

## Teaching Factory Management in the Hospitality Sector in Improving the Quality of Vocational High School Graduates

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**Abstract.** This study analyzes the management of teaching factory programs in the hospitality sector to improve the quality of vocational high school graduates, which has not been optimal across planning, organizing, implementation, and supervision. Using George R. Terry's management theory and a qualitative case study approach, data were collected through observation, interviews, and documentation. The findings reveal: (1) Planning has been well-executed, focusing on goal setting, competency strategies, teaching module preparation, and facility analysis; (2) Organizing involves systematic determination of personnel, infrastructure, and student roles, aligned with industrial needs and school regulations; (3) Implementation follows established standard operating procedures to ensure competency-based training; and (4) Supervision includes ongoing monitoring and evaluation to ensure alignment with plans and promote continuous improvement. Overall, teaching factory management has contributed to graduate competency development aligned with the Indonesian National Work Competency Standards (SKKNI) and industry demands. Key supporting factors include professional human resources, adequate facilities, student involvement, and support from the government and industry sectors.

**Keywords:** *Teaching Factory Management* , Field Hospitality , Quality of Vocational High School Graduates

### 1 Introduction

Period globalization has effects that help and hinder. The effects are felt every chance for participate with foreign countries opened as widely as possible. Impact No friendly other feel when they No Can compete with nation foreign, because Human Resources (HR) in the situation This Vocational school graduates are considered anyway to have weak skills. Foundation from shortage of Indonesian human resources can see through vehicle school. Contest with different countries in battle for work will be faced If There is improvement in the field instructions. Strengthening efforts training must improve, so that teaching truly wants to be involving more local areas area. Lo-

cal area strengthening with framework training has same advantage in matter competition worldwide.

Education at the level School Intermediate Vocational (SMK) has a few problems that need to be solved to be noticed and addressed. Some problems cover the aspects of infrastructure, curriculum, quality teaching, as well as preparation student for the world of work (Slameto, 2014). One of the problems, the main thing at the vocational school level, is lack of adequate infrastructure and facilities. Many vocational schools, especially in the rural regions with level economy, facing limitations means education. Classrooms that are not adequate, inadequate laboratory complete, and facility limited sports can hinder the learning process. Conditions This can influence quality education received by students, so that need existence investment more carry on in improve and enhance infrastructure schools (Pambayun, Sofyan, & Haryana, 2020). Some vocational schools still face limitations access to technology and information. Conditions This can hinder effort school For provide modern and up-to-date learning. Students Possible No own sufficient access to devices and resources digital power that can increase skills they in the digital world. Therefore that, it is necessary There is investment more carry on in provision infrastructure technology in vocational schools so that students can to obtain relevant skills with demands of the times (Widodo et al, 2021).

The curriculum in some vocational schools is not yet fully relevant with needs of the world of work moment this . Some curriculum Possible too theoretical and less accommodate development technology as well as need industry . Students Possible No get skills needed in the world of work, which can hinder chance they For entering the job market after graduation. Required review and refinement continuously on the vocational school curriculum so that it can more responsive to development industry and technology (Rahmadhani & Suryati, 2022). Another problem faced by vocational schools is qualifications and quality of teachers. Some vocational schools may experience lack power teachers who have background behind adequate education and experience. Lack training for teachers in integrate technology in the learning process can also influence effectiveness teaching. The importance of ensure that the teacher has adequate qualifications and can Keep going increase competence in order to be able to give quality education (Sasmito, Kustono, & Elmunsyah, 2020).

Study This focuses on the problems faced by vocational schools majoring in hospitality at Al Huda Vocational School, Kedungwungu Indramayu and SMKS YPPS Sumedang. Study results introduction show existence a number of constraint main, namely limitations facility practice, asynchrony curriculum with need industry, lack of teaching soft skills, intense competition in the world of work, as well lack of information and guidance career. Research This aiming For dig more in about problems and search for the right solution For increase quality education and readiness Hotel vocational school graduate in facing the dynamic world of work. To overcome problems mentioned, it is necessary existence teaching factory management for collaborate connection close working between school, industry hospitality, and government. Involvement industry in compilation curriculum, providing training practice, and provide support career can help vocational school students for Ready face challenges of the world of work in industry hospitality. Teaching Factory is A draft learning

based on industry that aims For produce competent graduates with market needs. Teaching Factory is implemented in the environment School Intermediate Vocational (SMK) or school vocation others Concept This allow student For Study through experience directly in the environment industry, so that they can to obtain relevant skills and knowledge with the world of work. Teaching Factory usually equipped with facility appropriate production with condition real industry, such as laboratories, workshops and equipment practice. In addition, the Teaching Factory also involves party industry as partner in the learning process , so student can to obtain experience direct from experts in the field (Mavrikios, Georgoulas, & Chryssolouris, 2018; Chryssolouris, Mavrikios, & Rentzos, 2016).

Teaching Factory is very important for vocational school students because draft This ensure student Study directly in the environment industry, so that they can to obtain relevant skills and knowledge with the world of work. Teaching Factory is also involved party industry as partner in the learning process, so student can to obtain experience direct from experts in the field. So that they can Ready jump to in the world of work after graduating from school (Diwanggoro, 2020). Teaching Factory also helps student For understand the appropriate production process with standards and procedures that apply in the industry. This is allow student For to obtain relevant skills and knowledge with the world of work , so that they can Ready jump to in the world of work after graduating from school. With Thus, vocational school students who have follow Teaching Factory learning will more ready and competent in facing the world of work (Mavrikios, Georgoulas, & Chryssolouris, 2019).

Based on background the back that has been explained by the author , then writer interested For to study about “Teaching Factory Management in the Hospitality Sector in Improving the Quality of Vocational High School Graduates”.

## **2 Method**

The method used in this research is descriptive qualitative. This method is used to describe the behavior, thoughts, or feelings of a group or individual. This research aims to describe the data obtained both in the form of library data obtained from library research and those obtained in the field which is the object of research.

Data related to Teaching Factory Management in the Hospitality Sector in Improving the Quality of Vocational Graduates at SMK Al Huda Kedungwungu Indramayu and SMK YPPS Sumedang. Data collection techniques used in this study include: Interviews, documentation and observation.

## **3 Result and Discussion**

### **3.1 Result**

Management is a unique process consisting of planning, organizing, directing, and controlling actions carried out to determine and achieve predetermined targets

through the use of human resources and other resources (GR Terry in Hasibuan, 2015). The research approach uses a qualitative research approach, where as an instrument the researcher goes directly to the field by conducting observations, interviews and documentation studies with data analysis using data triangulation, the following will discuss Teaching Factory Management in the Hospitality Sector in Improving the Quality of Vocational High School Graduates (Qualitative Descriptive Study of SMK Al Huda Kedungwungu Indramayu and SMKS YPPS Sumedang)" in accordance with the theory put forward by George Terry about management consisting of planning, organizing, implementing and evaluating, as well as the following obstacles and solutions.

### 3.2 Discussion

Furthermore, organizing as a management function, there are several challenges as follows:

#### **Teaching Factory Management In The Hospitality Sector Related To Planning, Organizing, Actuating And Controlling In Improving The Quality Of Graduates Of Vocational High Schools at SMK Al Huda Kedungwungu Indramayu and SMKS YPPS Sumedang.**

Planning in teaching factory management in the hospitality sector at SMK Al Huda Kedungwungu Indramayu and SMKS YPPS Sumedang. This planning aims to ensure that graduates have competencies that are in accordance with industry needs. The objectives set refer to the teaching factory indicators from the Directorate of Vocational High School Development, namely modernizing teaching, aligning with industrial practices, and reducing the gap between the world of education and industry. With careful planning, it is hoped that all activities can be directed and measured to achieve the goal of improving the quality of graduates. In addition, planning also provides benefits such as adjusting to environmental changes, determining priorities, and improving coordination between departments.

The strategy of achieving graduate competency through teaching factory is very relevant to the needs of the world of work. This concept allows students to learn directly in an environment that simulates the real industry. Cooperation with the business and industry world (DUDI) provides many benefits, such as the availability of practical equipment, internship opportunities, and increasing the competitiveness of graduates. The implementation of teaching factory in both vocational schools has been running well, marked by the existence of production units that continue to grow. This learning model not only improves the quality of graduates, but also provides efficiency for schools.

Organizing in management teaching factory field hospitality at Al Huda Vocational School, Kedungwungu Indramayu and YPPS Sumedang Vocational School is stage crucial after planning. This process covers determination source Power human, means infrastructure, and distribution clear tasks. Personnel assignments are made with consider the required qualifications and competencies, as well as existence reference

from book instruction technical organization teaching factory. In addition, the division effective work and coordination between parts also become key success organizing. Supervision carried out by the head school and involve party related other ensure the program runs according to plan with plan.

Organizing related means infrastructure covering management material raw materials, equipment and supplies others. Standard high quality applied For ensure product or services produced in accordance with need industry. In terms of determination students, selection process done based on clear criteria and accurate data. Division student to in group learning is also done in a way systematic For optimizing the learning process. With Thus, the organization teaching factory in a way overall aiming For create environment effective and efficient learning, so that capable produce competent and ready graduates facing the world of work.

Implementation teaching factory is stage crucial in change plan become action real. This process involving all over components, start from leader until students, who have duties and responsibilities each person's responsibility. Effective direction, guidance and communication become key success implementation. Activities This aiming For ensure that all party understand objective teaching factory and working The same in a way synergistic. In addition, the implementation also includes taking decision, development source Power humans, and creation atmosphere conducive work.

Determination fashion implementation teaching factory is very important For reach the goals that have been set. There is several possible teaching factory models applied, each with characteristics and advantages. The main purpose from implementation teaching factory is For increase quality graduates, grow character good job, and prepare student For enter the world of work. Apart from that, teaching factories can also be used become source income for school through production units. With involving student in a way direct in the production process, it is expected they can to obtain experience real and ready work face challenges of the world of work.

Supervision is function important in teaching factory management for ensure all activity walk in accordance plan and achieve the goals that have been set. Supervision done with method compare results achieved with standards that have been set. If found deviation, then need done action improvement. The purpose of supervision is For ensure effectiveness and efficiency implementation of teaching factories as well For increase quality graduates. Supervision done in a way sustainable, starting from stage planning until implementation.

In the context of a teaching factory, supervision No only focus on aspects technical, but also on achievement competence students. Supervision done For ensure that student to obtain experience relevant and useful learning. In addition, supervision also aims to For ensure that available facilities and infrastructure in condition good and adequate For support the learning process. With Thus, supervision play a role important in guard teaching factory quality and ensure his success in reach the goals that have been set.

#### **Constraints In The Management Of Teaching Factories In The Hospitality Sector In Improving The Quality Of Graduates Of Vocational High Schools at SMK**

**Al Huda Kedungwungu Indramayu and SMKS YPPS Sumedang related to: planning, organizing, implementing (actuating), monitoring (controlling).**

This study identified several obstacles in the teaching factory planning stage at SMK Al Huda Kedungwungu Indramayu and SMKS YPPS Sumedang. The main obstacle lies in the difficulty in setting specific, realistic, and measurable goals. In addition, the challenge of adjusting plans to dynamic environmental changes is also a significant obstacle. The lack of a comprehensive understanding of the objectives of the teaching factory and the difficulty in coordinating the various parties involved are also inhibiting factors.

At the organizing stage, the main obstacle faced is the limited facilities and infrastructure. This requires flexible scheduling so that all students can utilize the existing facilities. In addition, determining the type of product and adjusting the curriculum to industry needs is also a challenge. The lack of conformity between teacher competency and industry needs can also hinder the success of the teaching factory implementation.

Obstacles in implementing teaching factories include difficulties in ensuring that all activities run according to plan, as well as a lack of speed and accuracy in dealing with problems that arise. In addition, less intensive monitoring and evaluation activities are also obstacles. This can hinder the ongoing improvement efforts needed to improve the quality of teaching factories.

Supervision is an important stage in ensuring the success of the teaching factory. However, this study found several obstacles in the implementation of supervision, such as the lack of rapid response to deviations and the lack of comprehensive evaluation. Limited human resources and technology are also inhibiting factors in the implementation of effective supervision.

**Solutions For Teaching Factory Management In The Hospitality Sector In Improving The Quality Of Graduates Of Vocational High Schools at SMK Al Huda Kedungwungu Indramayu and SMKS YPPS Sumedang related to planning, organizing, implementing (actuating), and supervising (controlling).**

One of the main solutions to overcome planning constraints is to improve the quality of planning. This can be done by involving all stakeholders in the planning process, from teachers, students, to industry. In addition, a more in-depth analysis of the internal and external environment of the school is needed to identify existing opportunities and challenges. Thus, the plans prepared will be more relevant and adaptive to change.

To overcome obstacles in organizing, it is necessary to optimize the use of resources. One way is to conduct an inventory of all facilities and infrastructure owned and plan their effective use. In addition, it is necessary to carry out a clear division of tasks and good coordination between all parties involved in the teaching factory. Improving teacher competence through training and development is also very important to support the implementation of an effective teaching factory.

The solution to improve the effectiveness of teaching factory implementation is to strengthen the monitoring and evaluation system. Clear and easily measurable performance indicators need to be developed to monitor the progress of teaching

factory implementation. In addition, periodic evaluations need to be conducted to identify problems and find appropriate solutions. It is also important to involve students in the evaluation process so that they have a sense of ownership of teaching factory activities.

To improve the effectiveness of supervision, it is necessary to increase the capacity of supervisors. Supervisors need to be given adequate training so that they are able to carry out supervision objectively and effectively. In addition, an integrated information system needs to be developed to facilitate the collection and analysis of supervision data. Thus, supervisors can take corrective action quickly and appropriately if deviations are found.

**Products About Teaching Factory Management In The Hospitality Sector In Improving The Quality Of Graduates Of Vocational High Schools at SMK Al Huda Kedungwungu Indramayu and SMKS YPPS Sumedang.**

Graduate competency is a set of abilities that include knowledge, skills, and attitudes that are needed by someone to carry out certain tasks or jobs. This competency does not only include mastery of theory, but also practical abilities that are relevant to the world of work. In the context of vocational education such as vocational schools, developing graduate competencies is very important to ensure their readiness to enter the world of work.

Teaching factory at SMK Al Huda Kedungwungu Indramayu and SMKS YPPS Sumedang have succeeded in producing two main products. First, graduates who have achieved the Indonesian National Work Competency Standards (SKKNI). This is proven by the high percentage of graduates who have successfully passed the competency test. Second, graduates who have high competitiveness in the job market, as evidenced by the high rate of graduate absorption by the business and industry world (DUDI). Although not all graduates choose to work directly, the high rate of graduate absorption shows the suitability of graduate competencies with the needs of the world of work.

The success of the teaching factory in both vocational schools cannot be separated from strong collaboration with various parties. Collaboration with the government, community, and DUDI has made a significant contribution in improving the quality of graduates. Acceleration programs for work readiness held together have succeeded in increasing the competitiveness of graduates in the job market.

Teaching factory has proven to be an effective learning model in improving the quality of vocational high school graduates. By focusing on developing competencies relevant to the world of work, teaching factory has succeeded in producing graduates who are ready to work and able to compete in a dynamic job market. Collaboration with various parties is the key to success in implementing this learning model.

### **The Relevance Of The Value System In Teaching Factory Management In The Hospitality Sector In Improving The Quality Of Graduates Of Vocational High Schools at SMK Al Huda Kedungwungu Indramayu and SMKS YPPS Sumedang.**

Developing students' critical and analytical thinking skills is the main goal of the teaching factory. Through challenging learning designs, students are invited to solve problems, analyze information, and draw conclusions. The use of varied and tiered questions can help students hone their high-level thinking skills. In addition, objective and transparent assessments are also important to ensure that students' logical thinking skills can be measured accurately.

A comfortable and conducive learning environment is essential to support an effective learning process. In a teaching factory, physical aspects such as lighting, temperature, and room layout need to be considered. In addition, students' health and well-being also need to be considered through regular health checks and the provision of adequate facilities. Thus, students can focus on learning without being distracted by disturbing physical factors.

The implementation of ethical values in teaching factory is very important to create a fair and inclusive learning environment. All students should have equal access to learning resources and opportunities to develop their potential. In addition, it is important to maintain the confidentiality of student data and respect their rights. Thus, students can feel safe and comfortable in participating in the learning process.

An aesthetic and attractive learning environment can increase students' motivation and interest in learning. Creative learning space design and the use of attractive learning media can create a pleasant learning atmosphere. In addition, visual beauty can also stimulate students' creativity and imagination.

Teaching factory must have clear and measurable goals. These goals must be in line with the school's vision and mission and the needs of the world of work. With clear goals, all activities in the teaching factory can be directed to achieve optimal results. In addition, it is important to conduct regular evaluations to measure the extent to which goals have been achieved and make improvements if necessary.

## **4 Conclusion**

Based on results study show that in a way general teaching factory management field hospitality in increase quality graduate of school intermediate vocational school at Al Huda Vocational School, Kedungwungu Indramayu and YPPS Sumedang Vocational School Already done in a way objective and measurable. special researchers can also interesting conclusion that is as following:

1. Teaching factory management in the hospitality sector is related to planning, organizing, implementing, supervising and controlling in improving the quality of high school graduates. It can be concluded that the vocational education at SMK Al Huda Kedungwungu Indramayu and SMKS YPPS Sumedang has been implemented well.



2. Constraints in teaching factory management in the field hospitality in increase quality graduate of School Intermediate Vocational at Al Huda Vocational School, Kedungwungu Indramayu and YPPS Sumedang Vocational School is the existence of resource limitations including 1. Not all human resources in schools are competent, professional, active, creative and innovative in carrying out their duties; 2. Lack of maintenance of owned equipment facilities and; 3. Minimal costs in improving infrastructure facilities and also procurement of raw materials.
3. The solution that must be done by the head school in develop teaching factory management field hospitality in increase quality graduate at Al Huda Vocational School, Kedungwungu Indramayu and YPPS Sumedang Vocational School is by (1) Increasing it existing resources ( 2 ) Increase quality graduate of with method fulfillment standardization competence student through system measurable and planned assessment with good and (3) Improve teacher professionalism in give service learning based on teaching factory.

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