

THE EFFECT OF IMPLEMENTATION TEACHING FACTORY LEARNING MODEL ON STUDENTS INTEREST IN ENTREPRENEURSHIP IN CLASS XI FASHION MANAGEMENT AT STATE VOCATIONAL HIGH SCHOOL 6 YOGYAKARTA IN THE 2022/2023 ACADEMIC YEAR

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ABSTRACT

This research aims to determine: The effect of implementing the teaching factory learning model on interest in entrepreneurship, the application of teaching factory learning model, and the interest in entrepreneurship of class XI Fashion Management. This type of research is quantitative descriptive. The research sample with the Slovin formula at a significance level of 10% was obtained as many as 51 students. Collection data technique use questionnaires and documentation. The validity test uses Pearson product moment and showed that 1 item was declared invalid, so that 43 items were declared valid with a correlation value above 0.396. The instrument reliability test used Cronbach's Alpha with coefficient values of 0.970 and 0.952. Data analysis technique uses the product moment correlation test, analysis prerequisite tests included normality test and linearity test. The research result show that: 1) the effect of implementing the teaching factory learning model on interest in entrepreneurship is 21.7%, 2) the application of teaching factory learning model is the moderate category with a relative frequency of 41.1%, and 3) Interest in entrepreneurship is in the high category with a relative frequency 54,9%.

Keywords: *Learning Model; Teaching Factory; Entrepreneurship Interest*

INTRODUCTION

The Curriculum policies often change with the times, especially supported by the growth of scientific and technological advances that are growing rapidly. Curriculum changes require educators can be able to understand and implement the curriculum on educational units appropriately so that educational goals can be achieved. According to Law No.20 of 2003, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used guidelines for organizing learning activities to achieve national education goals[1]. Vocational high schools (SMK) are formal education pathways based on expertise competencies that can later produce graduates who are competent in their fields and ready to enter the world work[2]. This educational goal is in line with curriculum changes and the development of appropriate learning models. The learning model currently applied in high school

education equivalent to SMK is the teaching factory learning.

The teaching factory system learning model is a learning concept that refers to standard procedures that apply in industry, meaning that students experience learning that is the same as reality in the industrial world[3]. Students are required to learn to produce goods in accordance with specified target and time discipline. Through the teaching factory learning, is expected to foster a high discipline work ethic and be able to equip student competencies to prepare for entry into the world of work or open jobs. Teaching factory is a learning activity where students implement production activities in the form of goods or services within the school education environment[4].

State Vocational High School 6 Yogyakarta itself has become a school with the Young Entrepreneur School program, which is a school that cares about entrepreneurship, this SMK also won the trust to become a Regional

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Public Service Agency (BLUD), the handover of the DIY Governor's Decree was carried out on Wednesday (16/09) at the local school[5]. The decree was handed over by the Regional Secretary of DIY, Kadarmanta Baskara Aji to the Principal of SMK N 6 Yogyakarta. In connection with this, SMK N 6 Yogyakarta became a breakthrough school to produce young entrepreneur graduates. Entrepreneur is someone who create a new business by taking risks and uncertainties in order to achieve profit and growth by identifying significant opportunities and combining the necessary resources so that these resources can be capitalized[6].

In contrast to the opinion that an entrepreneur is a person who dares to try independently by mobilizing all resources and efforts including the intelligence to recognize new products, determine new production methods, arrange operations to procure products, market them, and arrange capital operations to produce something of higher value[7]. Schools with a vision and mission to produce graduates to become young entrepreneurs, then the education in it must be in line with the expected goals. SMK Negeri 6 Yogyakarta uses the teaching factory learning model with hope of being able to foster student innovation and creativity and instill entrepreneurial spirit motivation in students. With regard to this, the existence of teaching factory learning is expected for provide more motivation to students and be able to instill an entrepreneurial spirit in students of common references.

METHOD

Type of research uses in this research is quantitative descriptive. This quantitative uses a method of measurement or calculation of numbers, with a correlational approach that explains the relationships to achieve a result. This research is used to analyze data and determine the effect of the student teaching factory learning model on entrepreneurial interest. This research was conducted at SMK

Negeri 6 Yogyakarta which is located at Jalan Kenari No.4, Semaki, Umbulharjo District, Yogyakarta, Yogyakarta Special Region, 55166.

The collection data technique in this study use a questionnaire (questionnaire) and documentation. Testing in this study was carried out on 25 respondents using validity and reliability tests. Research validity test using Pearson product moment obtained results of the teaching factory learning model questionnaire data there was 1 item that was declared invalid, so 43 items were declared valid. Valid items have a correlation value above 0.396, canceled items with a value of 0.079. Instrument reliability test using Alpha Cronbach with a calculated reliability coefficient of 0.970 for teaching factory questionnaire data, and interest in entrepreneurship questionnaire data obtained a value of 0.952. The value is above the standard coefficient of 0.6, thus it can be stated that the questionnaire data is very well used to collect data.

Population of this research are students of SMK Negeri 6 Yogyakarta class XI Cosmetology in the 2022/2023 school year totaling 103 students, in this study the sample used was part of the population. Sampling of research is part of the number and characteristics of the population[8]. Sampling technique used probability sampling with simple random sampling, namely random sampling of the population. The sample size was taken using the Slovin method with a significant level of 10%, so that sample obtained in this research the amount to 51 students. Data analysis techniques uses quantitative descriptive analysis. Descriptive statistical analysis is an data analysis technique to explain data in general or generalization, by calculating the minimum value, maximum value, average value (mean), and standard deviation[9].

RESULTS AND DISCUSSION

The data description describes research data the effect of teaching factory learning

model on entrepreneurial interest in students in class XI Cosmetology at SMK Negeri 6 Yogyakarta in the academics year 2022/2023 obtained through a questionnaire with a total sample of 51 students. Description of data in this study describes the research results of each variable, namely the teaching factory learning model with an interest in entrepreneurship has a significant relationship. The results of the data description can be seen on the following table:

Table 1. Description of Research Data

Variable	Observation Score				Ideal Score				M	M
	Max Score	Min Score	Mean	SD	Max Score	Min Score	Mean	SD		
X	76	58	68,31	5,02	76	19	47,5	9,5	6	7
Y	96	70	85,27	5,62	96	24	60,12	8,8	8	8
									6	4

Description:

X = Teaching Factory Learning Model

Y = Entrepreneurial Interest

Teaching Factory Learning Model

Based in the data table above, for teaching factory learning model, the ideal highest score is 76, the ideal lowest score is 19, the ideal mean is 47, the ideal standard deviation is 9. From this, the ideal normal score criteria are as follows:

Table 2. Ideal Normal Score Criteria

No.	Category	Interval Score	F	%
1	Low	58-64	12	23,5%
2	Sufficient	65-70	21	41,1%
3	High	71-76	18	35,2%
	Amount		51	100

Based on the category of application in the teaching factory learning model above, it can be concluded that there are 12 respondents in the low category with a relative frequency of 23.5%, 21 respondents are included in the sufficient category with a relative frequency of 41.1%, and 18 respondents are in the high category with a relative frequency of 35.2%. Based on data analysis, it can be concludes that the teaching factory learning model for students in class XI of Fashion Management at SMK Negeri 6 Yogyakarta is included on the sufficient category with a relative frequency of

41.1%. The following table of the category of application of teaching factory learning model is presented in Figure 1

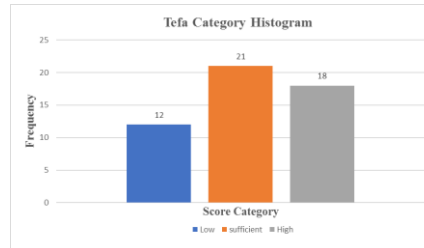


Figure 1. Histogram of Teaching Factory Learning Model Categories

Entrepreneurial Interest

Based in the data in table above, for entrepreneurial interest, the ideal highest score is 96, the ideal lowest score is 24, the ideal mean is 60, the ideal standard deviation is 12. From this, the ideal normal score criteria are as follows:

Table 3. Ideal Normal Score Criteria

No.	Category	Interval Score	F	%
1	Low	70-78	6	11,7%
2	Sufficient	79-87	28	54,9%
3	High	88-96	17	33,3%
	Amount		51	100

Based in the category of interest on entrepreneurship above, in the low category there are 6 respondents with a relative frequency of 11.7%, 28 respondents in the moderate category with a relative frequency of 54.9% and 17 respondents in high category with a relative frequency of 33.3%, it can be concluded that the interest in entrepreneurship of class XI Cosmetology at SMK Negeri 6 Yogyakarta in the moderate category with a relative frequency of 54.9%. The following histogram of entrepreneurial interest category is presented in Figure 2

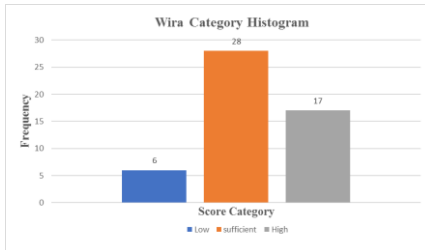


Figure 2. Histogram of Entrepreneurial Interest Categories

Prerequisite Test Analysis

1. Normality Test

Normality test is statistical test that purpose to test whether observed data had normal characteristics or not. Normality test is performed on the two research variables, namely the teaching factory learning model (X) and interest in entrepreneurship (Y). Based on the results of calculations using SPSS 16.0 for windows software, the normality results are as follows:

Table 4. Recapitulation of Normality Test Results

No.	Variable	df	X^2 Count	P > 0,05	Criteria
1	Teaching Factory	13	8,569	0,805	Normal
2	Interest in Entrepreneurship	17	10,765	0,869	Normal

Based on the normality test results on table 4, it is can be seen that X^2 count value the teaching factory variable is it 8.569 with a p value = 0.805 > 0.05 and the X^2 count value of the entrepreneurial interest variable is 10.765 with a p value = 0.869 > 0.05. The result of normality test can be concludes that both variables are normal.

2. Linearity Test

Linearity test aims to determine whether the influence between the independent variable and the dependent variable is linear or not significantly. Linearity test can be seen from the F test, if Fcount with a p value > 0.05 then it can be said that the data is linear. The results of the linear test calculation in this study were carried out with the help of SPSS 16.0 for windows software and can be seen in the

ANOVA table. The summary of linearity test result is presented in the following table:

Table 5. Recapitulation of Linearity Test Result

Variable	Df	FCount	P > 0,05	Criteria
X→Y	12/37	0,618	0,813	Linear

Based in the calculation result of table 5, it is can be seen that Fcount = 0.618 with a p value = 0.813 > 0.05. The results of the linearity test can be interpreted that the p value is greater than 0.05 so that the two variables are declared linear.

3. Hypothesis Submission

The hypothesis submission in this study purpose to test whether there is a correlation between the independent variable and the dependent variable. This hypothesis test is carried out by calculating the correlation coefficient using the product moment formula with the provisions of the test criteria that Ho is rejected and Ha is accepted if rcount > rtable, or Sig. r value < α (0.05). Then Ho is rejected and Ha is accepted. To facilitate the hypothesis test, all data processing is done with the help of SPSS 16.0 for windows software, namely simple correlation testing between the independent variable of teaching factory learning model (X) and the dependent variable of entrepreneurial interest (Y). Results of hypothesis test can be seen on the following table:

Based on the calculation results in table 6, it can be concluded that value of rcount 0.466 > rtable = 0.266 with a p value = 0.001 < 0.05. This information can be interpreted that the hypothesis is accepted, which means that there is a significant positive influence between teaching factory on interest in entrepreneurship.

Table 6. Recapitulation of Hypothesis Testing Results

Variab le	r _{count}	r _{table}	Coefficient Of Determination (R ²)	Criteria
X→Y	0,466	0,266	0,217	There is an influence (r _{hitung} > r _{tabel})

The contribution of the influence given by the teaching factory variable to the interest in entrepreneurship can be known from the price of coefficient determination (R²) of 0.217. This means that effect of teaching factory on interest in entrepreneurship is 21.7% while the remaining 78.3% is influenced by other factors not discussed in this study.

Research Discussion

This study was conducted using research subjects as many as 51 students of class XI of Fashion Management at SMK Negeri 6 Yogyakarta in the academic years 2022/2023. The results of the calculation and analysis of research data show that there is a significant positive influence between the teaching factory learning model on entrepreneurial interest in class XI of SMK Negeri 6 Yogyakarta. The following is a discussion of the results of the research that has been done.

1. Teaching factory learning model for students in class XI of Fashion Management at SMK Negeri 6 Yogyakarta in the 2022/2023 academic year.

The results of the data analysis of the teaching factory learning model show that there are 12 respondents in the low category with a relative frequency of 23.5%, 21 respondents are included in the sufficient category with a relative frequency of 41.1%, and 18 respondents are in the high category with a relative frequency of 35.2%, it is concluded that teaching factory learning models for class XI Cosmetology at SMK Negeri 6 Yogyakarta is included in the sufficient category with a relative frequency of 41.1%.

The teaching factory learning model is the moderate category because students are

in a transition period from conventional learning models to teaching factory learning models. The existence of a transitional period of learning models makes students adapt to a new learning atmosphere that requires students to carry out learning like in the industrial world, which has certain rules.

The teaching factory learning model aims to stimulate students to have an entrepreneurial spirit and form students to be ready to enter the world of work. This is in accordance with the opinion (Nurtanto, Ramdani, & Nurhaji) that the teaching factory process must fully involve students, this is done to prepare students to have good competence and have an entrepreneurial spirit before entering the industrial world[10].

The implementation of teaching factory learning model is not enough to only involve schools, teachers, and students, there needs to be industry partners who support the process of running this learning model. This is in line with research conducted by (Sudiyono) which states that the implementation of teaching factory learning model involves partner industries as one of the business development in schools[4]. Through cooperation with industrial partners, it will be able to develop the competence of students and teachers, as well as benefit the school.

2. Entrepreneurial Interest of students in class XI of Fashion Management at SMK Negeri 6 Yogyakarta in the 2022/2023 academic year.

The results of data analysis of Entrepreneurial Interest of students in class XI Cosmetology at SMK Negeri 6 Yogyakarta, it can be explained that in the low category there are 6 respondents with a relative frequency of 11.7%, 28 respondents in the moderate category with a relative frequency of 54.9% and 17 respondents in the high category with a relative frequency of 33.3%. Based on the analysis of these data, it can be concluded that the results of entrepreneurial interest in class XI

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Cosmetology at SMK Negeri 6 Yogyakarta in the category enough with a relative frequency of 54.9%.

Student entrepreneurial interest in the category enough because students have the motivation and willingness to become entrepreneurs. The existence of a will based on encouragement and enthusiasm that arises in students without coercion and pressure from any party that will form the entrepreneurial spirit inherent in students. Entrepreneurial interest is basically important for students who have a view on entrepreneurship, because with an interest in entrepreneurship students will be more terdorong and have a desire for entrepreneurship after graduating from school[11].

If students have a good interest in entrepreneurship, it will bring out a creative and innovative attitude in every work, this is in line with research conducted by (Ristina) argues that interest is a driving factor that makes someone work hard and take advantage of every opportunity that exists by optimizing the potential available[12].

3. The Effect of Teaching Factory Learning Model on Entrepreneurial Interest of Class XI Fashion Students at SMK Negeri 6 Yogyakarta.

The result of hypothesis testing using product moment correlation, obtained rcount value $0.393 > rtable = 0.266$ with a p value $= 0.000 < 0.05$. This information can be interpreted that the hypothesis is accept, which means that there is a significant positive effect on the teaching factory learning model on entrepreneurial interest. The results of this study are in line with research conducted by (Kurniawan, 2018)[13], (Susanti, 2020)[14], (Yusri & Sulistyowati, 2020)[15] which shows that there is positive influence of the teaching factory learning model on entrepreneurial interest, meaning that the better the application of the teaching factory learning model will affect entrepreneurial interest.

The results of this study can be concluded that the application of the teaching factory learning model has an influence on entrepreneurial interest, because with application of teaching factory learning model can able to stimulate students to having the enthusiasm and motivation for entrepreneurship and be able to create their own jobs equipped with teaching factory-based learning that makes students become familiar with the learning environment such as the atmosphere in the industry.

CONCLUSION

Based on the results of analysis on discussion on research with title of the influence the teaching factory learning model on the entrepreneurial interest of students in class XI Cosmetology at SMK Negeri 6 Yogyakarta can be drawn several conclusions as follows there is it an influence of teaching factory learning model in the entrepreneurial interest of students in class XI Cosmetology at SMK Negeri 6 Yogyakarta by 21.7%. This is evidenced by results of the calculation the hypothesis that value of rcount $0.466 > rtable = 0.266$ with a p value $= 0.001 < 0.05$. This information can be interpreted that the hypothesis is accepted, which means that there is a significant positive influence between teaching factory on entrepreneurial interest. The contribution of the influence given by the teaching factory variable to the interest in entrepreneurship can be known from the price of coefficient determination (R^2) of 0.217. Means that the effect of teaching factory on interest in entrepreneurship is 21.7% while the remaining 78.3% is influenced by other factors not discussed in this study. Learning model teaching factory students grade XI Cosmetology at SMK Negeri 6 Yogyakarta in the category enough with a relative frequency of 41.1%, the implication is that students are able to improve the quality of their learning, can apply the knowledge gained from classroom learning, are enthusiastic about the

application of the teaching factory learning model, but students still need a lot of practice and habituation to teaching factory learning model. Interest in entrepreneurship of students of class XI Cosmetology at SMK Negeri 6 Yogyakarta in the category enough with a relative frequency of 54.9%, the implication is that students can be more enthusiastic when studying at school in order to achieve learning success and be able to encourage themselves to have a high entrepreneurial spirit and not give up. It means that students' interest in entrepreneurship is already there, it just needs to be given better direction. Having an entrepreneurial spirit is certainly not easy to get, this is shown by the fact that there are some students who still hope to work for other people's companies rather than having their own business.

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