

SERVICE QUALITY OF SMK TEACHING FACTORY PROGRAM

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ABSTRACT:

This research aims to analyze the service quality of the Teaching Factory Program in Vocational High Schools (SMK). The Teaching Factory Program is a learning approach that involves students in real-world work situations by collaborating with related industries. The service quality of the Teaching Factory Program in SMK is the main focus of this research. The research method used was a survey using structured questionnaires distributed to students, teachers, and industry stakeholders involved in the Teaching Factory Program in SMK. The measured variables included important aspects of service quality, such as communication, responsiveness, reliability, empathy, and assurance. The results of the research show that the overall service quality of the Teaching Factory Program in SMK is rated as satisfactory by the respondents. However, there are areas that need improvement, such as enhancing communication among students, teachers, and industry stakeholders, as well as improving responsiveness to the needs of students and the industry. These findings from the results of the calculations and discussion it is known that: 1) there is relationship: between the transformational leadership of school principals and the service quality of the competitive teaching factory program at SMK PK in DKI Jakarta. 2) there is a relationship between teacher professionalism and the service quality of the competitive teaching factory program for SMK PK in DKI Jakarta and 3) there is a relationship between the transformational leadership of school principals and teacher professionalism together with the service quality of the competitive teaching factory program for SMK PK in DKI Jakarta.

Keywords: Service quality, SMK, Teaching Factory Program.

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INTRODUCTION

The visible impact of world developments is rapidly accelerating all aspects. The positive impact is that the opportunity to participate with foreign countries is wide open. The negative impact is also felt when they cannot compete with foreign nations, due to weak Human Resources (HR). The foundation of Indonesia's shortage of human resources can be seen from the lack of expertise and professional skills that exist in individuals. The strengthening efforts carried out are by increasing the quality of the vocational education level which allows it to create skilled and professional graduates so as to produce superior human resources in accordance with the goals of SMK (Sari et al., 2022).

Vocational High School (SMK) is a type of education to educate the life of the nation, which is always dynamic to keep up with the times according to the needs of the job market. Various breakthrough programs have been carried out starting from link and match, the policy of the Minister of Education and Culture which says that SMK principals must be able to establish mini-industries in schools. The principal of the SMK is similar to Chief Executive Officer (CEO) in the company, has an effective leadership style, must continue to innovate in building a value and apply it in business, does not continue to stick to conventional methods, must inspire and motivate his students so that the role of the principal in Vocational Schools must also be able to as befits an entrepreneur.

Revitalization of Vocational High Schools through Presidential Instruction Number 9 of 2016 concerning Revitalization of Vocational High Schools, Center of Excellent/CoE, SMK Centers of Excellence, starting from the national level to the regions, this aims to improve the quality of qualified SMK graduates. In line with the program from the central government, the Provincial Government of DKI Jakarta encourages the acceleration of education starting from the inauguration of the revitalization program in 2019, the issuance of Governor Regulation Number 32 of 2019 concerning Revitalization of Vocational High Schools, which aims to improve linkages and compatibility between the implementation of vocational secondary education in state SMKs and private Vocational Schools with business or work practices carried out and developed by business actors in the business world and the industrial world, which include organizing SMK revitalization, cooperation, competency certification, curriculum, educators and education staff, facilities and infrastructure, institutional management, SMK mentoring private sector, the role of educators and financing. Furthermore, in supporting the achievement of the program, the DKI Jakarta Provincial Government issued Governor Decree Number 199 of 2020 concerning the 2019-2022 Vocational High School partnership working group.

Vocational education has an important role in the effort to create a workforce that has competencies that

match the characteristics of the needs of the industrial world. The learning process that emphasizes the mastery of specific competencies requires an appropriate and appropriate learning model. The teaching factory model is one of the solutions to prepare students to have competencies that are in accordance with the competency needs of the industrial world. Teaching factory learning developed can be integrated into production units organized by schools (Nurtanto et al., 2017). Teaching factory is a product-based learning model (goods/services) through school synergy with industry to produce graduates who are competent according to industry needs.

Program Teaching Factory in Vocational High Schools (SMK) requires that material, and learning in each skill competency must be adapted to the culture and standard competency requirements required by the industry that become companions or partners of SMKs based on Government Regulation No. 41 of 2015 concerning Human Resource Development (Sediana, 2022). Teaching factory is needed in the implementation of good and mutually beneficial cooperation between Vocational High Schools and the Business World/Industry World/World of Work to support the achievement of an industry-based teaching factory model learning development program (Nurhasanah et al., 2022).

The purpose of the teaching factory is: The goal of learning factory is to change that and teach students more than what is in the book. Not only do students practice

the “soft skill,” in the Learning Factory, such as teamwork and interpersonal communication skills, but also get the crucial hands on experience an future job training. “Learning Factory participants learn how to define a problem, build a prototype, write a business proposal, and make a presentation about their solution. In the process, the students learn critical skill, such as how to meet deadlines and expectations, build and work teams, and use people’s varied talent Had lock et.al (2008)”

The characteristics of schools that run teaching factories, namely the facilities and infrastructure owned in a school are 60-70% used for production activities, business activities carried out are only business and production operations, and the income they have is different from the characteristics of schools that carry out education-based production where 90% of owned facilities and infrastructure are used for production activities, business processes are carried out complete with business support and the income generated is able to cover operational financing as well as investment (Triatmoko, 2009). According to Lamancusa et.al (2008) the teaching factory has the following principles: (1) A practice-based curriculum that balances analytical and theoretical knowledge in manufacturing, design, business realities and professional skills. (2) Each cooperation partner integrates the curriculum in learning. (3) Good collaboration occurs between schools and industry. (4) There is cooperation with

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other academic institutions, related government and industry.

The success of implementing the teaching factory learning method in a simple way can be seen from two main indicators including: (1) Utilities and sustainability of equipment use (can be seen through the implementation of block and continuous learning systems). (2) Integration of production processes or services into teaching materials. To prove the achievement of these two indicators, there are several aspects that must be considered by the institution.

In the Teaching Factory Implementation Manual (2017) there are several teaching factory objectives that are classified as benefits for students and teachers, as follows: 1) For Students: a). Preparing vocational graduates to be ready for work and entrepreneurs. b) Help students choose a field of work that suits their competence. c) Growing student creativity through learning by doing. d) Provide skills needed in the world of work. e) Expanding the scope of recruitment opportunities for SMK graduates. f) Helping vocational students in preparing themselves to become workers, as well as helping to establish cooperation with the actual world of work. g) Provide opportunities for vocational students to practice their skills so they can make decisions about the career to choose. 2) For Teachers: a) Provide opportunities for vocational teachers to broaden instructional insights. b) Provide opportunities for vocational teachers to build instructional bridges between learning

in the classroom and the world of work. c) Make learning more interesting and motivate students to learn.

Managers of teaching factories, in this case school leaders, generally do not fully understand the concept of teaching factories, 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. The teaching factory planning has also not been well planned. The new implementation is based on existing production units in schools and then continues with the teaching factory model. Most of the curriculum used in the 2013 curriculum has not been synchronized with the industrial curriculum. Most of the theoretical and practical learning schedules still use the usual learning system, not yet using the block system (Sudiyono, 2020).

The service quality of the Teaching Factory program in Vocational High Schools is still not optimal, marked by: 1. Dissatisfaction from both internal and external customers, 2. Service delivery has not met customer expectations and expectations. 3. Teachers are not yet skilled at using technology-based learning media, 4. The attitude of teachers who lack empathy in providing services and teachers and education staff do not respond to complaints from students and DUDI.

The results of previous research have been carried out in various contexts of educational levels in several countries. For example, research conducted in Poland proves that under conditions of increasingly

fierce competition in the education services market, organizations that do not want to lose their current strong position in the market must provide good educational services (Ulewicz et al., 2020). This is also done in North Africa (Rabicund & Steyn, 2014) and China (Wei & Guangrui, 2022).

The role of the school principal in accelerating and developing the teaching factory model makes a distinct contribution to SMK. Transformational leadership is a relatively new model in leadership studies. This leadership is considered as the best model in explaining the characteristics of the leader. The concept of transformational leadership integrates ideas developed in character, style and contingency approaches. (Multazam, 2017) Transformational leadership has the ability to bring enormous changes to individuals and organizations by: improving the character of individuals in the organization or organizational improvement, starting the process of creating innovation, reviewing the structure, processes and values of the organization to make it better and more relevant, in ways that are interesting and challenging for all parties involved, and try to realize the goals of the organization which so far was considered impossible to implement (Hutapea, 2016).

Transformational leaders can understand the importance of basic and major changes in their lives and work in achieving the desired results. Transformational leaders involve subordinates together to make changes, or often called a form of empowerment.

Transformational leaders must be able to define, communicate and articulate an organizational vision, and subordinates must accept and acknowledge the leader's credibility. Transformational leaders must also have the ability to align the vision of the future with subordinates, as well as elevate the needs of subordinates at a higher level than what they need. The existence of transformational leaders has a transforming effect both at the organizational level and at the individual level.

Northouse (2013) suggests transformational leadership is part of the new leadership paradigm, which give more attention to the charismatic and affective elements of leadership. The initial idea of the transformational leadership model was developed by James McGregor Burns who applied it in a political context and then into an organizational context by Bernard Bass in (Efendi, 2015) emphasized that transformational leadership is defined as leadership that involves change in the organization. People's attention to leadership in the change process (management of change) begins to appear when people begin to realize that the mechanistic approach that has been used to explain the phenomenon of change often conflicts with people's assumptions that change actually makes the workplace more humane.

In formulating the change process, a humane transformational approach is usually used, where a participatory work environment, opportunities to develop

personality, and openness are considered as the background conditions for the process, but in practice, the change process is carried out relying on a transactional approach. mechanistic and technical in nature, in which humans tend to be seen as an economic entity ready to be manipulated using a system of rewards and negative feedback, in order to achieve maximum economic benefits. (Efendi, 2015)

There are four things that need to be done so that transformational leadership can be implemented, namely: First, idealize influence with fairly high ethical and moral standards while developing and maintaining trust between leaders and followers as the foundation. Second, inspiration that fosters motivation such as challenges in assignments and work. Third, intellectual stimulation with the aim of fostering creativity, especially creativity in solving problems and achieving a great common goal. Fourth, individual consideration by realizing that each follower has a unique existence and characteristics which also have an impact on differences in treatment when performing coaching, because in essence every individual needs self-actualization, self-esteem and the fulfillment of various personal desires (Sallis, 2014).

The pattern of transformational leadership in schools is a leadership pattern that prioritizes giving opportunities and encouraging all elements in the school to work on a noble value system, so that all elements in the school are willing and without coercion, participate optimally in

order to achieve school goals. (Wahyuningdyah, 2015)

Another factor affecting the service quality of the teaching factory program is the professionalism of the teachers. Teachers are professionals in the field of education and teaching. This refers to the National Education Law Number 20 of 2003 concerning the National Education System Article 1 Point 14. Knowledge and expertise are forms of professional teacher work regulated by law including knowledge and good communication between student teachers and can be carried out effectively if have high knowledge, understand appropriate technology in responding to current developments and challenges.

Teacher professionalism must be achieved to the maximum and its potential as an educator. Teacher professionalism is a teacher who can carry out his duties in a professional manner, which has the characteristics of being an expert in the field of teacher theory and practice. (Surya, 2010) Teacher professionalism is a teacher who has special abilities and expertise in the field of teacher training so that he is able to carry out his duties and functions as a teacher (Zahroh, 2018). Teacher professionalism is the ability and skills of someone who is declared competent in a particular field, where the person has mastered work skills or expertise that is in line with the demands in his field of work (Uno, 2016). So it can be concluded that teacher professionalism is the special ability and expertise possessed by teachers in

carrying out their teaching profession duties as educators.

The requirements for a teacher who can be said to be professionalism have several characteristics (Zahroh, 2018) as follows: 1) intellectual or educational abilities, 2) specialist knowledge, 3) good or communicable communication, 4) code of ethics and 5) professional culture . An educator should have commendable behavior or morals in order to be able to be a role model for students so that with this morality an educator is able to control behavior and attitudes when teaching so that there are no unwanted actions or attitudes when teaching (Divine, 2020).

RESEARCH METHODS

This research uses causal survey method with correlation analysis approach. Research Locations in 73 State Vocational Schools in DKI Jakarta with a total population of 750 ASN teachers. The sampling used was a simple random technique using the Krecjie-Morgan table so that a sample of 254 teachers was obtained.

Research purposes obtain empirical data and test the relationship:

1. Transformational leadership of school principals with the service quality of the competitive teaching factory program at SMK PK in DKI Jakarta.
2. Teacher professionalism with the service quality of the competitive teaching factory program at SMK PK in DKI Jakarta.
3. Principal transformational leadership and Teacher professionalism together

with the service quality of the competitive teaching factory program at SMK PK in DKI Jakarta.

The variable service quality of the teaching factory program has 4 dimensions, namely responsiveness, assurance, reliability and empathy. Each indicator for the responsiveness dimension is making continuous improvements and fast and precise service. Guarantee indicators are trust from service providers, knowledge or insight into products and courtesy towards consumers. Reliability indicators are focused on customers and meet service performance measures. An indicator of empathy is treating customers as partners and respecting others. Transformational Leadership Variables are Idealized influenced, inspiration motivation, Intellectual stimulation and individualized consideration. The indicators of Idealized Influence are creating self-confidence, generating respect and sharing risks. Indicators of inspiration motivation are generating enthusiasm-optimism and providing challenges. Intellectual stimulation indicators are able to translate productive performance and innovative behaviors. Indicators of individualized consideration are attention to individuals, achievement and support for teachers. The teacher professionalism variable consists of the dimensions of mastery of competency standards, material mastery, material development and sustainable professional development. The indicators for each dimension are as follows: mastery of competency standards has indicators:

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having basic competence in the teaching field, being an optimal class manager, participating in shaping student character and accepting assignments and responsibilities given by the leadership. Indicators of mastery of the material are educational background according to expertise, concepts and understanding of education and teaching, attending education and training, workshops or other seminars. Material development indicators are: the ability to make lesson plans, innovative learning and IT-based learning. Professionalism on an ongoing basis with indicators: participating and being active in professional organizations and participating in community life.

RESULTS AND DISCUSSION

A. Data Description

From the results of data collection in the field, the results were obtained Data description as follows:

Table 1
Description of Transformational Leadership

Statistics		
Transformational leadership		
N	Valid	254
	Missing	0
Mean		99,67
Median		100,00
Mode		97 ^a
Std. Deviation		17,044
Variance		290,498
Range		80
Minimum		60
Maximum		140

Sum	25317
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a. Multiple modes exist. The smallest value is shown

Table 1 above shows that the mean value for the transformational leadership variable has an average of 99.67; median 100.00; mode 97; with a standard deviation of 17.044, and a variance of 290.498. The number of valid question items in the transformational leadership instrument is 27 items with the maximum score for each question item being 5. The distribution of the data when depicted in the form of a histogram is as follows:

Figure 1

Transformational Leadership Histogram Graph

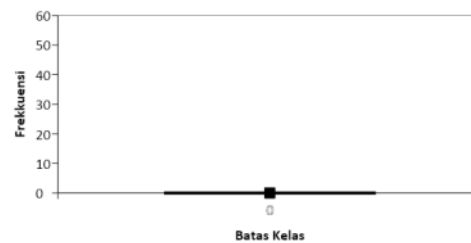


Table 2
Description of Teacher Professionalism

Statistics		
Teacher Professionalism		
N	Valid	254
	Missing	0
Mean		91,74
Median		92,00
Mode		87 ^a
Std. Deviation		14,077

Variance	198,175
Range	71
Minimum	58
Maximum	129
Sum	23303

a. Multiple modes exist. The smallest value is shown

Table 2 above shows that the mean value for the variable teacher professionalism has an average of 91.74; median 92.00; mode 87; with a standard deviation of 17.077, and a variance of 198.175. The number of valid question items in the teacher professionalism instrument is 29 items with the maximum score for each question item being 5. The distribution of the data when depicted in the form of a histogram is as follows:

Figure 2

Teacher Professionalism Histogram Graph

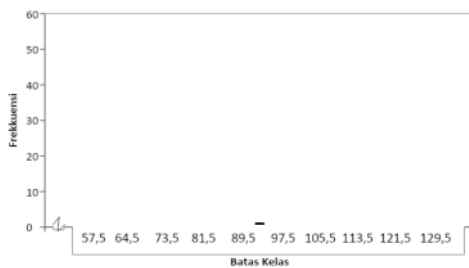


Table 3

Teaching Factory program

Statistics

Teaching Factory Program Service Quality

N	Valid	254
	Missing	0

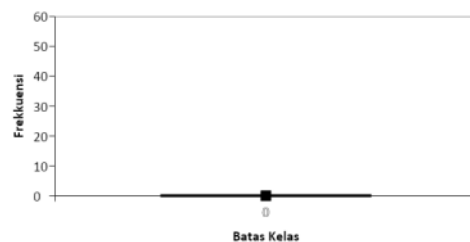
Mean	106,41
Median	106,00
Mode	102 ^a
Std. Deviation	14,186
Variance	201,247
Range	71
Minimum	74
Maximum	145
Sum	27029

a. Multiple modes exist. The smallest value is shown

Table 3 above shows that the mean value for the service quality variable of the Teaching Factory program has an average of 106.41; median 106.00; mode 102; with a standard deviation of 14.186, and a variance of 201.247. The number of valid question items in the Teaching Factory program service quality instrument is 28 items with the maximum score for each question item being 5. The distribution of the data when depicted in the form of a histogram is as follows:

Figure 3

Histogram graph of the service quality of the Teaching Factory program



B. Data analysis prerequisite test

1. Normality test

The normality test is intended to determine whether the samples taken in the study are normally distributed or not. Normality test is done by *one sample Kolmogorov-Smirnov* transformational leadership and competitiveness competencies are said to be normal if the residual values that are normally distributed have a significance probability greater than 0.05.

Table 4
Normality Test Results X3 atas X1

One-Sample Kolmogorov-Smirnov Test		
Y tie X1		
N		254
Normal Parameters ^a	Mean	,0000000
	Std. Deviation	13,0199501
Most Extreme Differences	Absolute	,079
	Positive	,079
	Negative	-,049
Test Statistic		,049
Asymp. Sig. (2-tailed)		,200 ^{cd}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the normality test table in table 4 which was carried out using the SPSS 24 Kolmogorov-Smirnov test program, it can be seen that the Zcount

value of this study is 0,079 with a significance value of 0.049 greater than the significance level of 0.05. So it can be concluded that all variables are normally distributed so that they meet the requirements for the parametric statistical method of multiple linear regression analysis.

Table 5
Normality Test Results X3 over X2

One-Sample Kolmogorov-Smirnov Test		
Yatas X2		
N		254
Normal Parameters ^a	Mean	,0000000
	Std. Deviation	13,4430950
Most Extreme Differences	Absolute	,048
	Positive	,028
	Negative	-,048
Test Statistic		,048
Asymp. Sig. (2-tailed)		,200 ^{cd}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the normality test table in table 1.45 which was carried out using the SPSS 24 Kolmogorov-Smirnov test program, it can be seen that the Zcount value of this study is 0,048 with a significance value of -0.048 greater than the significance level of 0.05. So it can be concluded that all variables are normally

distributed so that they meet the requirements for the parametric statistical method of multiple linear regression analysis.

2. Homogeneity Test

Homogeneity test was carried out using the Levene test. The data is said to be homogeneous if it has a significance value $(p) \geq 0.05$. The results of the homogeneity test are as follows.

Table 6

Homogeneity results of X3 over X1

Test of Homogeneity of Variances			
Y tie X1			
Levene Statistic	df1	df2	Say.
1,063	44	209	,382

Based on the table above, the results show that: homogeneity significance is 0.382 (≥ 0.05) indicating that the independent and dependent variables are homogeneous, with Levene Statistics 1.063.

Table 7

Homogeneity results of X3 over X2

Test of Homogeneity of Variances			
Teaching Factory Program Service Quality			

Table 8

Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Say.
Teaching Factory Service Quality *	Between Groups	(Combined)	25461,494	75	339,487	2,374	,000
		Linearity	8027,261	1	8027,261	56,134	,000

Levene Statistic	df1	df2	Say.
1,260	25	226	,221

Based on the table above, the results show that: homogeneity significance is 0.221 (≥ 0.05) indicating that the independent and dependent variables are homogeneous, with Levene Statistics 1.260.

3. Linearity Test

The linearity test was carried out by looking for the regression line equation of the transformational leadership variable (X_1), teacher professionalism (X_2) on the service quality of the teaching factory program (X_3). Based on the regression line that has been made, then the significance of the regression line coefficient and its linearity are tested using transformational leadership for linearity at a significance level of 0.05. The criteria in the linearity test are that two variables are said to have a linear relationship if the significance (*linearity*) less than 0.05.

Transformational Leadership	Deviation from Linearity	17434,233	74	235,598	1,048	,324
	Within Groups	25454,100	178	143,001		
	Total	50915,594	253			

Based on the results of the linearity test between the Transformational Leadership variable and the Teaching Factory Program Service Quality Variable in Table 1.9 above, it is known that the significance value *linearity* of 0.000. That is, the significance value is less than 0.05

so it can be concluded that between the two variables there is a linear relationship.

Table 9
Linearity Test Results

ANOVA Table			Sum of Squares	df	Mean Square	F	Say.
Teaching Factory Program Service Quality * Teacher Professionalism	Between Groups	(Combined)	21945,344	69	318,048	2,020	,000
		Linearity	5194,243	1	5194,243	32,990	,000
		Deviation from Linearity	16751,102	68	246,340	1,065	,215
	Within Groups	28970,250	184	157,447			
	Total	50915,594	253				

Based on the results of the linearity test between the teacher professionalism variable and the Teaching Factory Program Service Quality Variable in Table 1.9 above, it is known that the linearity significance value is 0.000. That is, the significance value is less than 0.05 so it can be concluded that between the two variables there is a linear relationship.

The value of the coefficient of determination is between zero and one. Test the coefficient of determination (*Adjusted R²*) measure how far the model's ability to explain the dependent variable. A value close to one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable.

C. Hypothesis testing

1. Determination Coefficient Test

Table 10
Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,397 ^a	,158	,154	13,046

a. Predictors: (Constant), Transformational Leadership

From table 10 above, it can be seen that the value *Adjusted R²* is 0.154, this means that the Service Quality of the Teaching Factory Program can be explained by Transformational Leadership of 0.154 or 15.4%, while the remaining 0.846 or 84.6% is explained by

Table 11
F test results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8027,261	1	8027,261	47,166	,000 ^b
	Residual	42888,333	252	170,192		
	Total	50915,594	253			

a. Dependent Variable: Service Quality of the Teaching Factory Program

b. Predictors: (Constant), Transformational Leadership

Based on table 11, it shows that the F test results have a sig value of 0.000, which is less than 0.05. It can be concluded that all independent variables, namely Transformational Leadership, are the

other variables not examined in this model.

2. F test results

¹¹ The F test or ANNOVA is used to determine the effect of all the independent variables used in the regression model together on the dependent variable tested at a significance level of 0.05. If the significance value <0.05 means that all the independent variables jointly affect the dependent variable. If the significance value is > 0.05, it means that all the independent variables together have no effect on the dependent variable.

control variables simultaneously influencing the dependent variable, namely Program Service Quality. The results of this study are in line with the research conducted by Anisah and Fauzi, where there is a significant relationship between the supervision of school principals and teacher professionalism on the quality of educational services. (Anisa & Fathul Fauzi, 2021).

3. Linear Regression Analysis

The results of data processing between Transformational Leadership variables and the service quality of the

teaching factory program by using *software SPSS* with the following results:

Table 12
Linear Regression Results X1 Against Y

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	73,473	4,866		15,100	,000
	Transformational leadership	,330	,048	,397	6,868	,000

a. Dependent Variable: Service Quality of the Teaching Factory Program

Based on table 12, the simple regression equation is obtained as follows:

$$\hat{Y} = 73,473 + 0,330X_1$$

- a. The constant value of 73.473 indicates the pure value of the Teaching Factory Program Service Quality variable without being influenced by the Transformational Leadership variable.
- b. The regression value (b1) of 0.330 indicates that there is a positive contribution made by the Transformational Leadership variable, meaning that if the Transformational Leadership variable increases or is increased by 1 point, it will be followed by a strengthening of the Teaching Factory Program Service Quality variable by 1 point.

4. Determination Coefficient Test

The value of the coefficient of determination is between zero and one. Test the coefficient of determination (*Adjusted R²*) measure how far the model's

ability to explain the dependent variable. A value close to one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable.

Table 13
Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,319 ^a	,102	,098	13,470

a. Predictors: (Constant), Teacher Professionalism

From table 13 above, it can be seen that the Adjusted R² value is 0.158, this means that the Quality of Service of the Teaching Factory Program can be explained by teacher professionalism of 0.098 or 9.8%, while the remaining 0.902 or 90.2% is explained by other variables that not examined in this model.

5. F test results

The F test or ANNOVA is used to determine the effect of all the independent variables used in the regression model together on the dependent variable tested at a significance level of 0.05. If the significance value <0.05 means that all the

independent variables jointly affect the dependent variable. If the significance value is > 0.05, it means that all the independent variables together have no effect on the dependent variable.

Table 14
F test results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	5194,243	1	5194,243	28,629	,000 ^b
	Residual	45721,352	252	181,434		
	Total	50915,594	253			

- a. Dependent Variable: Service Quality of the Teaching Factory Program
- b. Predictors: (Constant), Teacher Professionalism

Based on table 14 it shows that the F test results have a sig value of 0.000 which is less than 0.05. It can be concluded that all independent variables, namely teacher professionalism, are the control variables simultaneously influencing the dependent variable, namely Program Service Quality. The results of this study are in line with the research conducted (Dewi & Khotimah, 2020) showing that there is a significant influence between teacher professionalism

on the quality of education, teacher professionalism has an influence of 78.5% on the quality of education and the remaining 21.5% is caused by other factors which the author did not observe.

6. Linear Regression Analysis

The results of data processing between Transformational Leadership variables and the service quality of the teaching factory program by using *software SPSS* with the following results:

Table 15
X2 Linear Regression Results Against Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	76,884	5,583		13,771	,000

Teacher Professionalism	,322	,060	,319	5,351	,000
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a. Dependent Variable: Service Quality of the Teaching Factory Program

Based on table 1.16, the simple regression equation is obtained as follows:

$$\hat{Y} = 76,884 + 0,332X_2$$

- 1) The constant value of 76.884 indicates the pure value of the Teaching Factory Program Service Quality variable without being influenced by the variable of teacher professionalism.
- 2) The regression value (b1) of 0.332 indicates that there is a positive contribution made by the variable of teacher professionalism, meaning that if the variable of teacher professionalism increases or is increased by 1 point, it will be followed by strengthening of the Teaching Factory Program Service Quality variable by 1 point.

The results of joint hypothesis testing between transformational leadership and teacher professionalism with the service quality of the teaching factory program are as follows:

Table 17
Multicollinearity Test

Coefficients ^a		Collinearity Statistics	
Model		Tolerance	VIF
1	Transformational leadership	,948	1,05
			5

Teacher Professionalism	,948	1,05
		5

a. Dependent Variable: Service Quality of the Teaching Factory Program

Based on the table above, the results show that the multicollinearity test of 0.948 (≥ 0.05) shows that there is a joint relationship between transformational and professional teacher leadership with the service quality of the teaching factory program at SMK PK in DKI Jakarta with a value of 0.948 meaning that it has a very high level of connectedness. This is in line with the research conducted

CONCLUSION

From the results of the calculations and discussion it is known that: 1) there is relationship: between the transformational leadership of school principals and the service quality of the competitive teaching factory program at SMK PK in DKI Jakarta. 2) there is a relationship between teacher professionalism and the service quality of the competitive teaching factory program for SMK PK in DKI Jakarta and 3) there is a relationship between the transformational leadership of school principals and teacher professionalism together with the service quality of the competitive teaching factory program for SMK PK in DKI Jakarta.

The tools in this research are: school principals seek to increase transformational leadership and educators to be more

competent in their profession by providing opportunities to attend various trainings both held by the school and outside the school. Ways to improve the quality of education services include: 1. All school members have good cooperation and help each other. 2. Participate in upgrading 3. Increase reading 4. Participate in courses on education 5. Establish good relations with parents of students.

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