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Evaluating the Teaching Factory Model for Culinary Competency Development in Vocational Education: A Qualitative Study

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Abstract

In February 2025, the Central Statistics Agency reported that vocational school graduates had the highest unemployment rate based on education level. One of the causes is the delay in learning facilities in vocational schools in keeping up with industrial technological developments. To overcome this problem, vocational schools have implemented the Teaching Factory model to enhance the quality of education and align competencies with industrial needs. This study explores and analyzes the Teaching Factory's management of culinary arts competencies. The research subjects included the principal, vice principal, head of culinary arts competencies, and vocational teachers. The results showed that the Teaching Factory program planned included formulating plans, objectives, requirements, budgets, and evaluations. Organizations form teams according to competency units involving teachers and students. Staffing places personnel according to their expertise and organizes tasks to avoid overlap. Motivation is focused on students as the primary target, with teachers providing motivation. Supervision is done in real time to ensure activities are run according to standards. This study concludes that the Teaching Factory improves technical skills and develops discipline, responsibility, and work skills relevant to the industrial world.

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INTRODUCTION

Vocational education aims to produce competent human resources who are ready to enter the industrial world and can create their own jobs. This process is carried out by equipping students with knowledge, skills, attitudes, and professional abilities that align with the needs of the world of work and society (Suryati et al., 2023). The success of graduate competency achievement is influenced by motivation, learning methods, and the learning environment (Hasanah et al., 2025).

The Central Statistics Agency (BPS) reports that vocational school graduates are Indonesia's most significant contributors to unemployment. Based on BPS data in February 2025, vocational school graduates contributed 9.01% of the open unemployment rate based on education level. Many graduates want to work immediately but are not absorbed into the business world. This is

due to the increasing number of graduates not matched by the availability of jobs and the gap between student competencies and the needs of the industrial world.

There is still a mismatch between the learning materials in schools and the needs of the business and industrial world. Learning facilities in vocational schools often lag developments in industrial technology, while teaching materials are not yet entirely in line with the demands of the job market. Therefore, it is necessary to improve the quality and relevance of education to produce high-quality and competitive human resources. This underlines the importance of creating links and matches between learning in schools and the needs of the business and industrial world (DU/DI).

Vocational schools have a strategic role in producing graduates ready to work, per the dynamics of the ever-evolving industrial world. One of the government's strategies to achieve this is through Presidential Instruction (INPRES) Number 9 of 2016 concerning the revitalization of vocational schools, which aims to improve the quality and competitiveness of Indonesia's human resources. This INPRES focuses on enhancing the curriculum in line with the competencies required by graduate users (link and match). This is reinforced by Presidential Regulation No. 68 of 2022 concerning the revitalization of vocational education and vocational training.

To realize this link and match, the government developed a Teaching Factory (TEFA)-based learning model through the Director General of Vocational Education Regulation No. 30 of 2025 concerning technical guidelines for developing factory-based learning. This model aims to foster students' character and work ethic, such as discipline, responsibility, honesty, cooperation, and leadership, which are highly needed by the business and industrial world (DUDIKA). In addition, this model focuses on improving the quality of learning from competency-based training to production-based training, which equips students with the ability to produce goods and services (Khurniawan & Erda, 2021).

SMK Negeri 1 Pekalongan has successfully implemented the Teaching Factory model in various areas of expertise, including culinary arts, by establishing close partnerships with the business and industrial world. Industrial partners include Aston Hotel Pekalongan Syariah & Conference Center, Onty Cake & Bakery, and Coffee and Beyond. One of the tangible results of implementing the Teaching Factory is the establishment of Citra 66 Resto and Bakery, an independent business run by students in the field of culinary arts. Academic achievements are also impressive, with 1st place in the Student Competency Competition (LKS) at the Central Java Province level in 2017 and 3rd place in 2019.

Based on the successes achieved, this study aims to explore the management of the Teaching Factory in the culinary arts competency more deeply. The focus of this study is to describe Planning, Organizing, Staffing, Motivating, and Controlling in implementing the Teaching Factory-based Learning Model.

The urgency of implementing the Teaching Factory in vocational education is increasingly evident, given the rapid development of industry and technology that educational institutions often do not follow. The industrial world, especially those related to technical skills, requires workers with basic knowledge and practical skills per industry standards. Teaching Factory is here to bridge this gap by directly integrating business and industry into learning. Students learn theory in the classroom and are involved in producing goods and services relevant to the industry. Therefore, TF is crucial to ensure that vocational education produces competent graduates ready to work with relevant and up-to-date skills.

In addition, TF is urgently increasing the competitiveness of graduates in the global job market. With this model, students are trained with authentic experiences that prepare them to face the challenges of the world of work, as well as innovate and adapt to rapid changes in the industry. The culinary industry sector, which is the focus of this study, requires practical skills that align with the latest trends and technologies. The application of TF not only improves students' technical skills but also shapes their character and work ethic in accordance with industry standards, thereby increasing employment opportunities and reducing

unemployment rates among vocational education graduates.

METHODS

This qualitative study collected data and presented accurate and objective information about implementing the Teaching Factory at SMK Negeri 1 Pekalongan. According to Nurrisa et al. (2025), qualitative research is research in which researchers do not use numbers in collecting data and interpreting the results. The data collection technique used triangulation. Triangulation is a multi-method approach researchers use when conducting research, collecting and analyzing data (Nurfajriani et al., 2024). The data collected was primary data from interviews and observations, and secondary data from available documents.

This study reveals the situation without seeking or explaining relationships. It does not make hypotheses or produce approaches by analyzing the subject's interpretation and seeking theories that emerge with empirical data. In this study, the conditions analyzed are the conditions and circumstances that exist in implementing the teaching factory program by involving several industrial worlds without changing the existing conditions, so that the data is purely based on the researcher's observations.

According to Nurrisa et al. (2025), the qualitative research process can be carried out in three stages, namely: The pre-fieldwork or orientation stage, which consists of six activities, namely: developing a research plan, selecting a research field, obtaining research permits, conducting surveys, selecting and utilizing informants, and preparing research equipment. The fieldwork or focused exploration stage involves researchers gathering data from subjects (sources of information) in accordance with the research object by understanding the situation and conditions of the research field. A data analysis is the process of analyzing, checking, or examining the data collected from interviews, observations, and documentation. Checks are carried out using data validity testing and source triangulation methods.

The data analysis technique used in this study is the interactive model data analysis technique proposed by Miles et al. (2019). Activities in qualitative data analysis are carried out interactively and continuously until completion, so the data is saturated. The activities in the analysis consist of data condensation, data display, and conclusion drawing/verification. The research method used in this study can be seen in the Figure 1.

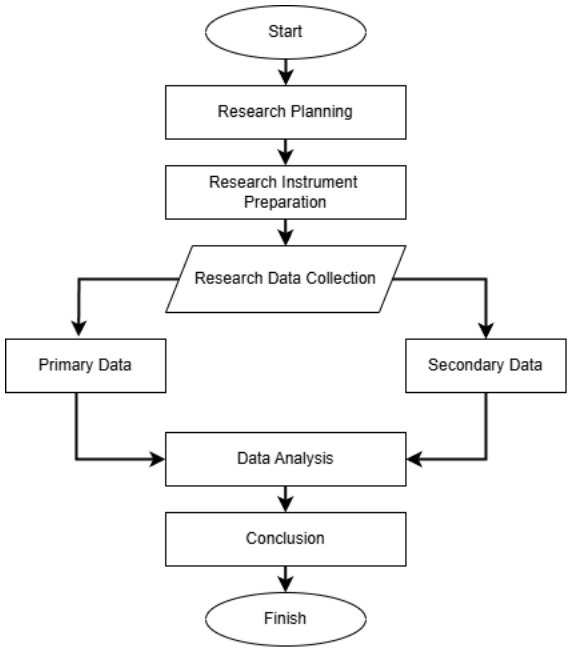

Figure 1. Research Process Flowchart

RESULTS AND DISCUSSION

Planning for the Teacher Factory

Planning is an essential element in management that influences the success of activities, notably the Teaching Factory at SMK Negeri 1 Pekalongan through Citra 66 Resto & Bakery. Based on interviews with the Principal, Vice Principal, and Head of Competency, it can be concluded that the planning stages include plan formulation, target setting, needs estimation, budgeting, and plan evaluation.

Planning begins with forming a team consisting of the principal, vice principal, and head of expertise. This team is tasked with analyzing and identifying the needs and goals to be achieved. The main objectives of this program are to provide practical experience in the culinary industry, create an environment that supports the development of students' technical and soft skills, and improve their competencies in line with the demands of the job market and industry. In addition, this program aims to build partnerships

with the business world and industry to support the implementation of learning.

Furthermore, planning also includes identifying needs, ranging from facilities and infrastructure to learning administration, by involving teachers to identify learning outcomes (CP) in culinary arts competencies. Funding to meet these needs is obtained mainly through government assistance via the Teaching Factory Program from the Ministry of Education and Culture of the Republic of Indonesia in 2025. Needs not covered by government assistance are included in the school's RKAS/RAPBS.

After planning, the principal and team evaluate to improve any still-lacking aspects. The evaluation results are discussed to follow up, provide feedback, and make necessary improvements so that Teaching Factory activities can run according to the implementation and education calendar.

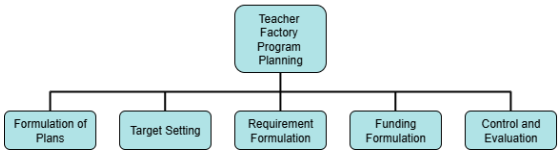

Figure 2. Planning for the Teaching Factory at SMK Negeri 1 Pekalongan

Organization of the Teacher Factory

Organization in the Teaching Factory program in the Culinary Arts competency aims to ensure that each party works according to their primary duties and functions, without overlapping. The goal is to achieve a successful learning model that includes product and service, which is achieved through synergy between schools and the business/industrial world, producing competent graduates. Organization is done by grouping productive teachers, students, and tools and dividing tasks, responsibilities, and authorities, creating a coordinated system to achieve the predetermined objectives.

The Head of the Study Program explained that leadership in the Teaching Factory uses an intrapreneurship model, where leaders act as leaders and managers. This leadership encourages creativity and innovation among teachers and school employees. According to Kraus et al. (2019), employees with high intrapreneurship skills tend to work more exploratively and provide the best service. The characteristics of intrapreneurship leadership include: (1) understanding of the environment, (2) flexibility, (3) encouraging open discussion, (4) building support, and (5) perseverance.

The interview results show that the organization of the Teaching Factory is tailored to the culinary arts field. The management comprises the principal, program manager, Teaching Factory coordinator, order and production coordinator, treasurer, and purchasing and promotion team. This management structure can be seen in the following chart.

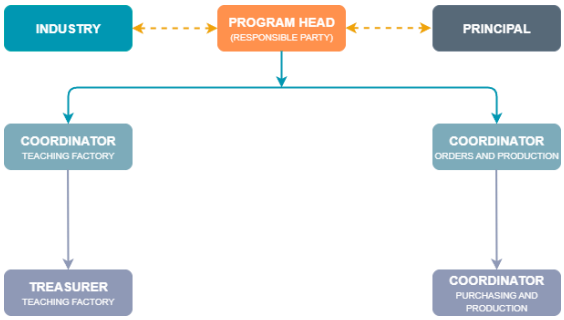

Figure 3. Management Structure of the Teaching Factory at SMK Negeri 1 Pekalongan

Staff of the Teaching Factory

Staff in the Teaching Factory for culinary arts competencies include several key positions, such as teachers/instructors and a management team that work together to carry out production and learning activities that resemble real industry. Teachers or instructors (productive teachers) provide learning materials that meet industry standards, guide students in the production process, assess their performance, and provide feedback for improvement. In addition, there are people in charge of production, orders, and promotion who plan, organize, and supervise these activities. Students are actively involved in this process, allowing them to apply the knowledge and skills they have learned.

The employment context in these activities also plays a vital role in the industry. Teaching Factories connect the skills taught in school with the needs of the industrial world, so that vocational school graduates can work and perform tasks in line with the dynamics of the industry. The industry's role as a strategic partner

includes curriculum development, provision of experts, product assessment, and workforce absorption. Industry also functions as quality control for the products produced by students and ensures compliance with industry standards.

A clear and organized staff structure ensures the smooth running of activities. Effective coordination between teachers, students, and industry is essential to achieve learning and production goals. A clear and transparent division of tasks increases efficiency and effectiveness. With a solid structure and good coordination, this program is an effective platform for developing student competencies, producing quality products, and preparing them to enter the workforce.

Motivation teaching factory

Student motivation is an essential factor in this program. As the primary target, students must have high motivation to learn. Motivation is the driving force for students to participate in learning. If a student experiences difficulties or loses motivation, the teacher must investigate the cause and provide appropriate solutions.

To overcome a decline in learning motivation, teachers can guide students directly during practice, monitor product quality, and provide constructive feedback. Teachers also play a role in fostering and maintaining motivation by making students aware of the objectives and benefits of this program, as well as aiding them during the learning process.

Teachers foster awareness at the beginning of the learning process by explaining that the main objective is to provide practical experience in the culinary industry and to create an environment that supports the development of students' technical and soft skills. Observations show that teachers consistently remind students of the objectives and benefits of this program.

The guidance provided during the learning process is crucial to maintaining product quality. In addition, guidance also helps students when they encounter problems in the learning process. Based on interviews with teachers, it is known that guidance is provided periodically during the production process and in marketing, financial management, and order delivery activities.

Controlling teaching factory

The management control and supervision system is a process that ensures that activities are carried out effectively and efficiently, in accordance with the organization's objectives. Management control involves observing, assessing, and controlling activities to ensure they align with the plan. In this case, supervision is carried out by involving all parties, both internal and external.

Internal supervision involves the Teaching Factory team, which creates evaluation books for the skills program, while external supervision involves industry parties to maintain the quality of the products produced. The school collaborates with various industries, such as Hotel Marlin, Hotel Santika, Hotel Dafam, and others, to ensure that the learning process aligns with industry standards. External supervision also includes professional certification institutions, which play a role in providing competency recognition to students who participate in this program.

In addition to maintaining product quality, supervision is carried out on student competency through competency certification. The school has a Competency Certification Agency (LSP) that can issue competent certificates, with one of the schemes being Helper Cookery. Students who have participated in learning using the Teaching Factory method will be tested for competency according to the relevant scheme. If assessors deem students competent, they will receive competency certificates recognized by the National Professional Certification Agency (BNSP).

Interviews with the principal, vice principal for curriculum, head of culinary arts competency, and productive teachers, supported by observations, revealed that planning the Teaching Factory program for culinary arts competency includes plan formulation, goal setting, needs assessment, budgeting, and plan evaluation. All of this is supported by the 2024/2025 academic year education unit curriculum (KSP) document, the Citra 66 Resto & Bakery Teaching Factory Standard Operating Procedures (SOP), and the Food Service Skills Package module. Sari et al. (2022) states that

good planning can result in more optimal learning in this Teaching Factory.

The leadership pattern in this activity uses an intrapreneurship approach, which is characterized by understanding the environment, flexibility, encouraging open discussion, building support, and resilience (Wulan & Handayani, 2021). The organization involves all elements of the school to ensure that the Teaching Factory runs according to its objectives. An effective organization includes integrating human and non-human resources to achieve goals efficiently, as Sukatin et al. (2024) stated. In addition, Luthfia & Sunarto (2025) emphasize that good organization forms a new force to achieve common goals.

Personnel positions are assigned based on individual expertise and abilities at the staffing stage, positively influencing Teaching Factory activities. Proper placement helps increase productivity and organizational performance (Kusumaningrum et al., 2024). A clear division of tasks also prevents overlapping authority, improves employee performance, and ensures effectiveness. This aligns with what Purba et al. (2024) stated, that staffing must follow clear rules to achieve goals more efficiently.

At the motivation stage, schools focus on students as their primary target. Amalina et al. (2023) state that the success of learning implementation greatly depends on students' active, creative, and collaborative activities. Teachers play a role in providing motivation, starting from explaining the objectives of the Teaching Factory at the beginning of learning, aiding during practice, and supervising the results of the products after learning. Student motivation increases when they feel their role is vital in this process, which aligns with what Abbas (2023) said.

The final stage is supervision or control. Supervision occurs in real-time during the activity, not just at the end. This aims to ensure that activities and products meet established standards so that deviations can be corrected immediately before they become significant problems (Wardhana, 2024).

Previous research on the implementation of Teaching Factory, such as that conducted by Amalina et al. (2023) on supporting factors in woodworking competence, and Khurniawan & Erda (2021), who analyzed the sustainability of the Teaching Factory program, provides an overview of the importance of integrating the industrial world into education. However, this study distinguishes itself by finding that the Teaching Factory produces goods and enhances student competencies, as evidenced by competency certificates.

Through this learning process, students are expected to be ready to work and have an entrepreneurial spirit. Learning that involves the planning, production, and marketing processes prepares students to create jobs and become entrepreneurs, potentially reducing unemployment and contributing to economic growth. An environment close to industry and guidance from teachers and the industry better prepare students for the world of work. The achievements attained and the collaborations established with numerous culinary industries demonstrate that implementing the Teaching Factory at this school is successful and worthy of being adopted as a model for other institutions.

This study produced new findings on applying the Teaching Factory (TF) model in culinary arts competency at SMK Negeri 1 Pekalongan. One crucial finding is successfully integrating the business and industrial worlds in learning. This vocational school has successfully established solid partnerships with related industries, such as well-known hotels and restaurants, which serve as student practice sites and provide industry standards adopted in the learning curriculum. This finding shows that real collaboration between schools and the business world can improve the quality of vocational education. Furthermore, this study also found that student motivation increased significantly thanks to direct guidance from teachers and industry and a real-time monitoring system. This study also identified that the implementation of production-based Teaching Factory does not only focus on technical competencies, but also on the development of soft skills such as teamwork, work ethic, and discipline, which are highly needed in the world of work. Thus, this study provides new insights into effectively integrating vocational education with the industrial world.

The implications of this research are significant in the context of vocational education in Indonesia, especially in the development of

industry-based curricula and learning models. This research shows that by implementing the Teaching Factory model, vocational high school students gain theoretical knowledge and practical skills directly applied in real industrial situations. This has direct implications for increasing the competitiveness of vocational high school graduates, as they are prepared to work in accordance with the ever-evolving needs of the industry. In addition, cooperation with industry allows schools to tailor learning materials to real needs in the field, reducing the gap between the theory taught in school and the demands of the world of work. By adopting the TF model, vocational schools can create a learning system oriented towards real results, where students obtain a degree and skills recognized by industry. Another implication is an improvement in the quality of education management, which becomes more structured through more effective planning, organization, and supervision, in accordance with industry standards.

The main advantage of this research lies in the comprehensive and integrated application of the Teaching Factory model, which not only focuses on technical learning but also includes the development of character and soft skills that are highly needed in the world of work. This research also highlights the strong synergy between schools and industry, which results in long-term benefits for both parties. Another strength is the in-depth qualitative approach, which involves direct interviews with various related parties, such as school principals, teachers, and industry partners. With this approach, researchers can explore the managerial aspects of implementing the Teaching Factory, which are often overlooked in quantitative research. This study also contributes to developing vocational education policy in Indonesia, especially in linking and matching schools and industry. Another strength is the real-time monitoring analysis, ensuring product quality and student competence are maintained throughout the learning process. This provides a clearer picture of how continuous monitoring and evaluation can improve learning outcomes.

Although this study provides many vital findings, several weaknesses must be considered. First, this study only focuses on one school, namely SMK Negeri 1 Pekalongan, which means that the results cannot be generalized to all vocational schools in Indonesia. Further research with a broader sample from various regions in Indonesia will provide a more complete picture of implementing the Teaching Factory in multiple contexts. Second, although this study identifies the success of collaboration between schools and industry, it does not explain in detail the challenges faced by the industry and the school. Further research could explore the practical aspects of this collaboration in greater depth, including any obstacles that may arise during the implementation process. In addition, although this study measures success through student achievement, other indicators such as industry satisfaction or the long-term impact on students' careers have not been fully discussed. Future research could add these dimensions to obtain a more comprehensive picture of the effectiveness of the Teaching Factory model in vocational education.

CONCLUSION

Implementing the Teaching Factory (TF) model at SMK Negeri 1 Pekalongan has proven effective in improving the quality of vocational education, particularly in the culinary arts field. This study shows that close cooperation between schools and industry can enrich students' learning experiences by providing opportunities to practice directly in the professional world. Collaboration with well-known hotels and restaurants strengthens students' technical skills and develops soft skills such as work ethics, communication, and teamwork. In addition, the TF model provides long-term benefits for both parties: schools obtain clear industry standards, while industries get ready-to-work candidates. Although the state is not always involved in direct intervention, policies supporting vocational education remain essential to ensure that education aligns with the job market's needs and to strengthen access to more inclusive education. However, despite the success shown in this study, several challenges need to be addressed. One is the study's limited scope, which only covers one school, meaning that the results may not represent all vocational schools in Indonesia. Further research with a broader scope is needed to explore more deeply the

challenges and obstacles in implementing the TF model. In addition, although cooperation with industry has proven effective, the sustainability of partnerships and the commercialization of education are issues that must be managed carefully so as not to undermine academic integrity. Overall, this study contributes to developing vocational education policy in Indonesia, emphasizing the importance of the link and match between education and industry. In the future, this TF model can be a solution to prepare competent graduates to adapt to the increasingly dynamic world of work.

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