E-ISSN: 2987-1573, P-ISSN: 2987-3460
TGO Journal of Community Development
Vol. 2, No. 2, July - December (2024)

Workshop for Increasing the Capability of Teachers and Educational Personnel in Teaching Factory Learning

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ABSTRACT

This activities is based on the low capability of teachers in implementing the learning process with the teaching factory model at SMK Muhammadiyah Kutowinangun. The appropriate teaching factory learning approach used at SMK Muhammadiyah Kutowinangun because it produces competent and work-ready graduates. The purpose of this research is to improve teacher capability to be more productive in implementing learning with the teaching factory approach. The focus of this research is on productive teachers at SMK Muhammadiyah Kutowinangun. The challenges of this research experienced by teachers because they are required to leave the teacher-centered learning strategy to the student-centered learning strategy. This school action research was carried out in two cycles in each cycle through the stages of planning, implementation, observation and reflection. The results of this study obtained a value with an average of 94 (A) and a percentage of completeness of 91.67%. With this training, productive teachers at SMK Muhammadiyah Kutowinangun are able to implement teaching factory learning better. The conclusion of this research is that the workshop carried out is expected to be able to provide an increase in the capability of teachers and educators in the learning process using the teaching factory learning model.

Kewords: Educator Capability, Teacher, Teaching Factory, Workshop

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Received: 14-10-2024
Revised: 17-11-2024
Accepted: 29-11-2024
Published: 15-12-2024

1. INTRODUCTION

Educational institutions, especially schools, are the main focus because they aim to develop all the potential that all humans will have, namely every stage of cognition, namely the knowledge and understanding of students in each receiving religious learning and general knowledge, then from each stage of affection which is a process of internalizing teaching, religious values and knowledge in each student, which means appreciation and belief. Teachers are a major component in the school environment. Teachers are educators who are role models and are able to identify students and their environment. The law on teachers and lecturers has seven main tasks, including educating, teaching, guiding, directing, training, assessing and evaluating. (Ngugi et al., 2014). Teachers are also required to have competencies that support the implementation of all their main tasks.

The learning implementation process must be carried out properly because it is a demand for a teacher where it is his main task, for example a teacher makes good and correct planning in accordance with applicable provisions. Teachers are able to carry out all learning interactively, inspiringly, challengingly, enjoyably, and are able to build interests, ideas and concepts for students so that learning is more meaningful. The question that arises is whether it is possible to develop a simple, systematic learning model that is meaningful for teachers to use in implementing learning activities to improve learning motivation (Uno, 2014). The demands and

expectations that will be attempted by teachers are carried out well and applied using a good learning approach. Learning strategies, methods, learning techniques and learning models use the teaching factory model.

A professional teacher will provide choices and apply effective learning methods so that the material taught can be learned by students as well as possible. Teachers must also be able to carry out all learning using various learning models to get maximum results. Creativity and new innovations can improve learning abilities and techniques. Teaching technique skills are useful in increasing students' enthusiasm for learning in achieving the expected level of learning completion.

The role of teachers in learning development. Teaching and learning activities in the school environment determine every activity that can be done by students according to their growth and development. Teachers direct and foster students' interest in participating in learning in the classroom. It was found that there were teachers who had good mastery of a material but when carrying out learning activities it was not optimal (Ngugi et al., 2014). This happened because the activity was not based on a particular learning model so that the learning outcomes obtained by students were low (Uno, 2014). The question that will arise is whether it is possible to develop a simple, systematic, meaningful learning model so that it can be used by teachers to carry out learning activities well and can help increase achievement motivation and learning outcomes.

In the teaching factory learning model, it is one of the learning models applied at SMK Muhammadiyah Kutowinangun. Implementation of the teaching factory learning model where the learning atmosphere is designed like the real working world (Amar et al., 2015). The purpose of the teaching factory itself is to ensure that learning activities for students must be more than just providing material in textbooks (Fajaryati, 2012). Through the teaching factory, students practice not only learning skills for students to learn and work in groups, and can train themselves in communicating with others and gain real experience and practice to carry out work in order to be prepared to enter the world of work (Martawijaya, 2012). The teaching factory program is a new breakthrough for the world of vocational education because it is able to create competent and work-ready vocational school graduates according to the demands of the world of work.

This workshop is one method that can be applied to improve the work capability of a teacher in implementing learning. A workshop is a way to improve performance in order to achieve more in a job that is part of his/her responsibility (Askin, 2018). This planned workshop has the same organizational goal for workers. Training can be explained as getting people or living things used to be able to do something. This process is identical to changing the way attitudes and behaviors are the same as changing performance to achieve goals.

In fact, in the field, there are still productive teachers at SMK Muhammadiyah Kutowinangun who have quite low capabilities in implementing the teaching factory learning model. Based on the results of observations from 12 productive teachers at SMK Muhammadiyah Kutowinangun, 29% were able to implement teaching factory learning perfectly. This is due to the low intention of teachers to prepare learning.

The cause of the low willingness of teachers to prepare good learning is the limited instructions and methods for implementing teaching factory learning. Therefore, the method has an influence on the quality of learning at SMK Muhammadiyah Kutowinangun, which is one of the vocational schools that has produced reliable future generations, human resources who are ready to use in the industrial world. This cannot be left alone because of the influence of the quality of education at SMK Muhammadiyah Kutowinangun. The results of previous research conducted by Sudiati (2018) stated that there were workshop activities that had a positive impact on the ability of a teacher. The results of previous research conducted by Nurdin and Fatkhuri (2022) stated that there was an increase in the ability of class teachers in KKG Gusus 02, Sumber Malang District.

2. METHODS

The method used in this activity is a workshop, which is designed to improve teachers' capabilities in implementing the teaching factory learning model. The workshop is carried out through a series of activities involving planning, implementation, observation, and reflection in

two cycles. In this activity, teachers are given a theoretical understanding and direct practice of teaching factories, including student-centered learning strategies, integration of learning with the industrial world, and the application of school-based production models. In addition, discussion and simulation sessions are also carried out to help teachers overcome challenges in switching from conventional learning strategies to more innovative approaches. With this method, it is hoped that teachers can better understand and implement teaching factories effectively in the learning process.

3. RESULTS AND DISCUSSION

3.1. Results

Initial observations made on productive teachers at SMK Muhammadiyah Kutowinangun still do not use the Teaching Factory learning model. In the learning process that is carried out, the teacher only gives assignments according to the examples given and provides motivation to students. This method indicates that the teacher is not yet optimal, meaning that the teacher's ability is still low in implementing learning, which has only reached an average of 74 (C) with 0% completeness.

It can be seen that in cycle I, actions were carried out in accordance with the planning of cycle I, namely preparing all the equipment to be used to explain the Teaching Factory model, preparing regulations related to the Teaching Factory model and preparing for the implementation of the workshop. The workshop process is carried out by explaining the learning process using Teaching Factory. Consulting with productive teachers in advance about their abilities. Reminding productive teachers not to be nervous in implementing learning and providing guidance, motivation so that the process is carried out correctly.

Based on the results of observations in cycle I, the following data were obtained:

Table 2. Results of Teacher Capability Assessment in Implementing Teaching Factory Learning (Cycle 1)

No	Infrmation	Value
1	Total Value	1025
2	Average/quantitative value	86
3	Qualitative Value	B
4	Completion	91
5	Teachers who completed	5
6	Teachers who have not completed	7
7	Percentage of completion	47,7%

Source: Data Processed (2024)

Interval class data from the results of the research on the ability of a productive teacher in implementing teaching factory learning can be seen in the table below:

Table 3. Interval Class Data for Cycle I

No	Interval	Middle Value	Absolute Frequency	Relative Frequency
1	76-80	78	2	16,7
2	81-85	83	3	25
3	86-90	88	2	16,7
4	91-96	93,5	5	41,7
	Total		**12**	**100**

Source: Data Processed (2024)

With reference to the table that has been obtained, the researcher makes a histogram graph as shown below.

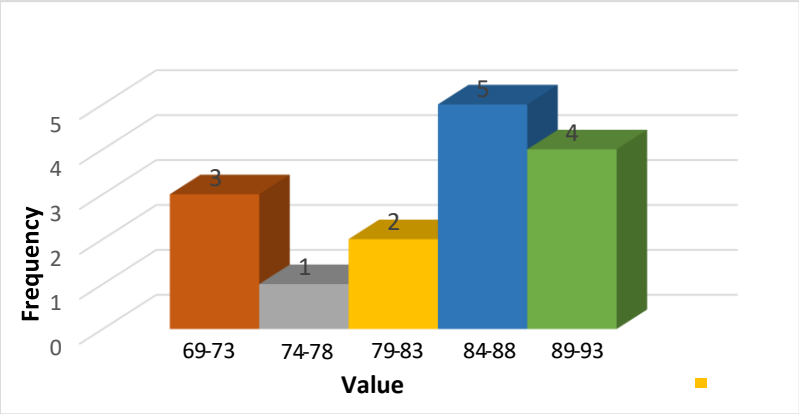

Figure 2. Histogram of the Results of the Assessment of Teacher Ability to Implement Teaching Factory Learning Cycle I
Source: Data Processed (2024)

The highest teacher capability in implementing learning is at a value of 91 to 96, teachers who get a score in this range are 5 teachers while the lowest capability is at a value of 76 to 80 with 2 teachers who get a score. The percentage of completion in cycle I is 41.7%, not yet reaching the success indicator (minimum 80%).

In cycle II it is carried out according to the results of reflection in cycle I, where improvements are made based on reflection in cycle I. Based on the results of observations in cycle II, the following data were obtained:

Table 3. Results of Teacher Ability Assessment in Implementing Teaching Factory Learning. Cycle II

No	Infrmation	Value
1	Total Value	1456
2	Average/quantitative value	94
3	Qualitative Value	A
4	Completion	91
5	Teachers who completed	11
6	Teachers who have not completed	1
7	Percentage of completion	91,67%

Source: Data Processed (2024)

Interval class data of the results of the productive teacher ability assessment in implementing teaching factory learning can be seen in the table below.

Table 4. Interval Class Data Cycle II

No	Interval	Middle Value	Absolute Frequency	Relative Frequency
1	86-90	88	1	8,3
2	81-85	93	7	58,3
3	86-90	98	4	33,3
	Total		**12**	**100**

Source: Data Processed (2024)

The data above can be described with the histogram graph below:

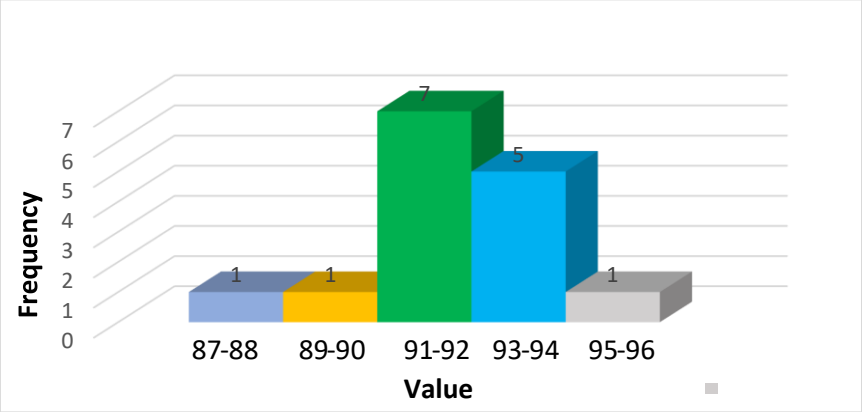

Figure 3. Histogram of Teacher Work Capability Assessment Results. Cycle II
Source: Data Processed (2024)

3.2. Discussion

The learning process that occurs at SMK Muhammadiyah Kutowinangun is only in the form of knowledge transfer. This is because productive teachers are not yet accustomed to using Teaching Factory learning. Meanwhile, learning at SMK Muhammadiyah Kutowinangun pays attention to demand driven referring to competency standards that apply in the world of work or industry (SKKNI) and is implemented with a dual system in schools and in industry or the business world in the form of real activities. Teaching Factory is a real learning concept, so that it can bridge the competency gap between industry and school needs (Osnal et al., 2016)

Based on the research data, there was an increase from cycle I to cycle II in the ability of teachers to carry out learning using the Teaching Factory learning model. This can be seen from the completion value obtained, namely in cycle I of 12 productive teachers only 5 people completed it with a completion percentage of 41.7% with an average of 86. However, in cycle II there was an increase in the ability of teachers to use the Teaching Factory learning model, namely 91.67% with 11 productive teachers completing it with an average value of 94 and this value has reached the success indicator set in this study.

Before the observation was carried out, a workshop was conducted for productive teachers. In the workshop, the Teaching Factory learning process was explained and teachers were consulted about their abilities and provided guidance and motivation so that the process was carried out correctly. However, the implementation of cycle I still showed some weaknesses, teachers teaching in cycle I were still not consistent in following the teaching factory stages. So teachers were invited again to discuss, ask questions both at the initial meeting and when they finished teaching. Discussion activities were continuously carried out to stimulate activities carried out by teachers for improvement. With this workshop, finally, teachers' abilities began to improve in implementing learning in cycle I. Cycle II was carried out based on the results of reflection in cycle I.

Improvements are made at the beginning before the teacher starts implementing the learning, with more emphasis on changing the teaching paradigm to teaching students. With the teacher acting as a facilitator in the interaction process in the classroom. In the workshop activities carried out at the beginning, guidance is provided on existing deficiencies and conveyed that teachers carry out learning activities as stated in the Learning Implementation Plan (RPP) that has been made. The time aspect also needs attention, therefore teachers need to pay attention to the time written in the RPP. Providing motivation that is continuously carried out at the beginning of the meeting can also influence the improvement of teachers' abilities in implementing Teaching Factory learning. From the results of observations, there was an increase in teachers' abilities in implementing learning from cycle I, an average of 86 rising to 94 in cycle II. The increase in teachers' ability to productively implement Teaching Factory learning was due

to the workshop. The workshop that was carried out succeeded in improving teachers' abilities in implementing Teaching Factory learning. Where discussions were continuously held that emphasized the ability to implement Teaching Factory learning. This is in line with research conducted by Osnal et al. (2016) that there was a positive influence of workshops on teacher abilities. Research from Sutono (2017) also stated that after the implementation of the workshop, there was an increase in the theoretical/conceptual understanding of teachers in learning. In addition, Teaching Factory Learning is very suitable to be applied at SMK Muhammadiyah Kutowinangun as conveyed by Siswanto (2011) that Teaching Factory can contribute to improving the competence of SMK Muhammadiyah Kutowinangun students by providing output results that have good quality.

4. CONCLUSION

Workshops conducted in implementing Teaching Factory learning can improve teacher skills. The research data in cycle I showed an average score of 86 (B) and a percentage of completion of 41.7%. Data in cycle II increased with an average of 94 (A) and a percentage of completion of 91.67%. Thus, workshops can improve the skills of productive teachers at SMK Muhammadiyah Kutowinangun in implementing Teaching Factory learning.

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