The Implementation Of Teaching Factory Program Reviews From Management, Industrial Relationships, And Legal Aspects

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Abstract: The purpose of this study was to determine the effectiveness of the teaching factory implementation in the field of hospitality expertise at SMK Negeri 3 Samarinda in

terms of management, industrial relations and legal aspects. This study uses a quantitative approach with descriptive forms and strategies. The subjects of this study were teachers and students of class XI in the field of hospitality expertise at SMK Negeri 3 Samarinda. The data collection technique is done by using a questionnaire, interview and documentation. Test the validity of the instrument using the product moment correlation formula with rough numbers and the reliability test using the Cronbach alpha formula. The validity and reliability tests of the instruments were assisted by the SPSS 17.0 program. Data analysis using descriptive statistical analysis techniques. The results showed that the implementation of the teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of management was effective with a mean value of effectiveness of 75.446 from the questionnaire results and 78.958 from the interviews. In terms of the implementation of the teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda, in terms of industrial relations, it has not been effective with a mean value of effectiveness of 59.009 from the results of the questionnaire and 58.25 from the results of the interviews. This is because technology transfer and investment by industry have not been implemented between SMK and Industry. For the implementation of teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of legal aspects it has been effective with a mean value of effectiveness of 66.761 from the results of the questionnaire and 78.75 from the results of the interviews. The implementation of teaching factory in the legal aspect can be said to have been effective, but in the field of hospitality expertise for all legal aspects needed to organize the teaching factory program, it is still in the process stage.

Keywords: effectiveness, teaching factory, management, industrial relations, legal aspects

INTRODUCTION

The quality of Human Resources (HR) greatly affects the progress of a country. Even though the country's natural resources are abundant, the quality of human resources is still low, this still keeps the country from progressing. The quality of human resources has several factors that influence it, one of which is in terms of education. From the World Economic Forum (WEF) report released by Media Indonesia, in a report entitled Global Human Capital Report 2017 based on the quality of human resources, Indonesia ranks 65th out of 130 countries in the world. This shows that Indonesia has increased by seven ranks compared to the previous year. However, when compared to other ASEAN countries, Indonesia is still below average, such as Malaysia, Singapore and Thailand. The low quality of human resources is one of the reasons for the rising unemployment rate.

Vocational orientation, which is to prepare graduates, especially to work in certain fields. The government in this case seeks to improve the quality of human resources so that they are able to face global competition. According to the empirical observations of the PSMK Directorate in 2008 (in Fakhri & Yufridawati, 2010), the problem faced in preparing SMK graduates as a workforce is that there is still a gap between the competence of SMK graduates and the needs of Industry, in which SMK graduates are still weak in the soft skills aspect. To deal with this, the government through the Ministry of Education and Culture has made efforts to improve the quality of human resources in various educational programs, namely instilling an entrepreneurial spirit at every level of education. The Directorate of

Vocational High School Development (PMSK Directorate) has the potential to increase the skills and entrepreneurial competencies of SMK graduates. The Directorate of Vocational School Development in the 2015-2019 Strategic Plan has a vision of the formation of human and vocational education ecosystems with character and based on mutual cooperation. One of the programs to realize this vision is the development of Teaching Factory learning.

"Teaching factory learning is a product / service-based learning model in vocational schools that refers to industry standards and procedures and is carried out in an atmosphere like in an industry" (Directorate General of Primary and Secondary Education, 2016). The implementation of teaching factory in SMK can bridge the needs of DUDI and the competencies produced by SMK. The implementation of the Teaching Factory involves DUDI as an assessor of the quality of educational outcomes at SMK. In addition, the implementation of the teaching factory also involves the government in making regulations, planning, implementing and evaluating. So that the teaching factory becomes one of the learning methods that is quite effective in increasing the competence of students in SMK.

SMK Negeri 3 Samarinda is one of the vocational schools that have implemented teaching factory learning, especially in the field of hospitality expertise. Teaching factory implementation requires careful planning, because it studies the process of production / service activities and industrial culture that is in accordance with DUDI standards. SMK Negeri 3 Samarinda has never conducted research on the implementation of teaching factory, for that it is necessary to conduct a study to find out about the implementation of teaching factory at SMK Negeri 3 Samarinda.

The success of implementing the Teaching factory at SMK can be carried out if all parameter aspects get a high achievement value. "The parameters for implementing the Teaching factory are the basis for the preparation of learning programs, namely Management, Laboratories, Training Learning Patterns, Marketing Promotion, Products and Services, Human Resources and Industrial Relations" (Directorate of PSMK, 2017). In addition, to prove the achievement of the ideal conditions for teaching factory, it includes several aspects, one of which is legal (Sub-Directorate of Curriculum, 2017).

METHODS

Place and Time of Research
The research was conducted at SMK Negeri 3 Samarinda in the field of hospitality expertise which is located at Jalan Wahid Hasyim I No.76, South Sempaja, District North Samarinda, Samarinda City, East Kalimantan 75117. This research wasa conducted 2019-2020. The implementation time of this research was carried out in three stages, namely as follows: the preparation stage, the research stage, and the completion stage.

Research Design
This research uses quantitative research methods. "The quantitative research method is research that focuses on numerical data (numbers) and is processed by statistical methods" (Azwar, 2007: 05). The form and research strategy used is descriptive using quantitative data

obtained from distributed questionnaires, and is supported by data from interviews. This is done by conducting field studies and observations at SMK Negeri 3 Samarinda.

Population and Sample

The population is the entire research subject (Arikunto, 2003: 108). Based on this, the subjects in this study were SMK Negeri 3 Samarinda. While the sample is part of all the characteristics possessed by the population "(Sugiyono, 2015: 62). Samples were taken from the population, namely class XI students and teachers in the field of hospitality expertise at SMK Negeri 3 Samarinda.

Sampling Technique

The sampling technique in this study used nonprobability sampling which was focused on purposive sampling technique. According to Sugiyono (2017: 65) states that "nonprobability sampling is a sampling technique that does not provide equal opportunities / opportunities for each element or member of the population to be selected as samples".While purposive sampling according to Sugiyono (2017: 67) is a sampling technique with certain considerations. This particular consideration is that the person is considered to be more concerned about what we mean, namely students who have participated in the teaching factory learning and productive teachers who have implemented teaching factory learning and the head of the field of expertise.

Data Collection Techniques

According to Sugiyono (2013: 330) triangulation is a data collection technique that combines data from various data collection techniques and existing data sources. This study used technical triangulation, in which the researcher used different data collection techniques to obtain data from the same data source. This study uses a questionnaire, interview and documentation.

Questionnaire

The questionnaire in this study is intended for students. The questionnaires distributed to respondents are closed and carried out directly so that it is intended that respondents can provide fast and objective data. The questionnaire in this study, researchers used a Likert scale to measure the variables studied. The main principle of the Likert scale is to determine the location of a person's position in a continuum of attitudes towards attitude objects, ranging from very negative to very positive (Widoyoko E.P., 2012: 104). In using this Likert scale, the researcher uses five choices (five scales) of answers, namely: (1) strongly agree; (2) agree; (3) disagree; (4) disagree; and (5) strongly disagree. The scores for each alternative answer are as follows.

Table 1 Score Alternative Answers

Positive Statement		Negative Statements	
Response	Score	Response	Score

Strongly agree	-	Strongly agree	-
Agree	-	Agree	-
Disagree less	-	Disagree less	-
Disagree	-	Disagree	-
Strongly Disagree	-	Strongly Disagree	-

According to Arikunto in Lestari (2012: 44) the procedure before the preparation of the questionnaire must go through: 1) Formulating objectives to be achieved with a questionnaire. 2) Identifying the variables that will be the target variables. 3) Defining the variable into a more specific and single sub variable. 4) Determine the type of data to be collected and the type of analysis technique used.

Interview

Researchers use this technique as supporting data in order to compare data with other measuring instruments in order to get more accurate data regarding management, industrial relations and aspects of legal teaching factory at SMK Negeri 3 Samarinda. Interview guidelines use a structured interview type. In a structured interview, the interviewer presents several questions that the interviewer has prepared beforehand (Kuntjara, 2006). The results of the interview which are still in the form of a narrative, so that it is easier to analyze the data, the data is scored on each question variable with the consideration that the results of the interview tend to lead to which alternative answer score. In this study, researchers used the same scale as the questionnaire to measure the variables under study, namely the Likert scale.

Documentation

Documentation is a data collection technique by collecting and analyzing documents, both written documents, images and electronics (Sukmadita, 2007: 221 in Lestari, 2012: 44). This technique is used to gather information about the teaching factory management, industrial relations with SMK and legal aspects regarding the teaching factory program. Documentation is carried out during the research, namely the beginning to the end of the study.

Test Techniques for the Validity and Reliability of the Instrument

According to Arikunto (1998: 160) states that "a good instrument must meet 2 (two) important requirements, namely valid and reliable". The data that has been obtained in the field will be combined and recorded in research activities. After that the researchers chose the right way to ensure the validity of the data by testing the validity of the data.

Questionnaire Validity Test

In this study, the instrument validity test used the construct validity test. Construct validity is validity related to the ability of a measuring instrument to measure the meaning of a concept it is measuring (Siregar, 2014). To determine the validity of the instruments used, researchers used the SPSS 17.0 program. According to Widoyoko E.P. (2012: 147) to determine the validity of the instrument used, the product moment correlation formula is used with rough numbers, with the following formula.

$$r_{x,y} \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X^2)\}\{N\sum Y^2 - (\sum Y^2)\}}}$$

information:

rXY = the correlation coefficient between the variables X and Y

X = odd score

Y = even score

N = total students

ΣX^2 = The sum of the squares of the X values

ΣY^2 = The sum of the squared Y values

$(\Sigma X)^2$ = The sum of the X values is then squared

$(\Sigma Y)^2$ = The sum of the Y values is then squared

The correlation coefficient of instrument item number is said to be valid if the calculated rxy price $\geq$ rxy table with a significance level of 5%, whereas if the calculated rxy price $\leq$ rxy table, the item number is said to be invalid (Widoyoko E.P., 2012: 156).

Questionnaire Reliability Test

Reliability test is conducted to determine the reliability level of an instrument. According to Widoyoko E.P. (2012: 157) "the test instrument is said to be reliable or can be trusted if it provides fixed or consistent results if tested many times". The reliability test method used in this study is the internal consistency method. The internal consistency method is a method that is done by testing the instrument only once, then what is obtained is analyzed by certain techniques (Sugiyono, 2017: 359). The specific technique used in this study is the Cronbach Alfa technique. According to Sugiyono (2017: 365) the Cronbach Alpha technique is used for interval or essay data types. To determine the reliability of the instruments used, the researchers conducted a reliability test with the product moment correlation statistics using the SPSS 17.0 program. According to Sugiyono (2017: 365) the formula used to test reliability using Alfa Cronbach is as follows:

$$r_i = \frac{k}{(k-1)}\left\{1 - \frac{\sum S_{i^2}}{S_{t^2}}\right\}$$

Information:

K = mean squared between subjects

ΣSi^2 = mean squared error

St^2 = total variance

The formulas for the total variance and item variance are as follows.

$$St^2 = \frac{\sum x_{t^2}}{n} - \frac{(\sum x_t)^2}{n^2}$$

$$S1^2 = \frac{JK_i}{n} - \frac{JK_s}{n^2}$$

Information:

Jki = the sum of the squares across the item score

JKs = the sum of the squares of the subjects

The instrument is said to be reliable if the price is ri ≥ reliable (error level), whereas if the price of ri is ≤ retail, the instrument is not reliable (Widoyoko E.P., 2012: 159).

Data Analysis Techniques

Data Analysis

The first, data obtained is presented in a table. According to Widoyoko (2012: 111) to determine the criteria for assessing the previous data, the highest score, lowest score, number of classes and interval distance were determined.

Highest score = 5

lowest score = 1

Number of classes = 5 (from strongly agree to strongly disagree)

$$\text{Interval Distance} = \frac{\text{Highest score} - \text{lowest score}}{\text{number of classes}}$$

$$= \frac{5 - 1}{5} = 0{,}8$$

Based on this data, a classification table of the component assessment criteria can be compiled as follows.

Table 2 Table Classification of Component Assessment Criteria for One Item Answer

Mean Answer Score	Classification
>4,2 s/d 5,0	Very High
>3,4 s/d 4,2	High
>2,6 s/d 3,4	Enough
>1,8 s/d 2,6	Low
1,0 s/d 1,8	Very Low

Source: Widoyoko (2012: 112)

To strengthen the results of the data obtained, the middle value, the mean score and the values that often appear on each sub-parameter are sought. To find out the average score, it is as follows.

$$\text{Average score} = \frac{\text{total score}}{\text{total respondents}}$$

The results of the research will be described for each sub parameter. This is intended so that each section can be evaluated so that it can be seen in detail which indicators need to be developed and which parts need improvement. To find out the average value of the effectiveness of the teaching factory implementation in terms of management, industrial relations and legal aspects, the researcher used the following formula.

$$\text{Average effectiveness} = \frac{\text{average score}}{(\sum \text{statement item x highest score})} \text{ x } 100$$

After that it was formulated using the effectiveness category according to the Ministry of Home Affairs Research and Development reference (1991 in Putu Journal 2017: 100).

Table 3 Category of Effectiveness

Effectiveness Ratio	Achievement Level
Under 40	Very ineffective
40 –59,99	Ineffective
60 –79,99	Effective enough
Above 80	Very effective

Source: Research and Development Ministry of Home Affairs (1991) in Putu's Journal (2017: 100)

Prerequisite Test

In this study, the prerequisite test used was the normality test. "The normality test aims to determine whether each variable is normally distributed or not" (Ghozali, 2013: 110). The normality test used in this study is One Sample Kolmogorov-Smirnov through the Microsoft Excel 2013 program. Based on B. Roziqin (2014), the Kolmogorov-Smirnov formula includes:

$$D = |Ft - Fs| \max$$

$$Ft = \frac{1}{\sigma\sqrt{2\pi} e^{\frac{-1}{2}(\frac{x-\mu}{\sigma})^2}}$$

$$Fs = \frac{Frekuensi\ kumulatif}{N}$$

Ft   = Normal cumulative distribution function on Z ($Z = \frac{x-\mu}{\sigma}$)

x   = Total score for each subject

μ   = Average score of all subjects

σ   = Standard deviation$\left(\sigma = \sqrt{\frac{\Sigma(x-\mu)^2}{n-1}}\right)$

The sample is said to be normal if the Dhitung price is smaller than the Dtabel price (KStabel), whereas if the Dhitung price is greater than the Dtabel price then the sample is not normal (Siregar, 2012: 248).

Hypothesis Testing

The first hypothesis in this study states that the implementation of the teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of management has been effective. In this study, hypothesis testing uses a method of describing and describing the data that has been collected using the Microsoft Excel 2013 program. As stated by Siregar (2014: 02) that descriptive statistics are statistics relating to how to describe, describe, describe or describe data so that easy to understand. If the effectiveness ratio is greater than equal to 60 then the hypothesis is accepted, and vice versa if the effectiveness ratio is smaller than 60 then the hypothesis is rejected.

The second hypothesis in this study states that the implementation of teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of industrial relations has been effective. In this study, hypothesis testing uses a method of describing and describing the data that has been collected using the Microsoft Excel 2013 program. As stated by Siregar (2014: 02) that descriptive statistics are statistics relating to how to describe, describe, describe or describe data so that easy to understand. If the effectiveness ratio is greater than equal to 60 then the hypothesis is accepted, and vice versa if the effectiveness ratio is smaller than 60 then the hypothesis is rejected.

The third hypothesis in this study states that the implementation of teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of legal aspects has been effective. In this study, the hypothesis test uses a method of describing and describing the data that has been collected using the Microsoft Excel 2013 program. As stated by Siregar (2014: 02) that descriptive statistics are statistics relating to how to describe, describe, describe or describe data so that easy to understand. If the effectiveness ratio is greater than equal to 60 then the hypothesis is accepted, and vice versa if the effectiveness ratio is smaller than 60 then the hypothesis is rejected.

RESULT

1. Data Description

a. Results of the Questionnaire Instrument Validity Test

In this study, the validity test was carried out using the product moment correlation assisted by the SPSS 17.0 program. The validity test was conducted on 20 respondents. Decision making is based on the calculated rxy value ≥ rxy table with a significance level of 5%, then the item number is said to be valid (Widoyoko E.P., 2012: 156).

Table 4 Sheet of Questionnaire Instrument Validity Test Results

question item	r count	r table	validity	question item	r count	r table	validity
1	0,644	0,444	valid	27	0,667	0,444	valid
2	0,307	0,444	invalid	28	0,128	0,444	invalid
3	0,556	0,444	valid	29	0,534	0,444	valid
4	0,696	0,444	valid	30	0,576	0,444	valid
5	0,682	0,444	valid	31	0,527	0,444	valid
6	0,340	0,444	invalid	32	0,505	0,444	valid
7	0,234	0,444	invalid	33	0,537	0,444	valid
8	0,514	0,444	valid	34	0,466	0,444	valid
9	0,464	0,444	valid	35	0,569	0,444	valid
10	0,577	0,444	valid	36	0,503	0,444	valid
11	0,247	0,444	invalid	37	0,494	0,444	valid
12	0,713	0,444	valid	38	0,520	0,444	valid

13	0,598	0,444	valid	39	0,600	0,444	valid
14	0,566	0,444	valid	40	0,595	0,444	valid
15	0,362	0,444	invalid	41	0,337	0,444	invalid
16	0,629	0,444	valid	42	0,477	0,444	valid
17	0,244	0,444	invalid	43	0,495	0,444	valid
18	0,526	0,444	valid	44	0,568	0,444	valid
19	0,286	0,444	invalid	45	0,489	0,444	valid
20	0,514	0,444	valid	46	0,508	0,444	valid
21	0,655	0,444	valid	47	0,481	0,444	valid
22	0,459	0,444	valid	48	0,560	0,444	valid
23	0,604	0,444	valid	49	0,320	0,444	invalid
24	0,450	0,444	valid	50	0,592	0,444	valid
25	0,592	0,444	valid	51	0,462	0,444	valid
26	0,476	0,444	valid				

Based on table 4 statements for the questionnaire instrument were declared valid, because the calculated rxy value ≥ rxy tableang was 0.444.

b. Results of the Questionnaire Instrument Reliability Test

Besides the validity aspect, there is something that needs to be fulfilled from a questionnaire, namely the level of reliability. According to Widoyoko E.P. (2012: 157) the test instrument is said to be reliable or can be trusted if it provides fixed or consistent results if tested many times. Based on the validity test, 41 questions were valid. The technique used to test the reliability in this study is the Cronbach Alfa technique. The validity test uses the Alpha Cronbach technique assisted by a software application, namely SPSS which is obtained as follows.

Table 5 Results of the Questionnaire Instrument Reliability Test

Reability Statistics

Cronbach's Alpha	N of Items
.762	41

Based on table 5, it is known that from 41 valid questions, the Cronbach alpha value is 0.911. According to Kaplan (1982 in Widoyoko E.P., 2012), an instrument is said to be reliable if it has an Alpha coefficient value of at least 0.7. Because the Alpha coefficient value is 0.762> 0.7, the question item is reliable.

c. Research Data
1) Management Parameters
a) Financial Administration

Table 6 Description of Financial Administration

Rating Category	Score Range	Financial Administration	
		f	Percentage
Very Low	5,0-9,0	0	0%
Low	9,0-13,0	2	2,817%
Enough	13,0-17,0	14	19,718%
High	17,0-21,0	33	46,479%
Very High	21,0-25,0	27	30,986%
Total		71	100%

Based on Table 6, it can be seen that the largest frequency is in the high category, which is 33. The middle value is 19 and the average score is 19.465. The results of these data indicate that the Financial Administration sub-parameters fall into the high category. This states that the implementation of teaching factory in the sub-parameters of financial administration is in the high category.

b) Organizational Structure and Jobdesk

Table 7 Description of the Organizational Structure and Jobdesk

Rating Category	Score Range	Organizational Structure and Jobdesk	
		f	Percentage
Very Low	5,0-9,0	0	0%
Low	9,0-13,0	0	0,000%
Enough	13,0-17,0	16	22,535%
High	17,0-21,0	42	59,155%
Very High	21,0-25,0	13	18,310%
Total		71	100%

Based on Table 7, it is produced that the largest frequency is in the high category, which is 42. For the middle value, it is 19 and the average score is 19.366. The results of these data indicate that the sub-parameters of the organizational structure and jobdesk fall into the high category. This suggests that the implementation of teaching factory on the sub-parameters of the organizational structure and jobdesk falls into the high category.

c) SOP for Performance and Workflow

Table 8 Description of SOP for Performance and Workflow

Rating Category	Score Range	SOP for Performance and Workflow	
		f	Percentage
Very Low	1,0-1,8	5	7,042%

Low	1,8-2,6	8	11,268%
Enough	2,6-3,4	22	30,986%
High	3,4-4,2	19	26,761%
Very High	4,2-5,0	17	23,944%
Total		71	100%

Based on Table 8, it is produced that the largest frequency is in the sufficient category, namely 22. For the middle value, it is 4 and the average score is 3.493. The results of these data indicate that the performance and workflow SOP sub-parameters fall into the high category. This indicates that the implementation of teaching factory on the sub-parameters of SOP performance and workflow falls into the high category.

d) Leadership

Table 9 Description of Leadership

Rating Category	Score Range	Leadership	
		f	Percentage
Very Low	5,0-9,0	0	0%
Low	9,0-13,0	0	0,000%
Enough	13,0-17,0	22	30,986%
High	17,0-21,0	31	43,662%
Very High	21,0-25,0	18	25,352%
Total		71	100%

Based on Table 9, it is produced that the largest frequency is in the high category, which is 31. For the middle value, it is 19 and the average score is 19.254. The results of these data indicate that the leadership sub-parameters fall into the high category. This suggests that the implementation of teaching factory in the leadership sub-parameters is in the high category.

e) The impact of the Teaching Factory on the Institution

Table 10 Description of the Impact of the Teaching Factory on the Institution

Rating Category	Score Range	Impact of TEFA (Institution)	
		f	Percentage
Very Low	5,0-9,0	0	0%
Low	9,0-13,0	2	2,817%
Enough	13,0-17,0	10	14,085%
High	17,0-21,0	46	64,789%
Very High	21,0-25,0	13	18,310%

total		71	100%

Based on Table 10, it is produced that the largest frequency is in the high category, which is 46. For the middle value, it is 19 and the average score is 19.310. The results of these data indicate that the sub-parameters of the impact of the teaching factory on institutions fall into the high category. This states that the implementation of teaching factory in the sub-parameters of the impact of teaching factory on institutions is in the high category.

f) The Impact of Teaching Factory on the Environment

Table 11 Description of the Impact of the Teaching Factory on the Environment

Rating Category	Score Range	Impact of TEFA (Environment)	
		f	Percentage
Very Low	5,0-5,4	0	0%
Low	5,4-7,8	1	1,408%
Enough	7,8-10,2	26	36,620%
High	10,2-12,6	28	39,437%
Very High	12,6-15,0	16	22,535%
total		71	100%

Based on Table 11, it is produced that the largest frequency is in the high category, which is 28. For the middle value is 11 and the average score is 10,986. The results of these data indicate that the sub-parameters of the impact of the teaching factory on the environment fall into the high category. This states that the implementation of teaching factory in the sub-parameters of the impact of teaching factory on the environment is in the high category.

2) Industrial Relations Parameters
a) Form of Cooperation

Table 12 Description of the Form of Cooperation

Rating Category	Score Range	Form of cooperation	
		f	Percentage
Very Low	0,0-9,0	0	0%
Low	9,0-13,0	3	4,225%
Enough	13,0-17,0	31	43,662%
High	17,0-21,0	36	50,704%
Very High	21,0-25,0	1	1.408%
total		71	100%

Based on Table 12, it is produced that the largest frequency is in the high category, which is 36. For the middle value, it is 18 and the average score is 17.366. From these results,

it shows that the sub-parameters of the form of cooperation fall into the high category. This states that the implementation of teaching factory on the sub-parameters of the form of cooperation falls into the high category.

b) Project Work

Table 13 Description of Project Work

Rating Category	Score Range	Project Work	
		f	Percentage
Very Low	0,0-5,4	0	0%
Low	5,4-7,8	1	1,408%
Enough	7,8-10,2	25	35,211%
High	10,2-12,6	26	36,620%
Very High	12,6-15,0	19	26,761%
total		71	100%

Based on Table 13, the biggest frequency is in the high category, which is 26. For the middle value, it is 11 and the average score is 11.239. The results of these data indicate that the project work sub-parameters fall into the high category. This states that the implementation of the teaching factory on the project work sub-parameters is in the high category.

c) Technology Transfer

Table 14 Description of Technology Transfer

Rating Category	Score Range	Technology Transfer	
		f	Percentage
Very Low	0,0-5,4	15	21,127%
Low	5,4-7,8	30	42,254%
Enough	7,8-10,2	24	33,803%
High	10,2-12,6	2	2,817%
Very High	12,6-15,0	0	0%
total		71	100%

Based on Table 14, it is produced that the largest frequency is in the low category, which is 30. For the middle value, it is 7 and the average score is 6.958. The results of these data indicate that the technology transfer sub-parameters fall into the low category. This indicates that the implementation of teaching factory on the technology transfer sub-parameters falls into the low category.

d) Investment by Industry

Table 15 Description of Investment by Industry

Rating Category	Score Range	Investment by Industry	
		f	Percentage
Very Low	0,0-5,4	16	22,5352%
Low	5,4-7,8	30	42,2535%
Enough	7,8-10,2	25	35,211%
High	10,2-12,6	0	0,000%
Very High	12,6-15,0	0	0,000%
total		71	100%

Based on Table 15, it is produced that the largest frequency is in the low category, which is 30. For the middle value is 7 and the average score is 6.789. From the results of the data analysis, it shows that the sub-parameters of investment by Industry fall into the low category. This indicates that the implementation of teaching factory in the investment sub-parameter by Industry is in the low category.

e) Legal Aspects

Table 16 Description of Legal Aspects

Rating Category	Rentang Skor	Legal Aspects	
		f	Percentage
Very Low	0,0-5,4	0	0%
Low	5,4-7,8	2	2,817%
Enough	7,8-10,2	44	61,972%
High	10,2-12,6	20	28,169%
Very High	12,6-15,0	5	7,042%
total		71	100%

Based on Table 16, the biggest frequency is in the sufficient category, namely 44. For the middle value, it is 10 and the average score is 10.014. The results of these data indicate that the legal aspect falls into the sufficient category. This states that the implementation of teaching factory in the legal aspect falls into the sufficient category.

2. Requirements Test Results

a. Management Parameters
1) Financial Administration

Table 17 Results of Financial Administration Normality Test

Kolmogorov-Smirnov					
	N	Mean	Sd	Dcount	Dtable
Financial Administration	71	19,465	3,004	0,110	0,161

At the 95% degree of confidence, Kolmogorov-Smirnov obtained a Dcount value of 0.110 <0.161 (Dtabel). This states that the data sample is normally distributed.

2) Organizational Structure and Jobdesk

Table 18 Normality Test Results of Organizational Structure and Jobdesk

Kolmogorov-Smirnov					
Organizational Structure and Jobdesk	N	Mean	Sd	Dcount	Dtable
	71	19,366	2,140	0,117	0,161

At the 95% degree of confidence, Kolmogorov-Smirnov obtained a Dcount value of 0.117 <0.161 (Dtabel). This states that the data sample is normally distributed.

3) SOP for Performance and Workflow

Table 19: Normality Test Results for Performance SOPs and Workflow

Kolmogorov-Smirnov					
Performance SOPs and Workflow	N	Mean	Sd	Dcount	Dtable
	71	3,493	1,182	0,159	0,161

At the 95% degree of confidence, Kolmogorov-Smirnov obtained the Dcount value of 0.159 <0.161 (Dtabel). This states that the data sample is normally distributed.

4) Leadership

Table 20 Leadership Normality Test Results

Kolmogorov-Smirnov					
	N	Mean	Sd	Dcount	Dtable
Leadership	71	3,493	1,182	0,159	0,161

At the 95% degree of confidence, Kolmogorov-Smirnov obtained a Dcount value of 0.132 <0.161 (Dtabel). This states that the data sample is normally distributed.

5) Impact of Teaching Factory on Institutions

Table 21 Results of the Normality Test of the Impact of the Teaching Factory on the Institution

Kolmogorov-Smirnov					
Impact of the Teaching	N	Mean	Sd	Dcount	Dtable
Factory on the Institution	71	19,310	2,544	0,140	0,161

At the 95% degree of confidence, Kolmogorov-Smirnov obtained a Dcount value of 0.140 <0.161 (Dtabel). This states that the data sample is normally distributed.

6) The Impact of Teaching Factory on the Environment

Table 22 Normality Test Results of the Teaching Factory Impact on the Environment

Kolmogorov-Smirnov					
Impact of TEFA on the	N	Mean	Sd	Dcount	Dtable
Environment	71	10,986	1,720	0,129	0,161

At the 95% degree of confidence, Kolmogorov-Smirnov obtained the Dcount value of 0.129 <0.161 (Dtabel). This states that the data sample is normally distributed.

b. Industrial Relations
1) Form of Cooperation

Table 23 Results of the Form of Cooperation Normality Test

Kolmogorov-Smirnov					
	N	Mean	Sd	Dcount	Dtable
Form of cooperation	71	17,366	2,037	0,129	0,161

At the 95% degree of confidence, Kolmogorov-Smirnov obtained the Dcount value of 0.129 <0.161 (Dtabel). This states that the data sample is normally distributed.

2) Project Work

Table 24 Project Work Normality Test Results

Kolmogorov-Smirnov					
	N	**Mean**	**Sd**	**Dcount**	**Dtable**
Project Work	**71**	**11,239**	**1,768**	**0,131**	**0,161**

At the 95% degree of confidence, Kolmogorov-Smirnov obtained the Dcount value of 0.131 <0.161 (Dtabel). This states that the data sample is normally distributed.

3) Technology Transfer

Table 25 Technology Transfer Normality Test Results

	Kolmogorov-Smirnov				
	N	Mean	Sd	Dcount	Dtable
Technology Transfer	71	6,958	1,916	0,143	0,161

At the 95% degree of confidence, Kolmogorov-Smirnov obtained a Dcount value of 0.143 <0.161 (Dtabel). This states that the data sample is normally distributed.

4) Investment by Industry

Table 26 Investment Normality Test Results by Industry

	Kolmogorov-Smirnov				
	N	Mean	Sd	Dcount	Dtable
Investment by Industry	71	6,789	1,904	0,136	0,161

At the 95% degree of confidence, Kolmogorov-Smirnov obtained a Dcount value of 0.136 <0.161 (Dtabel). This states that the data sample is normally distributed.

c. Legal Aspects

Table 27 Legal Aspect Normality Test Results

	Kolmogorov-Smirnov				
	N	Mean	Sd	Dcount	Dtable
Legal Aspects	71	10,014	1,498	0,152	0,161

At the 95% degree of confidence, Kolmogorov-Smirnov obtained the Dcount value of 0.152 <0.161 (Dtabel). This states that the data sample is normally distributed.

3. Hypothesis Test Results

a. First Hypothesis

In this study, the first hypothesis states that the implementation of teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of management has been effective. The results of the data analysis of the mean effectiveness value for each sub-parameter are interpreted into the level of achievement categories according to the Ministry of Home Affairs Research and Development (1991) as follows.

1) The results of the questionnaire obtained an average score on the sub-parameter of financial administration of 19.465 and an average of effectiveness of 77.859 which is in the level of performance which is quite effective. effective.

2) The results of the questionnaire obtained that the average score on the sub-parameter of the organizational structure and jobdesk was 19.366 and the average effectiveness was 77.465, which is considered quite effective. Meanwhile, from the results of the interview, it was found that the mean score was 18.25 and the average effectiveness was 73 which was included in the level of achievement which was quite effective.

3) The results of the questionnaire obtained that the average score on the SOP performance and workflow sub-parameters was 3.493 and the average effectiveness was 69.859 which is considered quite effective. Meanwhile, from the interview results obtained a mean score of 8 and an average effectiveness of 80 which is included in the level of achievement is very effective.

4) The results of the questionnaire showed that the average score on the leadership sub-parameter was 19.254 and the average effectiveness was 77.014, which is a fairly effective level of achievement. Meanwhile, from the results of the interview, it was found that the mean score was 13.75 and the average effectiveness was 68.75 which was included in the level of achievement which was quite effective.

5) The results of the questionnaire obtained that the mean score on the sub-parameter of the impact of the teaching factory on the institution was 19.310 and the average effectiveness was 77.229 which is considered quite effective. Meanwhile, from the results of the interview, it was found that the mean score was 10.25 and the average effectiveness was 68.333 which was included in the level of achievement which was quite effective.

6) The results of the questionnaire obtained that the mean score on the sub-parameter of the impact of the teaching factory on the environment was 10,986 and the mean of effectiveness was 73,239, which was included in the level of achievement which was quite effective. Meanwhile, from the results of the interview, it was found that the mean score was 13.75 and the average effectiveness was 91.667 which were included in the very effective level of achievement.

From the results of data analysis on each of the sub-parameters above, the results of the questionnaire showed that the average effectiveness of management parameters was 75.446 which was considered quite effective. This is supported by the results of the interviews which showed that the mean effectiveness was 78,958, which was considered to be quite effective.

b. Second Hypothesis

In this study, the second hypothesis states that the implementation of teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of industrial relations has been effective. The results of the data analysis of the mean effectiveness value for each sub-parameter are interpreted into the level of achievement categories according to the Ministry of Home Affairs Research and Development (1991) as follows.

1) The results of the questionnaire obtained that the mean score on the sub-parameter form of cooperation was 17.366 and the average effectiveness was 69.465 which was included in the level of achievement which was quite effective. Meanwhile, from the results of the

interview, it was found that the mean score was 18.25 and the average effectiveness was 73 which was included in the level of achievement which was quite effective.

2) The results of the questionnaire obtained that the average score on the project work sub-parameter was 11,239 and the effectiveness mean was 74,930 which was included in the level of achievement which was quite effective. Meanwhile, from the interview results obtained a mean score of 13 and an average effectiveness of 86.667 which is included in the level of achievement is very effective.

3) The results of the questionnaire obtained an average score on the technology transfer sub-parameter of 6.958 and an average effectiveness of 46.385 which is included in the ineffective level of achievement, while the results of the interview obtained an average score of 5.75 and an average effectiveness of 38.333 which is included in the achievement level very ineffective.

4) The results of the questionnaire obtained that the average score on the investment sub-parameter by the Industry was 6.789 and the effectiveness average was 45.258 which is included in the ineffective performance level. very ineffective.

From the results of data analysis on each of the sub-parameters above, the results of the questionnaire showed that the average effectiveness of the industrial relations parameter was 59.009 which was included in the ineffective performance level. This is supported by the results of the interview which obtained an average effectiveness of 58.25 which is included in the ineffective level of achievement.

c. The Third Hypothesis

In this study, the third hypothesis states that the implementation of teaching factory in the field of expertise in Hospitality at SMK Negeri 3 Samarinda in terms of legal aspects has been effective. The results of the questionnaire data analysis show that the mean value of effectiveness in the legal aspect is interpreted into the level of achievement category according to the Ministry of Home Affairs Research and Development (1991). The average score on the legal aspect is 10.014 and the average effectiveness is 66.761, which is considered a fairly effective level of achievement. This is supported by the results of the analysis of the interview data, which obtained an average effectiveness of 15.75 and an average effectiveness of 78.75 which is considered quite effective.

DISCUSSION

1. Management Parameters

Based on the Teaching Factory Governance book by the Directorate of Vocational Education (2017), teaching factory management is divided into several sub parameters, namely financial administration, organizational structure and jobdesk, Standard Operating Procedure (SOP) of performance and workflow, leadership, and the impact of teaching factory on institutions and environment.

a. Financial administration

Based on the results of the questionnaire regarding the sub-parameters of financial administration, the mean score was 19.465 and the effectiveness mean was 77.859, which is a fairly effective level of achievement. This shows the effectiveness of the teaching factory on the sub-parameters of financial administration in the level of performance which is quite effective. Financial administration in the field of hospitality expertise is in accordance with standard accounting procedures, in which there is always a recording of daily transactions from financial income as well as expenses. In addition, every semester there is a financial report which is to be submitted to the Head of Expertise and forwarded to the upper party. A person who is responsible for financial administration in the field of hospitality expertise is a treasurer in the field of hospitality expertise.

b. Organizational Structure and Jobdesk

Based on the results of the questionnaire regarding the sub-parameters of the organizational structure and the jobdesk, it was found that the mean score was 19.366 and the average effectiveness was 77.465, which is considered quite effective. This shows that the effectiveness of the teaching factory on the sub-parameters of the organizational structure and jobdesk in the level of achievement is quite effective. The organizational structure of the teaching factory in the field of hospitality expertise is not yet fully compliant with industry standards because there is no Quality Control division in it. Explained during the interview, in fact Quality Control in production / service activities is carried out by instructors / teachers in the production unit during production / service activities. There is still no job description in the teaching factory organizational structure. In addition, in the organizational structure, tasks in each field are still not focused on their respective roles, because each task is still being done collectively.

c. SOP for Performance and Workflow

Based on the results of the questionnaire regarding the SOP performance and workflow sub-parameters, the mean score was 3.493 and the effectiveness mean was 69.859 which is considered quite effective. This shows the effectiveness of the teaching factory on the sub-parameters of SOP performance and work flow in the level of achievement is quite effective. Written performance and workflow SOPs do not exist or do not have SOPs installed in each production unit. Explained during the interview, the SOP for performance and workflow in the field of hospitality expertise is explained directly by the instructor to students before the production activities or during the briefing. Like when there is an order, the head of the production unit will directly appoint who is in charge and responsible. After that it is submitted to students and given a jobsheet according to the order for the student to work on.

d. Leadership

Based on the results of the questionnaire regarding the leadership sub-parameters, it was found that the mean score was 19.254 and the effectiveness mean was 77.014, which is a fairly effective level of achievement. This shows that the effectiveness of teaching factory in the leadership sub-parameters at the level of achievement is quite effective. The school

principal has planned to use the teaching factory learning system at SMK Negeri 3 Samarinda. The school has provided knowledge about the teaching factory learning model and the benefits of the teaching factory teaching model in SMK to teachers, especially production teachers. The field of hospitality expertise has carried out teaching factory learning activities, but it is still at the level of the learning system, legally, it has not fully implemented the teaching factory.

e. Impact of Teaching Factory on Institutions

Based on the results of the questionnaire regarding the sub-parameters of the impact of the teaching factory on the institution, the mean score was 19.310 and the average effectiveness was 77.229 which is considered quite effective. This shows the effectiveness of the teaching factory in the sub-parameters of the impact of the teaching factory on institutions in the level of performance that is quite effective. The impact of teaching factory on institutions, especially in the field of hospitality expertise, namely from production / service activities where the results of product sales can be used to complement the facilities in the field of hospitality expertise. For infrastructure, SMK Negeri 5 Surkarta received revitalization funds from the Ministry of Education and Culture for the construction of workshops and other school infrastructure needed by students of SMK Negeri 5 Surkarta.

f. Impact of Teaching Factory on the Environment

Based on the results of the questionnaire regarding the sub-parameters of the impact of the teaching factory on the environment, it was found that the mean score was 10,986 and the average effectiveness was 73,239 which was included in the level of achievement which was quite effective. This shows the effectiveness of the teaching factory in the sub-parameters of the impact of the teaching factory on the environment at a fairly effective level of achievement. Teachers and students are very supportive of the teaching factory activities at SMK Negeri 3 Samarinda, because in the teaching factory activities students can realize their knowledge directly by means of production-based practice with the aim of supporting the achievement of competencies needed by DUDI.

Based on the results of the questionnaire regarding management parameters, the average effectiveness of management parameters is 76.667, which is considered to be quite effective. From these results it can be stated that the implementation of teaching factory in terms of management in the field of hospitality expertise at SMK Negeri 3 Samarinda is effective.

This is shown in that each sub-parameter in the management parameter is in accordance with the teaching factory implementation standards according to the Teaching Factory Implementation Governance book (2017), namely financial administration that is in accordance with accounting standards; there is already an organizational structure in each production unit that is in accordance with industry principles but there is still no description of the jobdesk for each division; SOP for performance and work flow has been running consistently in the production unit, but there is still no written SOP; the school has provided knowledge about the teaching factory learning model and the benefits of the teaching factory teaching model in SMK; teaching factory activities have an impact on SMK both in terms of

facilities and infrastructure; as well as teachers and students are very supportive of the teaching factory activities at SMK Negeri 3 Samarinda. From the results of the discussion regarding the implementation of teaching factory on management parameters at SMK Negeri 3 Samarinda, it can be concluded that the first hypothesis which reads "The implementation of teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of management has been effective" is proven.

2. Industry Relations Parameters

Based on the book Teaching Factory Governance by the Directorate of Vocational Education (2017), the teaching factory industry relationship is divided into several sub parameters, namely forms of cooperation, project work, technology transfer and technology transfer.

a. Form of cooperation

Based on the results of the questionnaire regarding the sub-parameters of the form of cooperation, the mean score was 17.366 and the effectiveness mean was 69.465, which is considered a fairly effective level of achievement. This shows the effectiveness of the teaching factory on the sub-parameters of the form of cooperation in the level of achievement which is quite effective. SMK Negeri 3 Samarinda, especially in the field of hospitality expertise, has formed collaborations with several industries in the form of internship and MOU. However, to meet the needs of the Industry in terms of production / service activities, the field of hospitality expertise has not yet reached that target. In the field of hospitality expertise, ordering products / services is still at the level of private consumers or individuals, not at the industrial level.

b. Project Work

Based on the results of the questionnaire regarding the project work sub-parameters, it was found that the average score was 11.239 and the effectiveness average was 74.930, which is considered a fairly effective level of achievement. This shows the effectiveness of the teaching factory on the project work sub-parameters in the level of achievement that is quite effective. The teaching factory activities at SMK Negeri 3 Samarinda, especially in the field of hospitality expertise, are already based on problems or innovation. Students are required to carry out production / service activities according to orders from consumers (if there is an order) with a certain time limit and carried out individually or in small groups. This aims to hone students' skills in producing products / services.

In addition, the teacher also provides new innovations to students to increase their students' skills, namely by means of each production / service activity, the product / service produced is always different (if there are no product orders). This is so that students can make not only one type of product, but all kinds of products with different manufacturing methods. This is to hone student skills as well as student experience in the Industrial World later.

c. Technology Transfer

Based on the results of the questionnaire regarding the technology transfer sub-parameters, it was found that the mean score was 6.958 and the effectiveness mean was 46.385 which is

included in the level of ineffective achievement. This shows the effectiveness of teaching factory on the sub-parameters of technology transfer in the level of ineffective achievement. SMK Negeri 3 Samarinda, especially in the field of hospitality expertise, has collaborated with foreign industries. However, there is still no transfer of technology from outside industry to the field of hospitality expertise. Because industrial relations in the field of hospitality expertise are only limited to internship, it has not yet reached the transfer of technology.

d. Investment by Industry

Based on the results of the questionnaire regarding the sub-parameters of investment by Industry, the mean score was 6.789 and the effectiveness average was 45.258, which is included in the level of ineffective achievement. This shows the effectiveness of the teaching factory on the investment sub-parameters by the Industry in terms of ineffective performance levels. As has been explained in the sub-parameters of the form of cooperation, where the existing industrial relations in the field of hospitality expertise are only limited to internship not to fulfill the demands or needs of the industry, so that investment by the industry is not yet in the field of hospitality expertise, whether it is investment in infrastructure or material needs. practice.

Based on the results of the questionnaire regarding Industrial Relations parameters shown in Appendix 5, the mean effectiveness of Industrial Relations parameters is 59.009 which is included in the ineffective performance level. This is also supported by the results of interviews regarding the complete industrial relations parameters shown in Appendix 9, where the effectiveness average is 58.25 which is included in the ineffective performance level. From these results it can be stated that the implementation of teaching factory in terms of industrial relations in the field of hospitality expertise at SMK Negeri 3 Samarinda is not effective.

This is shown in each sub-parameter in the industrial relationship parameters that are not in accordance with the teaching factory implementation standards according to the Teaching Factory Implementation Governance book (2017), namely technology transfer and investment by industry in the field of hospitality expertise does not yet exist, because the form of cooperation is still not available. to the level of meeting industrial needs. But for the sub-parameters of the form of cooperation, the field of expertise has collaborated with outside industries in the form of internship and MOU as well as learning activities, especially in practice, already based on project work.

From the results of the discussion regarding the implementation of teaching factory on management parameters at SMK Negeri 3 Samarinda, it can be concluded that the second hypothesis which reads "Implementation of teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of industrial relations is already effective" is rejected.

3. Legal Aspects

The teaching factory program is proven to have been achieved in the ideal teaching factory condition if it has fulfilled several aspects, one of which is legal. The legal aspect here includes a decision from the Ministry of Education and Culture that SMK has organized a

teaching factory program. Based on the results of the questionnaire regarding the legal aspect sub-parameters, it was found that the mean score was 10.014 and the effectiveness mean was 66.761, which is a fairly effective level of achievement. This shows the effectiveness of the teaching factory on the legal aspect sub-parameters in the level of achievement which is quite effective. SMK Negeri 3 Samarinda has received a decision from the Ministry of Education and Culture that to use the teaching factory learning system. Currently SMK Negeri 3 Samarinda is in the process of pioneering a Teaching Factory school.

From the results of the discussion regarding the implementation of teaching factory on the legal aspect at SMK Negeri 3 Samarinda, it can be concluded that the third hypothesis which reads "The implementation of the teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of legal aspects is already effective" is proven.

CONCLUSIONS AND SUGGESTIONS

A. Conclusion
Based on the results of data analysis and discussion of research results regarding the effectiveness of the implementation of the Teaching factory at SMK Negeri 3 Samarinda in terms of management, industrial relations and legal aspects, it can be concluded as follows.

1. Based on the results of the teaching factory implementation on management parameters, it is stated that the implementation of the teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of legal aspects has been effective. It can be said that the implementation of teaching factory on management parameters has been effective, but there are several sub parameters that have not been maximized so they need to be improved.

2. Based on the results of the implementation of the teaching factory on the industrial relations parameter, it is stated that the implementation of the teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of industrial relations is not effective. This is because the transfer of technology and investment by Industry has not been implemented between SMK and Industry.

3. Based on the results of the implementation of the teaching factory on the parameters, it is stated that the implementation of the teaching factory in the field of hospitality expertise at SMK Negeri 3 Samarinda in terms of legal aspects has been effective. It can be said that the implementation of teaching factory in the legal aspect has been effective, but in the field of hospitality expertise for all legal aspects needed to organize the teaching factory program, it is still in the process stage.

B. Suggestions
Some suggestions can be formulated as follows:

1. There should be a renewal / improvement in the organizational structure of the Teaching Factory in the field of hospitality expertise in accordance with industry standards and accompanied by job desks for each division.

2. There should be a written Performance SOP and Workflow posted in each production unit as a document that will explain the implementation of the production / service activity process.

3. The field of hospitality expertise should expand cooperation with outside industries in the form of fulfilling Industry needs to build an industrial culture in the SMK environment and so that there is a transfer of technology and knowledge from Industry to SMK to support the achievement of student competency management required by DUDI.

4. For further research, it can be done in a different class, such as class XII because it has been taking the Teaching Factory learning system for longer.

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