

## THE IMPLEMENTATION OF TEACHING FACTORY THROUGH DEPARTMENT DIVISION IN HOSPITALITY SKILL PROGRAMME AT METLAND TOURISM VOCATIONAL SCHOOL

Darmawan Sunarja\*)<sup>1</sup>, Ony Dina Maharani<sup>2</sup>

<sup>1</sup>STIEPAR Yapari Aktripa, Bandung, Indonesia; [darmawansunarja@gmail.com](mailto:darmawansunarja@gmail.com)

<sup>2</sup>SMK Pariwisata Metland, Bogor, Indonesia; [onymaharani@gmail.com](mailto:onymaharani@gmail.com)

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**Abstract.** This study aims to determine the implementation of Teaching Factory at the Metland Tourism Vocational School. The teaching factory is implemented through the division of students into 4 departments in 7 activities in the hospitality skills program. Based on the research that has been done, the results show that the ability of students in Front Office activities is 92.7% in the very good category, Food and Beverage is 97.8% in the very good category, Sales is 99.4% in the very good category, Kitchen Knowledge is 96.4% in the very good category, Bar is 88.8% in the very good category, Housekeeping is 96% in the very good category, and Laundry is 96.8% in the very good category. Meanwhile, for soft skills, the results of moral knowledge were 96.1%, with very good categories, moral feelings were 97% in very good categories, and moral actions were 97.6% in very good categories. This shows that the application of teaching factory through dividing students into 4 departments in 7 activities can improve soft skills and hard skills. The type of research used is a case study with a qualitative approach.

### INTRODUCTION

Development in the education sector is still faced with large numbers of unemployment due to the imbalance between education output and the availability of jobs. Based on [BPS data \(2022\)](#) for August 2022, an open unemployment rate of 5.86 percent was recorded, or the equivalent of 8.42 million people out of a total workforce of 143.72 million people. SMK graduates (Vocational High Schools) still contribute the highest open unemployment rate (IPT) of 9.42 percent compared to graduates of other educational levels (BPS). The government, in this case through the Ministry of Education & Culture, especially the Directorate of Vocational High School Development, is trying to reduce the unemployment rate and is serious about equipping graduates to have work competence and an entrepreneurial spirit so that SMK graduates are ready for BMW (Work, Continuing, Entrepreneurship). The Directorate of Vocational School Development in the 2015-2019 Strategic Plan has a vision of forming human beings and a vocational education ecosystem with character based on mutual cooperation. One of the priority programs to realize this vision is the teaching factory learning development program. [Santosa \(2018\)](#) states that teaching factory is a learning approach that is quite effective for increasing graduate competency.

The application of the teaching factory concept in SMKs since 2005 has developed into an industry-based SMK development model. In 2011 industry-based SMKs developed in the form of factories as places of learning, hereinafter known as teaching factories. Teaching factory is an industry-based learning model (products and services) through school synergy with the industrial world (Devi et al., 2022). Teaching factory is a combination of competency-based learning approaches and production-based learning as in the world of work by holding production activities or service services in the school environment (Fajaryati, 2012). The teaching factory is designed to resemble the real world of work (Amar et al., 2015). The process of implementing a teaching factory is by integrating relevant business and educational concepts (Nurtanto et al., 2017). The implementation of teaching factories in Vocational High Schools starts from making learning implementation plans, selecting learning methods to encourage students to be more active in participating in learning, and conducting evaluations that include aspects of attitude (Rohmah et al., 2019).

Managers of teaching factories are generally not understood so that the planning of teaching factory models in Vocational Schools is not maximized, both in terms of the number of expertise programs and their implementation (Sudiyono, 2019). Metland Tourism Vocational School is one of the vocational high schools in Bogor Regency which applies teaching factories in learning activities. One of the expertise programs at the Metland Tourism Vocational School which has implemented a teaching factory is the Hospitality expertise program. Implementation is carried out through the division of 4 departments in 7 activities namely Front Office, Food and Beverage, Sales, Kitchen Knowledge, Bar, Housekeeping, and Laundry.

Through the teaching factory learning model, there is a process of integrating the learning needs of students which must be understood and mastered and implemented in their daily lives as enrichment material. Learning materials in the teaching factory model are arranged in a systematic and integrated manner. It is hoped that optimization will occur not only on the hard skill aspect and soft skill aspect which is in line with the demands and needs of the industry. Soft skills are personality skills that are formed by inculcating virtue values to develop self-potential and good morals. Hard skills are used as a benchmark for the quality of graduates and soft skills play a role in supporting the hard skills they have (Sumandya & Widana, 2022). Soft skills have a very important role so they are designed as much as possible so that they can be implemented during learning, as a form of continuous improvement. The formation of soft skills is designed through strengthening character values. Lickona (2012) describes the character components consisting of moral knowledge, moral feelings, and moral actions that influence each other. Moral knowledge includes moral awareness, knowledge of moral values, perspective determination, moral thinking, decision making, personal knowledge. While Moral Feelings include conscience, self-esteem, empathy, loving good things, self-control, and humility. Moral Action includes competence, desire, and habit (Ekayanti, 2020).

While hard skills are obtained through field implementation where the Metland Tourism Vocational School has a SMK BLUD. BLUD SMK is a business unit formed to provide services to the community, especially students in the form of goods/services without prioritizing profit. Blud SMK Metland Tourism Vocational School is Pillo Hotel. It is at the Pillo Hotel that the teaching factory through the division of 4 departments into 7 activities in the hospitality expertise program is carried out.

Departing from the background that has been described, this study aims to describe the implementation of the teaching factory through the division of departments in the hospitality sector at the Metland Tourism Vocational School.

## METODE

The type of research used is a case study with a qualitative approach. Case study research This research aims to maintain the integrity of the object under study (Ulfatin, 2015). Qualitative research is research that is used to understand a phenomenon or an event in the field related to what is experienced by the research subject (Moleong, 2017).

The research location is at the Metland Tourism Vocational School which is located on Jl. Metropolitan Park City, Cileungsi Kidul, Kec. Cileungsi, Bogor Regency, West Java. The time of research is in October - December 2022 considering that the Metland Tourism Vocational School uses a 3-month blocking system. The sources for this research included school principals, vice principals for curriculum, teaching factory subject teachers and class XI students of the Metland Tourism Vocational High School Hospitality Expertise Program. Collecting data in this study using interviews, observation, and documentation. Data on hard skills and soft skills is obtained through student learning outcomes in 4 departments in 7 activities using a scale of 1-5 and the percentage results can be calculated using the formula:

$$P = \frac{\sum f}{(N \times I \times R)} \times 100\%$$

Information:

P = percentage number

$\sum f$  = total score of all respondents

N = Number of validators

I = Maximum score

R = Number of questions / indicators

Then the results obtained are interpreted into the following scale.

**Table 1.** Score Interpretation Criteria

| Percentage | Criteria  |
|------------|-----------|
| 81-100%    | Very Good |
| 61-80%     | Good      |
| 41-60%     | Enough    |
| 21-40%     | Deficient |
| 0-20%      | Very Poor |

Riduwan (2015)

The data analysis technique in this study used interactive analysis techniques, starting from collecting data on teaching factory learning, then reducing the data, after reducing the data was presented and verified. The process of testing the validity of the data is done by means of triangulation. In this study data triangulation was carried out by comparing information through observation, interviews, and documentation. While the triangulation method traces the truth of the information obtained from several data sources. From the results of this study, data evidence will be obtained that is in accordance with the research.

## RESULTS AND DISCUSSION

### Teaching Factory Planning

Metland Tourism Vocational School has a BLUD (Regional Public Service Agency) which is the school's business unit. Blud SMK Metland Tourism Vocational School is Pillo Hotel. It was at Pillo Hotel that a teaching factory was implemented through the division of 4 departments into 7 activities in the hospitality expertise program. The teaching factory is designed at the beginning of the learning year by making learning tools as a basis for teachers in carrying out the teaching factory process. The learning device used is standard ASEAN curriculum, namely CATC (Common ASEAN Tourism Curriculum). CATC aims to prepare competent human resources in the tourism sector who have international standards as capital in implementing the ASEAN Economic Community (Apriliyadi, 2019).

The following is the curriculum that is applied to the implementation of the teaching factory through the division of 4 departments in 7 activities, including:

**Table 2.** Competency Standards

| NO | ACTIVITIES        | LEARNING OUTCOMES  |
|----|-------------------|--|
| 1  | Front Office      | Provide Accommodation Reception Services                   |
|    |                   | Receive and Process Reservations                           |
|    |                   | Provide Bell Boy/Porter Services                           |
| 2  | Food And Beverage | Provide Food and Beverage Services                         |
|    |                   | Provide Gueridon Service                                   |
|    |                   | Provide Room Service                                       |
| 3  | Laundry           | Maintain and Operate an Industrial Laundry                 |
|    |                   | Launder Linen and Guests' Clothes                          |
| 4  | Housekeeping      | Clean and Prepare Rooms for Incoming Guests                |
|    |                   | Clean Public Areas, Facilities and Equipment               |
|    |                   | Provide a Lost and Found Facility                          |
| 5  | Bar               | Operate a Bar Facility                                     |
|    |                   | Prepare and Serve Non-Alcoholic Beverages                  |
| 6  | Kitchen Knowledge | Prepare Vegetables, Eggs and Farinaceous Dishes            |
| 7  | Sales             | Coordinate Production of Brochures and Marketing Materials |

### Implementation of Teaching Factory

The number of students in the hospitality skills program at the Metland Tourism Vocational School is 35 students. The thirty-five students were divided into 4 departments in 7 activities. 4 departments in 7 activities namely Front Office (FO), Food and Beverage (FB), Sales (S), Kitchen Knowledge (KN), Bar (BAR), Housekeeping (HK), and Laundry (L). Each department consists of 5 students who are accompanied by one teacher in each activity. Each department has different rules, policies and responsibilities according to the hospitality department in the industry. The rotation of the department changes every week. The division of groups is done homogeneously.

**Table 3.** Distribution of Groups and Activities

| Student's Name | Group | Week |     |    |   |    |    |    |
|----------------|-------|------|-----|----|---|----|----|----|
|                |       | 1    | 2   | 3  | 4 | 5  | 6  | 7  |
| Abelia amarta  | A     | L    | BAR | KN | S | HK | FO | FB |
| Zalwa          |       |      |     |    |   |    |    |    |
| Albert         |       |      |     |    |   |    |    |    |
| Willy          |       |      |     |    |   |    |    |    |
| allyah azka    |       |      |     |    |   |    |    |    |

| Student's Name         | Group | Week |    |     |     |     |     |     |
|------------------------|-------|------|----|-----|-----|-----|-----|-----|
|                        |       | 1    | 2  | 3   | 4   | 5   | 6   | 7   |
| Allura<br>vincent      | B     | FB   | L  | BAR | KN  | S   | HK  | FO  |
| alyssa laudia          |       |      |    |     |     |     |     |     |
| Valentvia              |       |      |    |     |     |     |     |     |
| Alya Nurdini           |       |      |    |     |     |     |     |     |
| Audri Aulia            | C     | FO   | FB | L   | BAR | KN  | S   | HK  |
| Tiara Masafumi         |       |      |    |     |     |     |     |     |
| Carissa Christy        |       |      |    |     |     |     |     |     |
| RR Ayu Savitha P       |       |      |    |     |     |     |     |     |
| Charlotte Amabelle     | D     | HK   | FO | FB  | L   | BAR | KN  | S   |
| Christabelle J. Emmily |       |      |    |     |     |     |     |     |
| Rifaldi F              |       |      |    |     |     |     |     |     |
| Elizabeth Dini         |       |      |    |     |     |     |     |     |
| R. Greynaldi           | E     | S    | HK | FO  | FB  | L   | BAR | KN  |
| Erin                   |       |      |    |     |     |     |     |     |
| Erlangga Utomo         |       |      |    |     |     |     |     |     |
| Rayyan Fikri           |       |      |    |     |     |     |     |     |
| Hanang                 | F     | KN   | S  | HK  | FO  | FB  | L   | BAR |
| Raffi Pasha            |       |      |    |     |     |     |     |     |
| Hezkeil                |       |      |    |     |     |     |     |     |
| Intan Ayu Agustin      |       |      |    |     |     |     |     |     |
| Naufal Abi R           | G     | BAR  | KN | S   | HK  | FO  | FB  | L   |
| Ismi Nur Azizah        |       |      |    |     |     |     |     |     |
| M. Gilang Alwi         |       |      |    |     |     |     |     |     |
| Jannasha Aqila         |       |      |    |     |     |     |     |     |
| Jason Kumala           | G     | BAR  | KN | S   | HK  | FO  | FB  | L   |
| Lus Gracia             |       |      |    |     |     |     |     |     |
| Jennifer Lania         |       |      |    |     |     |     |     |     |
| Lafad Magenta          |       |      |    |     |     |     |     |     |
| Kirana Anjani          |       |      |    |     |     |     |     |     |

### Teaching Factory results

Based on the teaching factory activities that have been carried out, the results of hard skills with 7 activities by 35 students are as follows.

**Table 4.** Hard Skill Results

| No  | ACTIVITIES  | 1 | 2 | 3 | 4 | 5  |
|---|---|---|---|---|---|----|
| <b>FRONT OFFICE (FO)</b>                        |   |   |   |   |   |    |
| <b>Provide Accommodation Reception Services</b> |   |   |   |   |   |    |
| 1   | Understanding of the critical role played by accommodation reception during guest stays   |   | 2 | 3 |   | 30 |
|   | Demonstrated ability to apply host enterprise policies and procedures in relation to dealing with guests and processing guest stays     |   | 2 | 3 |   | 30 |
|   | Demonstrated ability to prepare the accommodation reception area for operation  |   | 2 | 3 |   | 30 |
|   | Demonstrated ability to check-in guests – individuals, VIPs and groups  |   | 2 | 3 |   | 30 |
|   | Demonstrated ability to respond effectively and appropriately to guest requests on arrival, during their stay and on departure          |   | 2 | 3 |   | 30 |
|   | Demonstrated ability to check-out guests – individuals, VIPs and groups, including application of express check-out, where applicable   |   | 2 | 3 |   | 30 |
|   | Demonstrated ability to apply appropriate inter-personal, communication, negotiation, dispute resolution and conflict management skills |   | 2 | 3 |   | 30 |
|   | Demonstrated ability to update internal accommodation reception records and documentation   |   | 2 | 3 |   | 30 |
|   | Demonstrated ability to prepare required internal reports.  |   | 2 | 3 |   | 30 |

| <b>Provide Bell Boy/Porter Services</b>   |   |   |    |
|---|---|---|----|
| Demonstrated ability to provide a nominated range of support services to designated departments within the host enterprise  | 2 |   | 33 |
| Demonstrated ability to assist individual guests on arrival which must include assistance with luggage, escorting to rooms and presentation and explanation of in room facilities and features  | 2 |   | 33 |
| Demonstrated ability to assist groups of guests on arrival which must include assistance with luggage, escorting to rooms and presentation and explanation of in room facilities and features   | 2 |   | 33 |
| Demonstrated ability to assist individual guests on departures which must include assistance with luggage and on departure needs as required  | 2 |   | 33 |
| Demonstrated ability to assist groups of guests on departures which must include assistance with luggage and on departure needs as required.  | 2 |   | 33 |
| <b>Receive and Process Reservations</b>   |   |   |    |
| Understanding the potential and limitations of the manual or computerised reservation system used by the host enterprise  | 2 | 3 | 30 |
| Demonstrated ability to access and manipulate nominated system data on a computerised reservation system, where applicable  | 2 | 3 | 30 |
| Demonstrated ability to accept and process nominated types of reservations, including: Determining availability, Recording the reservation appropriately, and Confirming the reservation details with the caller/person making the booking      | 2 | 3 | 30 |
| Demonstrated ability to decline a reservation   | 2 | 3 | 30 |
| Demonstrated ability to cancel a nominated reservation and process a refund, if applicable  | 2 | 3 | 30 |
| Demonstrated ability to amend an existing reservation in nominated ways that comply with system and other imposed restrictions  | 2 | 3 | 30 |
| Demonstrated ability to retrieve a nominated booking  | 2 | 3 | 30 |
| Printing hard copy of designated system information, where applicable   | 2 | 3 | 30 |
| Passing on reservation details to other nominated personnel/departments to facilitate and optimise internal response to the reservation   | 2 | 3 | 30 |
| Demonstrated ability to produce and forward reservation confirmation and receipt for advanced payment, where appropriate.   | 2 | 3 | 30 |
| <b>FOOD AND BAVERAGE (FB)</b>   |   |   |    |
| <b>Provide Food and Beverage Services</b>   |   |   |    |
| Demonstrated ability to deliver food and beverage services for a nominated variety of menu styles, dining options and service sessions  | 2 |   | 33 |
| Demonstrated ability to implement and comply with enterprise policies and procedures relating to the selling and serving of food and beverages, responsible service of alcohol, cash control and billing procedures, and customer/guest service | 2 |   | 33 |
| Demonstrated ability to monitor guest service throughout service sessions and take appropriate remedial action to address issues arising during service   | 2 |   | 33 |
| Demonstrated ability to effectively interact with guests to enable optimal selling, resolution of conflict, settlement of complaints and maximizing positive guest experience   | 2 |   | 33 |
| 2   |   |   |    |
| <b>Provide Gueridon Service</b>   |   |   |    |
| Demonstrated ability to use gueridon equipment, utensils and techniques to prepare, produce and serve a range of nominated food and beverage menu items of a saleable quality   | 2 | 3 | 30 |
| Demonstrated ability to prepare gueridon trolleys are associated service areas for trade prior to service   | 2 | 3 | 30 |
| Demonstrated ability to clean and sanitise gueridon trolleys, equipment and utensils  | 2 | 3 | 30 |
| Demonstrated ability to apply safe food handling practices  | 2 | 3 | 30 |
| Demonstrated ability to adhere to correct personal hygiene practices and personal presentation standards  | 2 | 3 | 30 |

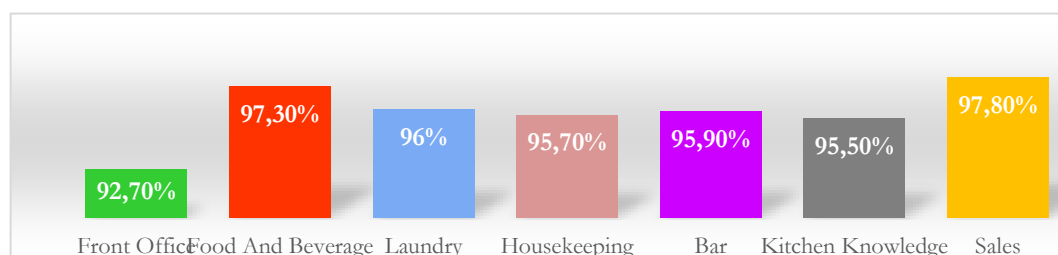
|   |   |   |    |    |
|---|---|---|----|----|
|   | Development of a display or other promotional tool to encourage the use of gueridon service by guests in a dining area  | 2 | 3  | 30 |
| <b>Provide Room Service</b>                                       |   |   |    |    |
|   | Demonstrated ability to take and process room service orders  | 2 |    | 33 |
|   | Demonstrated ability to set up room service trays, trolleys and other items to meet stated room service needs   | 2 |    | 33 |
|   | Demonstrated ability to undertake basic preparation tasks for food and beverage items required for room service   | 2 |    | 33 |
|   | Demonstrated ability to transport room service food and beverage items to guest room and serve same in accordance with enterprise standards and stated guest preferences  | 2 |    | 33 |
|   | Demonstrated ability to accept and process payment for room service that has been provided  | 2 |    | 33 |
|   | Demonstrated ability to clear room service items  | 2 |    | 33 |
|   | Demonstrated ability to maintain the room service equipment and area ready for service delivery.  | 2 |    | 33 |
| <b>SALES</b>  |   |   |    |    |
| <b>Coordinate Production of Brochures and Marketing Materials</b> |   |   |    |    |
|   | Understanding of host enterprise policies and procedures in regard to marketing, advertising and the production of materials that represent the organisation  |   |    | 35 |
|   | Demonstrated ability to identify the brochures and marketing materials required to support the attainment of organisational objectives in a defined context and develop effective and comprehensive action plans to guide the development of final items  | 5 | 10 | 25 |
| 3   | Demonstrated ability to oversee the development of a nominated draft item for presentation to a service provider, such as a printer, ensuring the material for inclusion is appropriate for the target audience, does not give offence, is legally compliant and is appropriate and acceptable in terms of content, accuracy, format, layout, language and copy writing style |   |    | 35 |
|   | Demonstrated ability to undertake dealings with an internal or external service provider to submit a draft item for discussion, negotiate a contract for the delivery of services, obtain a nominated number of quotations for the job, proofread the material and give final approval for the production phase   | 5 | 10 | 25 |
|   | Demonstrated ability to oversee the production of nominated brochures and/or marketing materials including responding to production issues, checking the finished product and finalising payment and other internal and operational requirements.   | 5 | 5  | 25 |
| <b>KITCHEN KNOWLEDGE</b>  |   |   |    |    |
| <b>Prepare Vegetables, Eggs and Farinaceous Dishes</b>            |   |   |    |    |
| 4   | Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge  |   | 7  | 28 |
|   | Assessment must relate to the individual's work area or area of responsibility  |   | 7  | 28 |
|   | Demonstration of skills on more than one occasion   |   | 6  | 29 |
|   | Preparation and display of various vegetable, fruit, egg and farinaceous products items within typical workplace conditions and timeframes.   |   | 5  | 30 |
| <b>BAR</b>  |   |   |    |    |
| <b>Operate a Bar Facility</b>                                     |   |   |    |    |
|   | Demonstrate understanding of legal requirements in relation to the service of alcohol   | 5 | 10 | 20 |
| 5   | Ability to demonstrate the set up and how to operate bar equipment in accordance with enterprise procedures and systems   | 5 | 10 | 20 |
|   | Ability to demonstrate offering customers assistance appropriate to situation and level of responsibility   | 2 | 8  | 25 |
|   | Ability to demonstrate the preparation and service of drinks in accordance with enterprise procedures and accepted timelines.   | 7 | 8  | 20 |
| <b>Prepare and Serve Non-Alcoholic Beverages</b>                  |   |   |    |    |

|   |   |    |    |    |
|---|---|----|----|----|
|   | Demonstrate ability to set up and operate coffee-making equipment, ingredients, and accompaniments in accordance with enterprise procedures and systems | 2  | 20 | 15 |
|   | Demonstrate ability to set up and operate tea-making equipment, ingredients and accompaniments in accordance with enterprise procedures and systems     | 7  | 10 | 18 |
|   | Demonstrate ability to prepare and serve a range of non-alcoholic beverages in accordance with enterprise procedures and accepted timelines.            | 7  | 10 | 18 |
| <b>Housekeeping</b>                                 |   |    |    |    |
| <b>Clean and Prepare Rooms for Incoming Guests</b>  |   |    |    |    |
|   | Demonstrated ability to ready housekeeping stores and trolleys for service  |    |    | 35 |
|   | Demonstrated ability to make a range of beds according to various house requirements  |    |    | 35 |
|   | Demonstrated ability to clean bathroom area including a nominated variety of bathroom fittings and facilities   | 5  |    | 30 |
|   | Demonstrated ability to service a nominated range of guest rooms featuring a variety of in-room facilities, fixtures and fittings                       |    |    | 35 |
|   | Demonstrated ability to provide nominated additional housekeeping services  | 5  |    | 30 |
|   | Demonstrated ability to clean housekeeping equipment and re-stock supplies.   |    |    | 35 |
| <b>Clean Public Areas, Facilities and Equipment</b> |   |    |    |    |
|   | Understanding of safe chemical storing and handling conditions  |    |    | 35 |
|   | Demonstrated ability to undertake a hazard assessment of the job to be done   |    |    | 35 |
|   | Demonstrated ability to calculate correct dilution and usage rates  | 10 |    | 25 |
|   | Demonstrated ability to assess the item/area to be cleaned  |    |    | 35 |
| 6   | Demonstrated ability to prepare work areas  |    |    | 35 |
|   | Demonstrated ability to clean nominated soils from nominated upholstery types   |    |    | 35 |
|   | Demonstrated ability to clean nominated soils from nominated glass surfaces   |    |    | 35 |
|   | Demonstrated ability to clean nominated soils from nominated ceilings, surfaces and fittings  |    |    | 35 |
|   | Demonstrated ability to clean nominated soils from nominated wet cleaning areas   |    |    | 35 |
|   | Demonstrated ability to pressure wash nominated soils from nominated surfaces, including the removal of graffiti  |    |    | 35 |
|   | Demonstrated ability to clean nominated soils from nominated high level areas   |    | 35 |    |
|   | Demonstrated ability to tidy work areas after cleaning  | 5  |    | 30 |
|   | Demonstrated ability to clean, safety and store equipment after use   |    |    | 35 |
| <b>Provide a Lost and Found Facility</b>            |   |    |    |    |
|   | Demonstrated ability to comply with host establishment lost and found policies and procedures   |    |    | 35 |
|   | Demonstrated ability to process a found item  |    |    | 35 |
|   | Demonstrated ability to process a face-to-face claim for a lost item  |    | 35 |    |
|   | Demonstrated ability to process notification that an item has been lost   |    | 35 |    |
|   | Demonstrated ability to process unclaimed items   |    | 35 |    |
| <b>LAUNDRY</b>                                      |   |    |    |    |
| <b>Launder Linen and Guests' Clothes</b>            |   |    |    |    |
| 7   | Understanding of stain charts and the demonstrated ability to identify stains and determine correct treatment for same                                  |    |    | 35 |
|   | Demonstrated ability to sort, count and check guest and in-house laundry items  |    |    | 35 |
|   | Demonstrated ability to read and interpret care and textile labels on garments  |    | 35 |    |
|   | Demonstrated ability to use washing equipment/extractors and apply hand washing techniques  |    |    | 35 |



|  |    |
|--|----|
| Demonstrated ability to use drying machines  | 35 |
| Demonstrated ability to use pressing, ironing, steaming and folding equipment  | 35 |
| Demonstrated ability to wrap and pack guest clothing, uniforms and general linen items                                 | 35 |
| Demonstrated ability to effect basic linen and clothing repairs  | 35 |
| Demonstrated ability to implement internal linen control procedures and process internal documentation.                | 35 |
| <b>Maintain and Operate an Industrial Laundry</b>  |    |
| Understanding of stain charts and the demonstrated ability to identify stains and determine correct treatment for same | 35 |
| Demonstrated ability to sort, count and check laundry items  | 35 |
| Demonstrated ability to read and interpret 'care' and textile labels and to respond to individual client requests      | 35 |
| Demonstrated ability to use washing equipment/extractors   | 35 |
| Demonstrated ability to dry clean nominated items  | 35 |
| Demonstrated ability to use drying machines  | 35 |
| Demonstrated ability to use pressing, ironing, and folding equipment   | 35 |
| Demonstrated ability to wrap and pack clothing, uniforms and general linen items                                       | 35 |
| Demonstrated ability to effect basic linen and clothing repairs  | 35 |
| Demonstrated ability to complete internal and external records and documentation                                       | 35 |

Based on the research that has been done, the results show that the ability of students in Front Office activities is 92.7% in the very good category, Food and Beverage is 97.8% in the very good category, Sales is 99.4% in the very good category, Kitchen Knowledge is 96.4% in the very good category, Bar is 88.8% in the very good category, Housekeeping is 96% in the very good category, and Laundry is 96.8% in the very good category. Learning outcomes on Front Office activities in detail, Provide Accommodation Reception Services is 93.1%, Receive and Process Reservations is 97.7%, Provide Bell Boy/Porter Services is 85.7%. Learning outcomes on Food and Beverage activities in detail, Provide Food and Beverage Services is 98.8%, Provide Gueridon Service is 96%, and Provide Room Service is 98.8%. Learning outcomes on Sales activities in detail, Coordinate Production of Brochures and Marketing Materials is 99.4%. Learning outcomes in Kitchen Knowledge activities in detail, Prepare Vegetables, Eggs and Farinaceous Dishes is 96.4%. Learning outcomes on Bar activities in detail, Operate a Bar Facility is 89.4%, Prepare and Serve Non-Alcoholic Beverages is 88.1%. Learning outcomes on Housekeeping activities in detail, Clean and Prepare Rooms for Incoming Guests is 99%, Clean Public Areas is 97.8%, Facilities and Equipment, and Provide a Lost and Found Facility is 88%. Learning outcomes on Laundry activities in detail, Maintain and Operate an Industrial Laundry is 93.3%, and Launder Linen and Guests' Clothes is 100%.



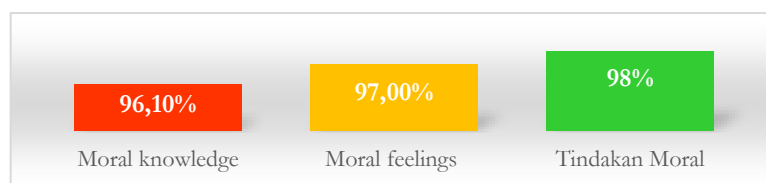
**Figure 1.** Hard Skill Results in Teaching Factory

The results of soft skills during the teaching factory activities obtained the following results.

**Table 5.** Soft Skill Results

| No              | Components of Good Character | 1 | 2 | 3 | 4 | 5  |
|-----------------|------------------------------|---|---|---|---|----|
| Moral knowledge |                              |   |   |   |   |    |
| 1               | Moral awareness              |   |   |   | 3 | 32 |
| 2               | Knowing moral values         |   |   |   | 3 | 32 |
| 3               | Perspective talking          |   |   | 4 | 3 | 28 |
| 4               | Moral reasoning              |   |   |   | 3 | 32 |
| 5               | Decision making              |   |   |   | 5 | 30 |
| 6               | Self-knowing                 |   |   | 2 | 3 | 30 |
| Moral feelings  |                              |   |   |   |   |    |
| 1               | Conscience                   |   |   | 2 | 3 | 30 |
| 2               | Self-esteem                  |   |   | 2 | 3 | 30 |
| 3               | Empathy                      |   |   |   |   | 35 |
| 4               | Loving the good              |   |   |   |   | 35 |
| 5               | Self-control                 |   |   |   | 6 | 29 |
| 6               | Humility                     |   |   |   | 5 | 30 |
| Moral actions   |                              |   |   |   |   |    |
| 1               | Competence                   |   |   | 2 | 3 | 30 |
| 2               | Will                         |   |   |   |   | 35 |
| 3               | Habit                        |   |   |   | 3 | 32 |

Based on the table, the results of moral knowledge are 96.1%, with very good categories, moral feelings are 97% with very good categories, and moral actions are 97.6% with very good categories. This can be seen clearly in Figure 2.



**Figure 2.** Results of Soft Skills in Teaching Factory

## CONCLUSION

The teaching factory is implemented through dividing students into 4 departments in 7 activities in the hospitality skills program, namely Front Office (FO), Food and Beverage (FB), Sales (S), Kitchen Knowledge (KN), Bar (BAR), Housekeeping (HK), and Laundry (L). Based on the research that has been done, the results show that the ability of students in Front Office activities is 92.7% in the very good category, Food and Beverage is 97.8% in the very good category, Sales is 99.4% in the very good category, Kitchen Knowledge is 96.4% in the very good category, Bar is 88.8% in the very good category, Housekeeping is 96% in the very good category, and Laundry is 96.8% in the very good category. Meanwhile, for soft skills, the results of moral knowledge were 96.1%, with very good categories, moral feelings were 97% in very good categories, and moral actions were 97.6% in very good categories. This shows that the application of teaching factory through dividing students into 4 departments in 7 activities can improve soft skills and hard skills.

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