

## The Role of Leadership, Teaching Factory (TEFA) Program, Competence of Creative Products and Entrepreneurship On Entrepreneurial Interest of the Vocational School Students

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### Abstract:

This study aims to determine the effect of leadership, teaching factory program (TEFA) & the competence of creative products and vocational school entrepreneurship. Respondents in this study were 453 students of the Vocational school program. Data was collected using primary data, namely a questionnaire about the teaching factory program, interest in entrepreneurship which was distributed to respondents online using social media. Data analysis used path analysis with SPSS software data processing tools. The results of the path analysis of the teaching factory program have a direct positive effect on the competence of creative and entrepreneurial products. The teaching factory program has a direct effect on students' interest in entrepreneurship. Creative product competence and entrepreneurship have a direct positive effect on entrepreneurial interest. With this research, schools should further improve the existing teaching factory program so that it can improve student competence and can also increase students' interest in entrepreneurship.

Keywords: Teaching Factory Program, Creative Product Competence and Entrepreneurship, and Interest in Entrepreneurship

### Introduction

In the era digital was disrupt various human activities, including the fields of science and technology as well as higher education. Broadly speaking, the industrial revolution 4.0 integrates the online world with industrial production lines, where all production processes run with the internet as the main support. the challenges of the industrial revolution 4.0 must be responded to quickly and accurately by all stakeholders interest in the environment. Vocational school graduates need to be equipped with entrepreneurial skills because not all vocational school graduates can be absorbed by industry. According to Azizah et al. (2019) The increase in the number of graduates produced with the availability of job opportunities is still not balanced. Teaching factory is a learning concept in a real atmosphere, so that it can overcome the competency gap between industrial needs and school knowledge. According to Dhani et al. (2021) Innovative learning technology and productive practice are concepts of educational

methods that are oriented towards student management in learning so that they are in line with the needs of the industrial world. Because most of the successful people in this world have strong motivations that drive their actions. They know very well what motivates them and maintain that motivation in their every action. According to Azizah et al. (2019); Chryssolouris et al. (2016) stated that the teaching factory is business and production-oriented learning where this concept emphasizes that Vocational schools can freely develop their potential to explore funding sources which are also a source of learning. According to Diwanggoro, E. (2020) revealed that in the teaching factory, schools carry out production activities or services that are part of the teaching and learning process. Thus schools are required to have a factory, workshop or other business unit for learning activities

Teaching Factory is a learning model that utilizes the basic structure of the school to create an industrial atmosphere in schools in order to increase the ability of productive subjects for students. Even at school, students face actual work based on the abilities that must be possessed, they will still get direct experience in the form of an industrial environment. Thus, the capabilities to be achieved are in accordance with the expected capabilities, and there is no capability gap between industrial demands and the capabilities developed in schools. According to Dhani et al. (2021) the Teaching Factory learning model is a combination of existing learning, namely competency-based training (CBT) and production-based learning to create goods/services needed by the market and industry. According to Desky et al. (2020) Teaching factory is learning connected to the industrial world. And it has a relationship with learning activities. According to Desky et al. (2020); Handayani et al. (2020) There are several phases in the teaching factory. The first phase is curriculum synchronization.

According to; Purnami et al. (2021) One of the goals to be achieved from the teaching factory program is the growth of abilities as an entrepreneur in the school environment. Entrepreneurs are independent workers with uncertain income. This understanding is an understanding of entrepreneurs in the past. At present, an entrepreneur is not only someone who opens a business, but an entrepreneurial person who tries with courage and persistence so that his business experiences growth. According to Lestari et al. (2021) Growth or change is the key word for someone who can be called an entrepreneur. The unemployment rate of Vocational school graduates remains high according to data from the statistical center agency in 2018 the number of unemployed graduates of Vocational school is 8.92% while SD is below 2.67% , SMP 5.18%, SMA 7.19%, Diploma I/II/III 7.92% and University 6.31%. In 2019, the highest unemployment also came from vocational schools, namely 8.63% while elementary school and under 2.65%, junior high school 5.04%, high school 7.19%, Diploma I/II/III 6.89% and universities 6, 24%.

#### Method

The study used quantitative methods and path analysis with a significance of 5%. respondents in this study were 453 students of the Vocational school program. Data was collected using primary data, namely a questionnaire about the teaching factory program, interest in entrepreneurship which was distributed to respondents online using social media. Data analysis used path analysis with SPSS software data processing tools. The Hypothesis of this research is

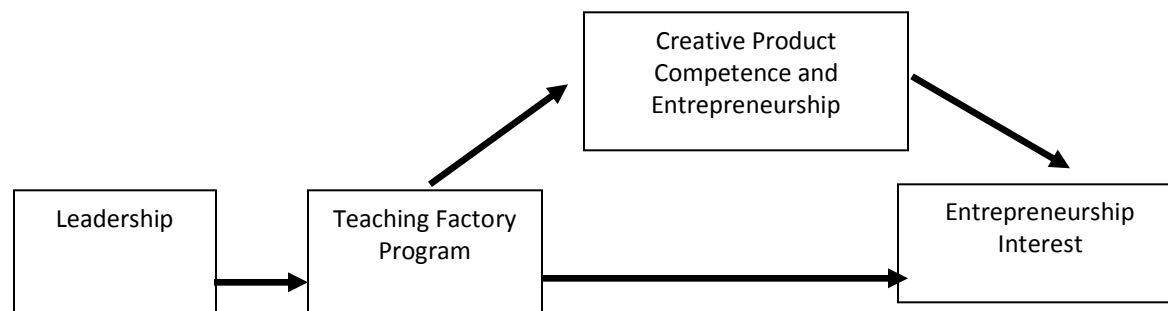
H1: Leadership has a direct effect on the Vocational school teaching factory program

H2: The teaching factory program has a direct effect on the competence of creative and entrepreneurial products. Vocational school

H3 : The teaching factory program has a significant direct effect on the entrepreneurial interest of Vocational school students.

H4: Creative product competence and entrepreneurship have a significant direct effect on Vocational school's entrepreneurial interest.

H5: The teaching factory program has an indirect effect on students' interest in entrepreneurship through the competence of creative products and entrepreneurship of Vocational school students.



**Fig 1. Research Model**

## Results and Discussion

In this study, the average teaching factory implementation has been running according to the existing stages such as receiving orders, analyzing orders, stating readiness to work on orders, working on orders, carrying out quality control, and submitting orders. Therefore, if students can carry out all stages of the teaching factory well, the competence of creative and entrepreneurial products will be very competent. In this study, the competence of creative and entrepreneurial products is in the competent category, the competence of creative and entrepreneurial products is very influential in determining the high or low interest in entrepreneurship of students.

### The Effect of Leadership on the Teaching Factory Program for Vocational School Students

Based on the results of hypothesis testing, it is known that there is a significant direct influence of Leadership on the Teaching Factory Program for Vocational School Students. According to Lestari et al. (2021); Maruanaya et al. (2021) that leadership is one of the factors that can improve the teaching factory program. The results of this study indicate that the more excellent the leadership, the more likely it is to have a competent teaching factory program and will have a positive influence on the entrepreneurial interest of Vocational school students.

### The Influence of the Teaching Factory Program on the Competence of Creative Products and Entrepreneurship for Vocational School Students.

Based on the results of hypothesis testing, it is known that there is a significant direct effect of the teaching factory program on the competence of creative products and entrepreneurship of Vocational school students. According to Muslim et al. (2019); Mourtzis et al. (2018); Purnami et al. (2021) that the teaching factory program is one of the factors that can improve the competence of creative and entrepreneurial products for Vocational school students. The results of this study indicate that the better

the teaching factory program, the more competent creative and entrepreneurial products will tend to be and will have a positive influence on the entrepreneurial interest of Vocational school students.

**The Direct Effect of the Teaching Factory Program on the Entrepreneurial Interest of Vocational School Students** Based on the results of hypothesis testing, it can be concluded that the teaching factory program has a significant direct effect on the entrepreneurial interest of Vocational school students. This means that by improving the teaching factory program, it will increase the entrepreneurial interest of Vocational school students. The results of this study are in accordance with Sunarsi et al. (2020); Quddus et al. (2020); Rohman et al. (2020); Sutopo et al. (2017); Yoto et al. (2020) teaching factory integrates the learning process to produce products and services that are worth selling to generate added value for schools, meaning that the teaching factory process can instill an entrepreneurial spirit for students. According to Rohman et al. (2020); Sutopo et al. (2017); Yoto et al. (2020) suggests that interest in entrepreneurship is influenced by skills, abilities or competencies. Competence itself is determined by knowledge and experience. Prakerin will indirectly provide knowledge and experience to students in work.

#### **Direct Influence of Creative Product Competence and Entrepreneurship on Entrepreneurial Interest of Vocational school Students**

From hypothesis testing, there is a significant direct effect of creative product competence and entrepreneurship on the entrepreneurial interest of Vocational school students. This means that the more highly competent the competence of creative and entrepreneurial products, the higher the entrepreneurial interest of Vocational school students, and conversely the more incompetent of the competence of creative and entrepreneurial products, the entrepreneurial interest of Vocational school students will also be very low.

This teaching factory is in line with the competence of creative and entrepreneurial products taught in schools. The competence of creative and entrepreneurial products is the basis for students to become entrepreneurs who have knowledge of entrepreneurship. According to Purwidyantini et al. (2017); Puspita et al. (2020); Prianto et al. (2021) activities and methods for inculcating or creating entrepreneurial competencies (basic entrepreneurial competency levels) in the form of inculcating insight, mindset, motivation, knowledge, skills, and basic entrepreneurial practices. So that students' interest in entrepreneurship can increase.

Creative product competence and entrepreneurship influence students' interest in entrepreneurship in the classroom. The ability of students in the subject of creative products and entrepreneurship can be seen from the competencies they already have. This can also affect students' interest in entrepreneurship. For example, students who are incompetent in the competence of creative and entrepreneurial products will affect their interest in entrepreneurship because these students are not able to produce a product properly and also do not understand how to market their products properly. The results of this study are in line with the research conducted by Quddus et al. (2020); Rohman et al. (2020); Sutopo et al. (2017); Yoto et al. (2020) that entrepreneurship subjects affect students' interest in entrepreneurship. In accordance with the theory proposed by Puspita et al. (2020); Prianto et al. (2021); Sunarsi et al. (2020); Quddus et al. (2020) stated that entrepreneurship learning materials can motivate entrepreneurship, learning methods that can foster entrepreneurial interest, teacher abilities that can foster entrepreneurial interest, and direct experience that can foster entrepreneurial interest. Indirect Effects of the Teaching Factory Program on Students' Interest in Entrepreneurship through Creative Product Competencies and Vocational school

entrepreneurship. From the results of the research hypothesis testing, it was found that there was a significant indirect effect of the teaching factory program on students' interest in entrepreneurship through the competence of creative products and Vocational school entrepreneurship.

### **Conclusion**

Based on the results of the research and discussion of data analysis that has been described previously, it can be concluded as follows: The teaching factory program has a direct effect on the competence of creative products and vocational school entrepreneurship, this shows that the teaching factory program will open up opportunities for students to study harder so that these students have very competent creative and entrepreneurial product competencies. The teaching factory program has a significant direct effect on the entrepreneurial interest of Vocational school students. This shows that schools have good teaching factory programs by carrying out the flow well, such as preliminary activities, namely receiving orders, analyzing orders and stating readiness to work on orders, core activities, namely working on orders and carrying out quality control and closing activities, namely submitting orders and receiving customers. order, students will realize that their abilities can make a business that can compete in the market. Creative product competence and entrepreneurship have a significant direct effect on Vocational school's entrepreneurial interest. This shows that the more competent students are in the competence of creative products and entrepreneurship, the higher the entrepreneurial interest of Vocational school students. Because students who are competent in creative and entrepreneurial product competencies will be interested in trying and opening a business. The teaching factory program has an indirect effect on students' interest in entrepreneurship through the competence of creative products and entrepreneurship of Vocational school students. From the results of the path analysis, it shows that the teaching factory program indirectly influences the interest in entrepreneurship through the competence of creative and entrepreneurial products.

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