

THE MODEL OF TEACHING FACTORY FOR A FASHION BUSINESS LEARNING IN UNIVERSITAS NEGERI MALANG, INDONESIA IN UNIVERSITAS NEGERI MALANG, INDONESIA

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ABSTRACT

The purpose of this study is to explain the model of learning with teaching factory on fashion business learning and its effectiveness. This study used a descriptive design with an evaluation method. The results showed that the learning of fashion business which was carried out in this study consisted of six stages: accept the order, analyze the order, declare the readiness to make the order, undertake the order, conduct the quality control, and give back the order to customers. Meanwhile, the effectiveness of teaching factory in the fashion business learning in this study was reviewed from context, input, process, and result. The aim of this model is to prepare students to enable them to open their own jobs or to become an entrepreneur in the future.

KEYWORDS: *teaching factory, fashion business, learning model, fashion students*

1. INTRODUCTION

Indonesian government needs to provide skilled human resources through policies to increase the quality of vocational education that is oriented on the demand of the ASEAN's economic community market and to prepare graduates with entrepreneurial characterization in synergy with industrial needs (Nurhanifa & Efendy, 2017). These can be done in education through the learning implementation with teaching factory. Based on experiences from partner institutions, this program can give a positive response from industries because it is considered capable to improve the quality of its graduates (Directorate of Vocational High School Management, 2015).

Teaching factory is a model of learning oriented on business and production. Implementation process of learning model with teaching factory is to integrate business concepts in vocational education with industries in accordance with the relevant competencies (Wijaya, Soegito, Rachman, & Mantja, 2014) such as the clothing competence. It can be done through the fashion business making activities that is started from the process to make the clothing requested by the customer until finishing conducted by students.

The model of learning with teaching factory is designed based on the production of goods or services by adopting and adapting quality standards and industrial job procedures (Martawijaya, 2013; Rentzos et al., 2014). It will provide contingency competencies with learning experiences, especially soft skills such as

work ethic of discipline, honest, responsible, creative-innovative, entrepreneurial character, cooperate, smart and so on. These competencies are very rare to be obtained in vocational education organized conventionally. Generally, its learning is only implemented to the achievement of practical competences, namely hard-skills.

One of higher education in Indonesia that has implemented the model of learning with teaching factory is the Department of Industrial Technology, Universitas Negeri Malang on Fashion Business course. Purposes of the achievement of competency standard in this course is to give students understanding about principles of fashion business management, to plan the fashion business, and to organize business activities in accordance with the business management principles of the fashion field. Meanwhile, competency descriptions in this model is to design fashion business, to conduct fashion business management, to evaluate fashion business operations, and to report fashion business activities (Department of Industrial Technology, 2013).

In the implementation, this learning model was developed and evaluated to obtain optimal learning outcomes. The goal was to provide competencies of fashion business to students. Furthermore, the implementation of learning model with teaching factory on business fashion course and its effectiveness will be explained in this paper.

2. METHOD

The design of this study used a descriptive with evaluation method to know and to evaluate the implementation of learning model with teaching factory in Fashion Business subject at Department of Industrial Technology, Faculty of Engineering, Universitas Negeri Malang, Indonesia. The evaluation model was carried out by a CIPP (Context, Input, Process, and Product) model (Farsi & Sharif, 2014; Stufflebeam, 2003). Respondents of this study were all students who followed Fashion Business course in Bachelor program on semester even academic year 2016/2017. The data collection technique used the questionnaire. Further data were analysed with descriptive statistics.

3. RESULTS AND DISCUSSION

Results of descriptive analysis to know and to evaluate the implementation of learning model with teaching factory in Fashion Business subject using CIPP model, data results were divided to three things: The model of learning for teaching factory, implementation of learning model with teaching factory, and effectiveness of learning model using teaching factory on the subject of fashion business. Further explanation is follows.

a. Learning Model for Teaching Factory

Teaching factory program is a combination of existing learning that is competency-based training and production-based training (Tisch et. al., 2013; Wijaya, 2013). This approach is a learning concept in a classroom or laboratory with applying training in a real work. The aim is to bridge the competency gap between industrial needs and knowledge from educational institutions (Sackey, Bester, & Adams, 2017). The hope is the work ethic of students in implementing better productive practices which showed by increasing the time of job completion and the quality of job better according to the demands of consumers.

Teaching factory model implemented in this study was the development of integration with the model of work-based learning on the subject of fashion

business. The development of model has six steps: (1) receiving the order, (2) analysing the order, (3) declaring the readiness to work on the order, (4) working the order, (5) doing the quality control, and (6) submitting the order.

In addition, the implementation of this model also combined soft skills and hard skills that were in line with the development of learning activities. It was designed to provide a more tangible learning experiences to students. So activities were more directed on the business or industry (Martawijaya, 2010; Sintawati, 2016). This model also put students more active on learning so that this can bring the students' interest to become an entrepreneurship.

b. Implementing the Model of Learning with Teaching Factory in the Subject of Fashion Business

Before applying this model, lecturers and students agreed to create an industry in the educational institution and do good soft skill exercise. The aim was to improve students' productive competencies. Two stages of learning model teaching factory developed by authors were the planning of fashion business and the implementation of fashion business management.

The planning of fashion business was generally made based on consumer orders. The planning of clothing manufacturing included: selecting models, designing materials, and calculating cloth price, as well as procurement of raw materials. In the fashion business, raw materials and models were generally provided by consumers, so tailors only provided auxiliary materials and other complementary materials.

As a small industry that belongs to an individual sewing business, fashion business management is a very simple one where all the jobs and management functions were done by herself/himself owner. Although this was conducted in small business, if it is undertaken someone without accompanied by good management, so it will not be able to achieve goals.

In learning fashion business, students were required to create a business plan as a business established. Business planning included the background planning of business establishment, business objectives, and business to be developed, and description of feasibility aspects that consisted marketing, organization and management aspects, production techniques, and financial aspects.

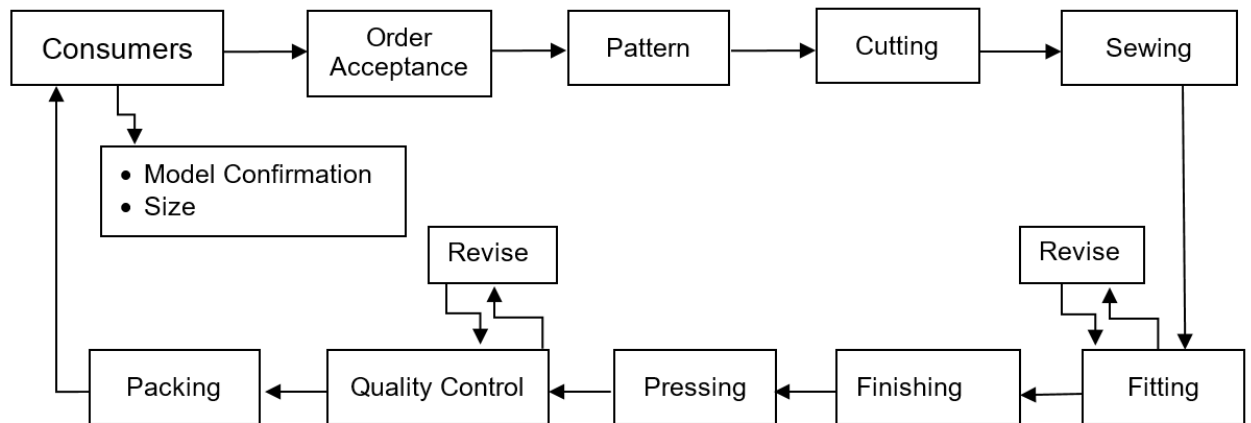
In the second phase, fashion business implementation, student activities was begun with promotional activities and marketing of their business, preparing brochures, tools, places, and bookkeeping needs. Steps undertook students in this lesson were:

- Step 1 : Finding or receiving orders from consumers.
- Step 2 : Analysing orders obtained through order book. The contents of this book included the name and address of the buyer, the type of order, the amount, and the agreement (the date of completion of the order), the fashion picture, the size of the subscriber, and the material samples.
- Step 3 : Declaring readiness to work on orders. At this stage, students asked an approval of the order from the lecturer related.
- Step 4 : Working on orders. This process started with the patterning, cutting, sewing, and finishing.
- Step 5 : Performing quality control. At this stage, finished product order was checked for quality by lecturers. The indicators measured in this

program were the quality of stitches, the accuracy of size, and the suitability of model from the settlement technique, as well as the pressing and the packing.

Step 6 : Submitting orders to consumers.

In the process, each step remained under supervision of lecturer. The order entered before the cut, cutting process, and after the order was completed before submitted to the consumer must be known by lecturer. Meanwhile, all process for order acceptance and recording was carried out on the order book evaluated too by the lecturer. More details about the mechanism of implementation of this model can be seen in Figure 1. Through the implementation of learning model with teaching factory, it provided benefits to the institution. With cooperation between the campus and the community in this learning model, the community can directly to assess student competencies from fashion products made by students.



Source: Sintawati, 2016

Figure 1: Mechanism of Model Learning of Teaching Factory in the Subject of Fashion Business at Universitas Negeri Malang

c. Effectiveness of Teaching Factory Learning Model in the Subject of Fashion Business

Results of this study showed that the effectiveness of teaching factory teaching model in the fashion business learning at the University through CIPP evaluation (context, input, process, and product) was very effective. Further explanation of the effectiveness of each evaluation element is as follows.

Context. Context of the implementation of teaching factory model in the fashion business course has been based on (1) philosophical foundation in the form of policy that has substantial value preparing students to be ready to become a fashion business manager; (2) functional basis within the scope of vocational education competencies tailored to current needs and (3) the cultural foundation adopts the values of attitudes and habits of work and learning developed in society and industry. The context element has been very effective, however, the guidelines for the implementation of this course need to be revised.

Input. The element of input on the implementation of teaching factory teaching model was very effective consistent technical implementation, and

allocation of implementation time, administrative standards, and supporting facilities implementation for teaching factory in the fashion business course.

Process. The element of the implementation process of teaching factory teaching model was effective. This element was demonstrated by the competence of an adequate lecturer and a good learning process. However, there needed a similar perception between lecturers and students in order to maximize learning processes.

Product. The product element of modelling process of teaching factory in the fashion business course was very effective. The products were made in accordance with the planning and consumer demand. Although, the graduation rate of students in the course of fashion business has not been maximized.

4. CONCLUSION

The model of learning with teaching factory that was developed by authors on the subject of fashion business was as a strategic to prepare fashion students to be ready for work after they graduate later. Six stages of the model, searching or receiving orders from consumers, analysing orders obtained, declaring readiness to work on orders, working on orders, doing quality control, and handling orders to consumers constituted steps to complete jobs in the field of fashion manufacturing.

Through this model, it will give an impact on the students' interest to become an entrepreneurship in the fashion field. Students will be familiar with the process to make clothing applied in this learning. In addition, the lesson objectives will also increase. This model needs to be developed continuously to know factors influencing success of students' learning in order to support their career in the future.

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