Training on Improving the Implementation of Teaching Factory Learning at SMK Negeri Pagaralam

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Abstract
The «Free School» program was launched by the Indonesian government in 2020 to improve the quality of education in Indonesia. This program provides flexibility for schools in designing curricula that are tailored to the needs and potential of students. The objectives of this community service activity include realizing the vision and mission of the Accounting Education Study Program FKIP UPGRI Palembang, implementing the work program of the Accounting Education Study Program FKIP UPGRI Palembang, and providing knowledge and skills in education and financial management for students, teachers, education staff, and the like to face current developments. Learning can be an active process in which individuals build their own knowledge through thinking, experience, and interaction.
Keyword: Training on Improving the Implementation of Teaching Factory Learning

INTRODUCTION

The Indonesian government launched the "Free School" program in 2020 to improve the quality of education in Indonesia. This program provides flexibility for schools in designing curricula that are tailored to the needs and potential of students. One of the curricula developed in this program is the Independent School Curriculum. According to the Ministry of Education and Culture (Sartini &; Mulyono, 2022), the Sekolah Merdeka Curriculum is designed to strengthen 21st century skills such as creativity, collaboration, communication, and critical thinking. This curriculum places students as the center of learning with a more contextual approach and relevant to students' daily lives. The Sekolah Merdeka curriculum is a curriculum that strengthens 21st century skills, such as creativity, collaboration, communication, and critical thinking, and provides flexibility for schools in designing curricula tailored to the needs and potential of students, as stated by Haryono in Hodsay et al. (2023).

Sumaryati and Budiana (Faturrahman et al., 2022) explained that the Independent School Curriculum is a curriculum that places students as the center of learning and strengthens 21st century skills with a more contextual and relevant approach to students' daily lives. The Sekolah Merdeka curriculum is a curriculum that facilitates students to become more independent and have the life skills needed to face the challenges of an increasingly complex and diverse world of work, as conveyed by Safitri and Surya in (Sumarno &; Gimin, 2019). Based on the sources above, it can be concluded that the Independent School Curriculum is a curriculum designed to strengthen 21st century skills such as creativity, collaboration, communication, and critical thinking, as well as place students at the center of learning with a more contextual and relevant approach to students' daily lives. This curriculum provides

flexibility for schools in designing curricula that are tailored to the needs and potentials of students, as well as facilitating students to become more independent and have the life skills needed to face the challenges of an increasingly complex and diverse world of work. It is hoped that the Independent School Curriculum can make a positive contribution to improving the quality of education in Indonesia.Education in this modern era has experienced very rapid development, where students are not only expected to understand theory in textbooks but also must have practical skills that are relevant to the industrial world.

This is the background of the emergence of the concept of Teaching Factory Learning in vocational high schools (SMK) as an educational approach that emphasizes integration between the world of education and industry. Pagaralam State Vocational School is committed to producing graduates who are ready to enter the workforce with relevant skills. In addition, they also encourage students' personal development and focus on character, ethics, and integrity as one of the educational institutions that have adopted the concept of Teaching Factory in their learning. This concept allows students to directly experience the daily work environment in an industry that is in accordance with the vocational field they are studying. However, to ensure a successful implementation of a teaching factory, a deep understanding of its implementation is essential. Strong partnerships with local industries are very important for SMK Negeri Pagaralam. This ensures that students gain real practical experience relevant to industry needs.

In this introduction, we will discuss the importance of increasing understanding related to the implementation of teaching factory learning at SMK Negeri Pagaralam. This not only has a positive impact on students but also for other stakeholders such as teachers, industry, and the surrounding community. With a solid understanding of the Teaching Factory, we can create a more relevant and adaptive educational environment and prepare students for the challenges of an increasingly complex world of work. In the context of Pagaralam 1 State Vocational High School (SMK), there are several problems related to the Independent School Curriculum, namely:

1. Students' lack of understanding of the Independent School Curriculum and the 21st century skills needed to deal with an increasingly complex and diverse world of work
2. Lack of student involvement in the learning process because the curriculum is irrelevant and does not consider student needs.
3. Lack of teacher understanding of the Independent School Curriculum and how to apply it in learning.
4. Lack of adequate resources and facilities to support the implementation of the Independent School Curriculum

Based on the identification of the problem above, the formulation of training questions to improve the understanding of the Independent School Curriculum for students at SMK Negeri 1 Sekayu is as follows:

1. How can we increase students' understanding of the Independent School Curriculum and the 21st century skills needed to deal with an increasingly complex and diverse world of work?
2. How can we increase student engagement in the learning process by implementing a curriculum that is more relevant and considers student needs?
3. How to improve teachers' understanding of the Independent School Curriculum and how to apply it in learning?
4. How can we increase the availability of adequate resources and facilities to support the implementation of the Sekolah Merdeka Curriculum?

The objectives of this community service activity are intended to:

1. Realizing the vision and mission of the Accounting Education Study Program FKIP UPGRI Palembang
2. Carrying out the work program of the Accounting Education Study Program FKIP UPGRI Palembang
3. Provide knowledge and skills in education management and financial management for students, teachers, education personnel, and the like so that they are better prepared to face developments from time to time.
4. Make it a means of promoting New Student Admissions (PMB) for the 2024–2025 academic year.
5. Increase students' understanding of the concepts and principles of the Independent School Curriculum.
6. Improve students' 21st century skills, such as creativity, collaboration, communication, and critical thinking.
7. Improve students' ability to develop their potential and be independent in learning.
8. Increase the relevance and contextuality of learning in students' daily lives. NCREASE students' understanding of the life skills needed to face the challenges of an increasingly complex and diverse world of work.

Benefits that can be obtained from this activity include:
1. Become a new means to promote New Student Admissions (PMB) from an early age in a structured and planned manner.
2. Providing a new forum for lecturers and students to dedicate their knowledge and skills in the field of education and financial management to students, teachers, teaching staff, and the like so that they are able to manage education and finances both for school and for themselves.
3. Participants gain knowledge and skills regarding education and financial management, especially improving the ability to manage finances both for school and for themselves, as well as e-certificates that are useful as a reference for job applications (for students) and / or credit points to manage positions.
4. Increase students' understanding of the Independent School curriculum, which reinforces 21st-century skills such as creativity, collaboration, communication, and critical thinking. Helping students develop the life skills needed to face the challenges of an increasingly complex and diverse world of work.
5. Provide opportunities for students to become more independent in learning and developing their potential.
6. Encouraging students to be more active and creative in learning because the Sekolah Merdeka curriculum places students as the center of learning.
7. Increase student learning motivation, because learning that is relevant to students' daily lives can make them feel more interested and motivated to learn.

Improve the quality of education at SMK Negeri 1 Pagaralam by implementing a curriculum that suits the needs and potential of students. The target or participants of this training and workshop activity are 50 people, consisting of students of SMK Negeri 1 Pagaralam, teachers, education staff, and other invitees. The main target is students and teachers who have the possibility to join as students at PGRI Palembang University, either independently or through the Smart Indonesia Card (KIP), as for students who will continue their education to Strata 1 (S1) and teachers who will continue their education to Strata 2 (S2).

1. Solutions that can be implemented to overcome problems in Training to Improve Understanding of the Independent School Curriculum for students at SMK Negeri 1 Sekayu include:
2. Improve the quality of facilities and infrastructure needed to organize training, such as adequate rooms, audiovisual equipment, and stable internet access.
3. Strengthening collaboration between schools and relevant stakeholders, such as companies and educational institutions in the surrounding environment, to provide direct experience and enrich students' insights.
4. Adapt training materials to students' needs and potential, and provide a more contextual and relevant approach to students' daily lives.
5. Involve teaching staff and experts in the development and implementation of training, as well as provide periodic guidance and evaluation to improve training effectiveness.
6. Increase student motivation and participation by providing rewards and incentives that can increase enthusiasm for learning and motivate students to take training seriously.

By implementing the above solutions, it is hoped that the Independent School Curriculum Understanding Improvement Training for SMK Negeri 1 Pagaralam students can run effectively and efficiently and can provide maximum benefits for students in developing 21st century skills and facing an increasingly challenging world of work. complex and multifaceted T. V. Rao said (Koni et al., 2021) that training is a learning process designed to acquire specific skills, knowledge, and understanding needed to perform a specific task or job. Training is an educational process designed to help employees understand their duties better, develop the skills needed to carry out those tasks, and change attitudes and behaviors accordingly. Wayne Cascio in Kandou (2013). Leonard Nadler said in Elis &; Santika Training (2018) is "an effort directed at developing the skills and knowledge individuals need to perform tasks better and increase productivity. According to Dale H. Schunk, improvement is "a positive change in one's performance, understanding, or abilities as a result of structured learning experiences or practices" (Leimena et al., 2020). James A. Belasco in Tourism and Years (2014) Improvement is "an ongoing effort to make significant changes in everything we do—from work to hobbies—that will make us better people than ever before. According to George E. Stone, implementation is "the process of implementing, implementing, or implementing a plan, program, or policy that has been prepared in (Robert &; Brown, 2004). R.C. Rist, in Subianto (2020), defines implementation as a series of actions that turn a policy or program into reality.

According to Michael J. Mazarr, implementation is the process of turning plans or policies into tangible actions that can be observed (Sudarman et al., 2022). Jerome Bruner writes in Supéridan (2016) that learning is "an active process in which individuals build their own knowledge through thinking, experience, and interaction. According to Malcolm Knowles, learning is the process by which adult individuals take the initiative to understand and address their own learning problems (Fitriyanti &; Suprihandari, 2022). Albert Bandura: in Hiryanto (2017), 65 Hiryanto, Dynamics of Education, 22 (2017) Learning is the process by which individuals observe, imitate, and model the behavior of others. The European Center for the Development of Vocational Training (Cedefop), Teaching Factory (Prianto et al., 2019), is "a learning environment that simulates the world of work, where students acquire practical skills by participating in projects and tasks such as jobs that they will face in the future. In the International Journal of Education and Information Technologies, Teaching Factory is a learning approach where students are involved in making real products or services so that they can develop practical skills relevant for specific industries in (F. Abdullah, 2020)

Zdenek Hampl: Teaching Factory (Yunanto, 2017) is a training ground in vocational schools where students can attend training based on industry demand, develop real products, and understand production processes. In conclusion, providing training is a learning process designed to improve an individual's specific skills, knowledge, and understanding in carrying out a particular task or job, with the goal of improvement referring to positive changes in an individual's performance, understanding, or ability as a result of a learning or training experience. structured ones that aim to make significant changes in different aspects of life. Learning is the process by which individuals acquire knowledge, skills, understanding, or other qualities through teaching, experience, or interaction with their environment. Learning can be an active process in which individuals build their own knowledge through thinking, experience, and interaction. Teaching Factory is a vocational education approach in which students gain practical skills by engaging in projects and tasks that mimic real work environments. The aim of the Teaching Factory is to prepare students for employment in industry by providing relevant practical experience.

RESEARCH METHODS

In order to achieve the expected goals, the method of implementing Community Service (PkM) activities carried out by Permanent Foundation lecturers (DTY) and students of the Accounting Education Study Program FKIP PGRI University Palembang is carried out using the following methods: Training and Workshops and Discussion and Q&A. The PkM activity will be held on October 23, 2023 at 08.30 WIB until it is completed at SMK Negeri 1 Pagaralam, with the following stages: Preparatory stage: Before the PKM activity takes place, the first thing that must be done is to conduct surveys and interviews with principals, teachers, and students of SMK Negeri 1 Sekayu so that they can find common ground for the problems faced, namely regarding the situation of students and existing accounting and economic learning, so that training activities and workshops or briefings on management are needed. education and finance so as to be able to manage Education and finance both for school or for yourself, which will later be able to produce graduates who are ready to compete in the industrial or business world. Next, ask for permission to carry out PKM activities, along with the determination of the implementation schedule.

Implementation Phase

The implementation of PKM activities is carried out with the following details:
1. The focus of PKM activities is training and workshops, discussions and questions and answers
2. Participants in the activity were students, teachers, teaching staff and the like as well as administrators / officials of SMK Negeri 1 Pagaralam.
3. The PKM activity team consists of lecturers from the Accounting Education Study Program and the Elementary School Teacher Education Study Program (PGSD) as well as students from the Accounting Education Study Program. Students are involved with the aim of helping carry out activities and training them in useful activities to deepen their knowledge of accounting economics which will be the forerunner in the future.
4. The training activity will be held at SMK Negeri 1 Pagaralam on Monday, October 23, 2023 at 08.30 WIB until it is completed
5. Training activities are delivered using lectures and practical methods followed by discussions and questions and answers.

To find out the results of this community service activity, the team analyzed the implementation process and benefits for all parties of PKM activities at SMK Negeri 1 Pagaralam. The implementing organization of the activity includes resource persons and materials of PkM. Sources and materials of PkM are as follows:

Table 1. PkM Resource Persons and Materials

Not.	Sources	Material
1.	Erma Yulaini, S.Pd., M.Si..	Program Planning
2.	Nuryanti Pematasari, S.E., M.M.	Collaboration with Industry
3	Reva Maria Valianty, S.E., M.M., M.Pd	Evaluation and Monitoring of the Learning Process
4.	Marleni, M.Pd	Lesson Plan Update

In addition to lecturers, this activity was also assisted by supporting implementers, namely students of the Accounting Education Study Program FKIP PGRI Palembang University

Table 2. Student

Not	Student Name	NIM	Information
1	Violita Fadhilah	2022132016	Assisting lecturers

RESULTS OF RESEARCH AND DISCUSSION
Research Results

The PkM activity will be held on Monday, October 23, 2023 at 08.30 WIB until it is completed at SMK Negeri 1 Pagaralam. The stages and schedule of activities can be seen below: To make PkM activities effective, each PKM group was given material for ten minutes after the activity opened. After the presentation of the material, exercises, discussions, and questions and answers were carried out between the speakers and participants. Three PkM implementing lecturers—two lecturers of the Accounting Education Study Program, one lecturer of the Elementary School Teacher Education Program, and one student of the Accounting Education Study Program FKIP PGRI Palembang University—ensure that the activities run well and are completed on time. It began with remarks from the Principal of Diyah Estuning, Tyas Rahaju, S.P.D., who welcomed this activity. .. Erma Yulaini, S.Pd., M.Sc., as a lecturer representative and representing the Rector of PGRI Palembang University, conveyed warm greetings from the Rector of PGRI Palembang University, Dr. H. Bukman Lian, M.M., M.Pd., and CIQaR. He also expressed his gratitude for the services provided to students and teachers of SMK N 1 Pagaralam.

The next activity is the delivery of material, starting with Erma Yulaini, S.P.D., and M.Si, opening with material on program planning with the aim of the program planning process involving the following steps: It involves a thorough analysis of the existing situation or condition as well as a deep understanding of the root of the problem. These goals should relate directly to solving problems or meeting previously identified needs. This plan must also take into account available resources, including human, financial, and physical resources. The budget should include all costs associated with the implementation of the program, including operational costs, staff salaries, equipment, and so on. Implementation involves carrying out activities according to a set schedule, monitoring program progress, and making adjustments if necessary. Evaluation can be carried out periodically during the program implementation period and after the program is completed. The results of the evaluation can be used to make changes or adjustments to the program in the future.

Figure 1. The First Speaker, Erma Yulaini, S.Pd., M.Si

Nuryanti Pematasari, S.E., M.M., as the second speaker, said that collaboration with industry emphasizes Collaboration with industry refers to collaborative engagement between academic institutions, researchers, or non-profit organizations and the industrial sector for common goals. The process of collaborating with industry involves the following steps: It involves an in-depth understanding of industry needs, challenges faced, and opportunities for innovation and efficiency improvement. These partnerships can take the form of collaboration agreements, contractual agreements, or collaborative frameworks that explain each party's roles, responsibilities, and expectations. Industry can provide access to resources such as funds, facilities, or advanced technology, while academic institutions or researchers can provide access to relevant knowledge, expertise, and intellectual resources. It involves exchanging ideas, testing concepts, and developing prototypes that can meet existing market needs. This implementation involves testing, scaling, and adapting innovative solutions according to market needs and demands. This evaluation helps in identifying areas of improvement or further development that can improve the success of future collaboration.

Figure 2. The Second Speaker, Nuryanti Permatasari, S.E., M.M.

As the third speaker, Reva Maria Valianti, S.E., M.M., M.Pd., raised about Evaluation and monitoring of the learning process, which are two important aspects in the educational context that help assess the effectiveness of teaching and learning and provide feedback for improvement. Some important elements of evaluation involve: Learning Outcomes: Assess student achievement in achieving learning objectives. The goal is to provide quick and in-depth feedback to teachers and students. Some aspects of monitoring include: Classroom Observation: Observers (either fellow teachers or supervisors) directly monitor learning

activities to see teacher-student interaction, method use, and student responses. Participatory Monitoring: Monitors the level of student involvement in each learning activity, identifying students who may need additional support. Teacher Performance Monitoring: Evaluate teacher performance in applying learning methods, providing assessments, and interacting with students.

Figure 3. The third speaker, Reva Maria Valianti, S.E., M.M., M.Pd

Meanwhile, Marleni, M.P.d., as the last speaker, said that updating the lesson plan regarding the process of updating the lesson plan involves the following steps: This evaluation helps in determining the success of previous lesson plans and identifying areas where improvement is needed. It is important to ensure that lesson plans reflect current educational principles and meet applicable curriculum requirements. Updated goals should be relevant, measurable, specific, achievable, and appropriate to the student's developmental level. Choosing the right method can increase student involvement in the learning process and facilitate better understanding of concepts. New learning materials should be prepared clearly, structured, and easy for students to understand. This evaluation helps in identifying the success of the reform and ensures that the learning process is progressing as expected.

Figure 4. The third speaker, Marleni, M.Pd.

Discussion

The results of the implementation of PkM for Lecturers and Students with the theme Training for Improving the Implementation of Teaching Factory Learning at SMK Negeri 1 Pagaralam are as follows:

1. Identification of Needs: The first stage is to determine the needs and difficulties faced by SMK Negeri 1 Pagaralam in implementing the Teaching Factory program. This will involve a thorough evaluation of the current learning process, teacher capabilities, and available facilities.

2. Training Program Planning: After identifying the need, the next step is to create a training program. This includes things like innovative teaching techniques, teaching plant management, creating relevant curricula, and proper use of educational technology.
3. Training Implementation: At this stage, the training program is carried out at SMK Negeri 1 Pagaralam. The program includes interactive training sessions, practical workshops, and collaborative discussions between training instructors and vocational employees. Applied learning: After the training, teachers at SMK Negeri 1 Pagaralam have the opportunity to apply their knowledge in everyday life. This includes implementing new learning approaches and incorporating Learning Factory ideas into existing curricula.
4. Evaluation Results: The evaluation phase was carried out to evaluate the impact of training on better learning implementation at SMK Negeri 1 Pagaralam. This evaluation assesses improvements in faculty capabilities, changes in learning approaches, and increased student engagement in the Teaching Factory program.
5. Continued adjustments and development: To ensure continuity and continuous improvement of the Teaching Factory program at SMK Negeri 1 Pagaralam, adjustments were made to the training program and further development. This includes adapting the curriculum, providing the necessary resources, and developing additional learning materials.

CONCLUSION

This curriculum places students as the center of learning with a more contextual approach and relevant to students' daily lives. The Sekolah Merdeka curriculum is a curriculum that strengthens 21st century skills, such as creativity, collaboration, communication, and critical thinking, as well as providing flexibility for schools in designing curricula tailored to the needs and potential of students, explaining that the Sekolah Merdeka Curriculum is a curriculum that places students as the center of learning and strengthens 21st century skills with a more contextual and relevant approach to life everyday students. The Sekolah Merdeka curriculum is a curriculum that facilitates students to become more independent and have the life skills needed to face the challenges of an increasingly complex and diverse world of work. Based on the sources above, it can be concluded that the Independent School Curriculum is a curriculum designed to strengthen 21st century skills such as creativity, collaboration, communication, and critical thinking, as well as place students at the center of learning with a more contextual and relevant approach to students' daily lives.

This curriculum provides flexibility for schools in designing curricula that are tailored to the needs and potentials of students, as well as facilitating students to become more independent and have the life skills needed to face the challenges of an increasingly complex and diverse world of work. With a solid understanding of the Teaching Factory, we can create a more relevant and adaptive educational environment and prepare students for the challenges of an increasingly complex world of work. Students' lack of understanding of the Independent School Curriculum and the 21st century skills needed to deal with an increasingly complex and diverse world of work. How can we increase students' understanding of the Independent School Curriculum and the 21st century skills needed to deal with an increasingly complex and diverse world of work? . Students' understanding of the life skills needed to face the challenges of an increasingly complex and diverse world of work. Increase students' understanding of the Independent School curriculum, which reinforces 21st-century skills such as creativity, collaboration, communication, and critical thinking. Helping students develop the life skills needed to face the challenges of an increasingly complex and diverse world of work.

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