation and Follow-up at Vocational School in Bengkulu

Of course, not everything goes according to plan in the field of evaluation and follow-up on the Beauty and Spa skill competence program in the teaching factory business unit in the School Beauty and Spa skill competency program, especially in salons, because salons are occasionally empty of guests. This is due to a variety of causes, including the lack of competency among some pupils, as well as a lack of promotions. As a result, it is critical in the future to strengthen collaboration with industry partners in the teaching factory business unit in the school Beauty and Spa skill competence program for both students and instructors, as well as to improve salon income. Increase active promotion of students and, of course, the manager of the teaching factory business unit in the Beauty and Spa skill competency program both offline and online, for example, by promoting through social media (Facebook or Instagram directly or live streaming) as well as delayed broadcasts by recording promotional videos that are intentionally and professionally made. Of course, with the product from the teaching factory business unit in the school's Beauty and Spa expertise competency program, it also opens up opportunities for collaboration with school industry partners to, for example, order the results of herbal products that have been produced that are used or drunk after treatment by consumers and/or salon customers in the teaching factory business unit in the school's Beauty and Spa expertise competency program.

### 3.3.3. Culinary Competence Program Evaluation and Follow-up at Vocational School in Bengkulu

Despite the COVID-19 pandemic, in the field of evaluation and follow-up to the Catering skill competency program in the teaching factory business unit in the school Catering skill competency program, especially after running for one month, namely January 2022 in the partition in semester 2 of the 2021/2022 academic year. In this case, the teaching factory business unit in the School Beauty and Spa skill competence program, particularly Catering, performed successfully, with a January turnover of Rp. 15,800,000.00. The production process involves four Catering Management Teachers in this school's Beauty and Spa expertise competency program's teaching factory business unit, such as the manager who serves as a picket officer every day to guide the teaching factory learning process and monitor the R3 bread production process. the day, and students enrolled in the creative product and entrepreneurship course on that day are responsible with marketing by selling R3 bread on a predetermined daily schedule.

What we found about teaching factory management, it was supported by (Wahyuni & Ahyani, 2022). The teaching factory is a game changer in the realm of education in Indonesia. Work-based learning is one approach for producing competent and ready-to-work vocational graduates in accordance with the expectations of the labor market. The teaching factory paradigm seeks to integrate manufacturing education and training with the requirements of current industrial practice (Prasetya,

2020). According to (Wahjusaputri & Bunyamin, 2022), teaching factory model implementation is applied to school management, human resources, marketing promotion, workshops, laboratories, learning patterns, and business and industry relationships. This model should increase the competency of graduates relevant to business and industry needs in the 4.0 era industry. This model allows the growth of creative schools in accordance with the potential advantages of the region. Its main characteristic is that the school lays a basic vision that students are intact personalities (Wahjusaputri, Fitriani, Indah Nastiti, & Syukron, 2020). Furthermore (Haris, 2017) found that in the learning process, the students are ready to have the skill and good character, as well as give them some competencies so they will be ready to work or become a businessman after graduation. The teaching factory consisted of planning, organizing, implementing, and evaluating. The teaching factory developed was integrated with the production unit that was used for the practice of students so that graduates became qualified and ready to enter the workforce (Azizah et al., 2019). The last (Diwanggoro & Soenarto, 2020) state teaching Factory is an industry-based learning system that utilizes a production unit as a place to run a business or production process. The teaching factory development is the main point where the process includes the formation of management, the production process, the marketing process, and the evaluation process. Teaching Factory is developed and integrated with production units to implement students' practices.

#### 4. CONCLUSION

The preparation or planning for the Management of the Teaching Factory for the Expertise Program in Dressing, Catering, and Beauty and Spa; the implementation of the Management of the Teaching Factory for the Fashion, Catering, and Beauty and Spa Expertise Program; the supporting factors and inhibiting factors for Teaching Factory management activities; and the solutions to overcome the inhibiting factors of the Management of the Teaching Factory for the Clothing, Catering, and Beauty and Spa Expertise Program. The role of school principals and school supervisors as facilitators of the Teaching Factory management team for the competency program for Clothing, Catering, and Beauty and Spa skills in the 2021/2022 school year can also be said to have been successful in increasing teachers' ability to compose and develop teaching factories using learning-based models. The general conclusion is that outstanding product management at Vocational School in Bengkulu can be concluded properly in line with teaching factory management in schools. This paper only discusses the management of the teaching factory. The next researchers, we hope they will be more investigate the teaching factory's outcome and the graduate's quality.

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