



Teacher Commitment and Learning Quality : Encouraging Teaching Factory at Bekasi Islamic Private Vocational School

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Abstract: The aim of this research is to analyze the description of educators' dedication to the quality of education through use of teaching factories as a way to close the competency gap required by the industrial sector to study at private Islamic vocational schools in Bekasi Regency. The research method used a qualitative descriptive with three-stream analysis of data reduction, data presentation and drawing conclusions from the results of observations and in-depth interviews with participants including school principals and teachers as heads of the teaching factory program and the Bekasi District Education Office as supervisors of the implementation of the teaching factory program. A tree diagram used to explain the structured flow of the results of observations and in-depth interviews. The findings showed that the dedication of teaching staff at the Bekasi Regency Islamic Private Vocational School in achieving the learning quality of the teaching factory program was still very low. Where it is necessary to encourage school principals and related agencies to be able to innovate learning facilities that are relevant to the industrial world at the same level. Encouragement of compensation and opportunities at the next level of education. Efforts to encourage the teaching factory program to emphasize the importance of learning facilities in schools as a means of industrial practice in the classroom. Other efforts include the rights and obligations in building teacher dedication to achieve competent.

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Introduction

Preparing the workforce to have the competencies needed in the world of business and industry by developing graduates with superior competitiveness through the Vocational High School (SMK) education level, (Manalu et al, 2017). This is what the government does Law Number 20 of 2023 concerning the National Education System is explained in article 15, vocational education is secondary education that prepares students to work in certain fields. Presidential Instruction Number 9 of 2016 concerning Revitalization of Vocational Schools emphasizes the role and function of the ministry in order to improve the quality and competitiveness of human resources (HR) for vocational school graduates.

Improving the quality of human resources in vocational schools through the "factory in school" program, known as the teaching factory, is a production method that follows actual work protocols and standards to provide output results that are consistent with the actual industrial environment, (Khurniawan, 2015), (Wibowo, et al, 2021). Grand design teaching factory Vocational Schools explain the concept of learning quality as a production/service based model in Vocational Schools that refers to industry standards and carried out in an atmosphere similar to the actual industry (PP No. 14 of 2015). The implementation of the



teaching factory program must be in synergy with the commitment of teaching staff (teachers) with the competencies needed in schools.

Human resources development program teaching factory (Fattah et al, 2020), is a production and service-oriented learning paradigm used in vocational schools. Increasing the competency of graduates so they remain competitive during the industrial revolution is one of the main objectives of the program teaching factory in vocational schools, (Mourtzis et al, 2022), (Stavropoulos et al, 2022). The teaching factory concept program is a basis for practical knowledge as well as the quality of learning and teacher commitment, (Chryssolouris et al, 2006), (Rohmah et al, 2021). According to Robbins (Lubis et al, 2019), employee commitment is demonstrated by the desire to remain part of the organization and support its goals. Mustaghfiroh et al. (2020), is the strong psychological bond that workers have with the company. Organizations characterized by three main characteristics: a) a strong commitment to upholding the ideals and goals of the organization; b) readiness to make extra efforts to achieve organizational goals; and c) a strong desire to remain an employee of the company.

According to research findings (Mohamad et al, 2016), teacher commitment and satisfaction with their profession can have an impact on academic performance or school achievement. Two aspects of commitment have also studied by Kushman commitment to the organization and commitment to student learning. Both have a significant influence on student academic success and teacher job happiness. Rahaman's (2012) research examined commitment and satisfaction in their work among Bangladeshi educators. It was found that educators in private schools demonstrated greater levels of commitment compared with teachers in public schools, and that academic achievement increased along with teachers' job satisfaction and commitment.

The quality framework or quality of learning and training of cooperative industry-based engineering students is presented in (Stavropoulos et al, 2022), supporting teachers' commitment to the paradigm teaching factory. Additionally, this framework offers technological solutions to companies. Furthermore, the Teaching Factory Network (TFN) will bring together stakeholders from the academic and industrial sectors to develop cooperative production training programs that are beneficial for both parties in the business and a form of teachers' commitment to preparing competent graduates, according to Mavrikios, Georgoulis, and Chryssolouris (2018) in (Savitri et al, 2022). Program objectives teaching factory: 1) help choose a major that suits their field of specialization; 2) equip vocational school graduates to work in the world of business and industry; 3) foster creativity through practical learning; 4) give them the tools they need for the world of work; 5) help graduates get jobs and encourage collaboration with the world of work. (Manalu et al, 2017), (Sudiyono, 2019).

The problem is that the results of Bekasi Regency Islamic Private Vocational School graduates have not been able to facilitate the competencies needed by the world of business and industry, especially in the largest industrial area in Southeast Asia. There are still deficiencies in the implementation of learning and curriculum at Islamic Private Vocational Schools in Bekasi Regency in producing graduates who are able to work in this sector, especially in the Cikarang Industrial Area. One of the largest industrial areas in Indonesia and even Southeast Asia consists of 2000 factories. Other industrial areas owned by the Lippo Group include MM2100, Jababeka, Delta Silicon, EJIP, BIIE, and the Industrial Area in Delta Mas City, kemenperin.go.id. The failure of the results of graduates not being able to enter the world of business and industry, the main factor as the cause is the teacher's commitment to the teaching and learning process and the quality of learning that has been



standardized, (Firdaus 2020), (Adi, et.al., 2021), (Cansoy et.al, 2022). According to Boan, as Coordinator of the Association of Vocational School Heads in Bekasi Regency, the results of vocational school graduates are "accused" of being the main cause of unemployment, <https://Koranbernas.id>. The aim of this research is to analyze the description of educators' dedication to the quality of education through use of teaching factories as a way to close the competency gap required by the industrial sector to study at private Islamic vocational schools in Bekasi Regency.

Research Method

A qualitative descriptive method used to conduct this research. Actions are taken by researchers to describe or interpret events or situations based on what actually happened, Ulfatin (2015), (Waluyo, 2022), (Mustaghfiroh et al, 2020). Design is a qualitative research approach used to define, evaluate, and explain general patterns of behavior, attitudes, and language that develop over time in Creswell culture-sharing groups (Rianto, 2020), (Raco, 2018). By carefully tracing the stages of analysis which consist of three activity streams that occur simultaneously, namely: data reduction which is the process of selecting and simplifying and transforming data, and data presentation which is a collection of information to be able to draw conclusions and draw configuration conclusions and can be verified during ongoing research, (Miles & Huberman, 2014). To clarify the path required to arrive at a final conclusion, it is outlined in a tree diagram intended to provide results (Afandi et al, 2022). In this situation, a tree diagram can provide a thorough explanation of what is desired and how to get the expected results, making it possible to use this tactic to achieve goals, (Dey, 2012), (Waluyo, 2022), (Mustaghfiroh et al, 2020). The researcher intends to define the achievements of the Bekasi Private Islamic Vocational School with a model teaching factory as a quality learning initiative.

The data collection method is a way of pointing to something abstract in qualitative research. It cannot realized like visible objects but can shown, Arikunto in (Sirajuddin, 2017: 61). The collection technique used observation and in-depth interviews with participants including school principals and teachers as heads of the teaching factory program and the Bekasi District Education Office as supervisors of the implementation of the teaching factory program. However, literature and document reviews are secondary sources of information. Observation, documentation and interviews are one of the methods used to collect data (Rianto, 2020). Interviews are used to gather stakeholder information regarding learning needs, teacher commitment, industrial sectors, and learning problems that result in low student competency.

Results and Discussion

Based on the results of research conducted by researchers in the field, several findings found regarding the data that researchers collected. In-depth interviews and data interpretation of teacher commitment and learning quality in encouraging the teaching factory program at Islamic Private Vocational Schools in Bekasi Regency. Graduate competency in the quality of learning is very important for students' success in learning, students can go beyond what they have learned and encompass what they are capable of doing, (Khoo et.al, 2020). Thanks to skilled and certified graduates, in the teaching factory program standardization, use of information technology, strong relationships with the business world and the world of work, as well as a commitment to sustainable innovation, efforts to achieve the teaching factory program which has developed globally, (Eginli, 2021), (Jamin, 2021).



Teacher commitment encourages factory teaching at the Bekasi Islamic Private Vocational School.

Researchers obtained data about teacher commitment and the quality of learning efforts or tips from research subjects in order to encourage the teaching factory program which has been required by the government as an effort to achieve graduate outcomes needed in the world of business and industry. Teacher commitments are in accordance with Law number 14 of 2005, concerning teachers and lecturers must be supported rights and obligations. Teachers' rights articles 51 – 59: 1) have the right to have appropriate allowances, 2) continue to a higher level of education, 3) have the right to leave, 4) have the right to organize. The obligations in article 60: 1) provide appropriate learning, 2) develop professionals as educators, 3) achieve superior graduates.

The amount of honorarium that honorary teachers must receive as teaching staff is still very unequal, what teachers should receive is IDR 4,500,000/month (PMK Number 49 of 2023).

Table 1. Teaching Factory Program Teacher Data

No	School name	Average Working Time (year)	Monthly Income (Rp)	Educational level		Amount
				S1	S2	
1	Attaqwa 02 Vocational School	10 – 15	2.150.000	3	1	4
2	Asy Syifa High School	10 – 15	1.200.000	4	0	4
3	Attaqwa Vocational School, Branchbungin	10 – 15	2.200.000	3	0	3
4	Al-Manar Islamic School Vocational School	10 – 15	2.200.000	4	2	6
5	Al-Munir Tambun Islamic Vocational School	5 – 10	1.100.000	4	1	5
6	Attaqwa Vocational School 05	10 – 15	2.200.000	5	0	5
7	Al Amin Vocational School, Cibarusah	5 – 10	1.150.000	5	0	5
8	SMK Arrahmaniyah	10 – 15	2.100.000	3	0	3
9	SMK Assa'adatul Abadiyah	10 – 15	1.200.000	5	0	5

In fact, from the results of interviews at nine Islamic Private Vocational Schools in Bekasi Regency, the average is IDR 1,000,000 - 2,200,000/month, this is still under the Minister of Finance Regulation (PMK). With this very minimal income, 95 percent of the 40 teachers from the nine Islamic Private Vocational Schools in Bekasi Regency have side jobs:

Table 2. Teacher Side Jobs

No	Types of Side Jobs	Amount	Information
1	Ojek Online	12	Online motorcycle driver using a motorbike after teaching
2	Hero of the effort	8	Helping my wife sell in a simple shop at home
3	Teaching at other institutions	18	Teaching at another institution at the same level with the same competency.



Table 3 shows that it is a dilemma for honorary teachers who have very low incomes so they have to look for other jobs to meet their family's monthly needs (Lumbanrau, 2021). 45 percent teach at other institutions and 30 percent online motorcycle drivers and the rest are entrepreneurs.

The results of interviews with nine teacher informants who handle the teaching factory program show that they are still committed and professional in developing learning in the classroom (Cheng Qihong, 2020). We would be embarrassed if students after graduating were unable to work in accordance with the mandate of the law. With various limitations, we try as hard as we can so that students are able to understand and implement the learning outcomes obtained at vocational school. Our efforts can learn from various online and television media as well as training held by certified private companies and also colleagues who already have knowledge about grand design teaching factory Vocational School, (Xingping Yu, 2021). In this way, we are able to provide the latest innovations that can presented to students (Setiawan et.al, 2021).

Quality of Learning Encourages Teaching Factories in Bekasi Islamic Private Vocational Schools.

The data below is the result of a field study of graduates in the last three years regarding the competency achievements of graduates accepted in the world of business and industry in the Cikarang industrial area, Bekasi Regency:

Table 3. Uptake of Graduates of 9 Islamic Private Vocational Schools in Bekasi

Graduate Year	Continue your education	Industry according to graduates	Online motor cycle taxi	PNS-P3K	Cleaning service	Other	Un employed	Amount	To Industry
2021	55	12	70	8	40	70	115	39	0.03
2022	44	10	62	12	33	88	111	360	0.03
2023	62	21	88	11	38	66	173	459	0.05

Source: Bekasi Regency Public Relations, 2023-2024 Census

Table 1 summarizes the results of graduates of Islamic Private Vocational Schools in Bekasi Regency based on the type of work from three years, around three percent who can enter the industrial world in accordance with the graduates' competencies. Others are vocational school graduates who work odd jobs such as construction workers, porters in the market.

This reflects the low quality of learning in the classroom in the achievements of the teaching factory program (Setia et.al., 2020). In resolving this case, the importance of leadership innovation and the role of related agencies in supporting the strategic teaching factory program at the Islamic Private Vocational School, Bekasi Regency, (Rahmadhany et.al, 2019). Achieving quality learning teaching factory applied in industry and services in accordance with required standards. To achieve this, in this case the Bekasi Regency Islamic Private Vocational School must play an active role in evaluating the quality of the teaching produced. Program teaching factory It must also involve local governments in the process of creating, enforcing and monitoring regulations, especially those related to external funding (Manalu et al, 2017).

The draft results of interviews with School Principals, Program Teachers and Related Services were prepared using a tree diagram, according to Azizah (2014), (Mustaghfiroh et.al., 2020), (Afandi et al., 2022) stated that the tree diagram is a technique or strategy for determine the reasons behind the occurrence of a problem. Indicators of teacher commitment

and learning quality in encouraging the teaching factory program at Islamic Private Vocational Schools in Bekasi Regency are as follows:

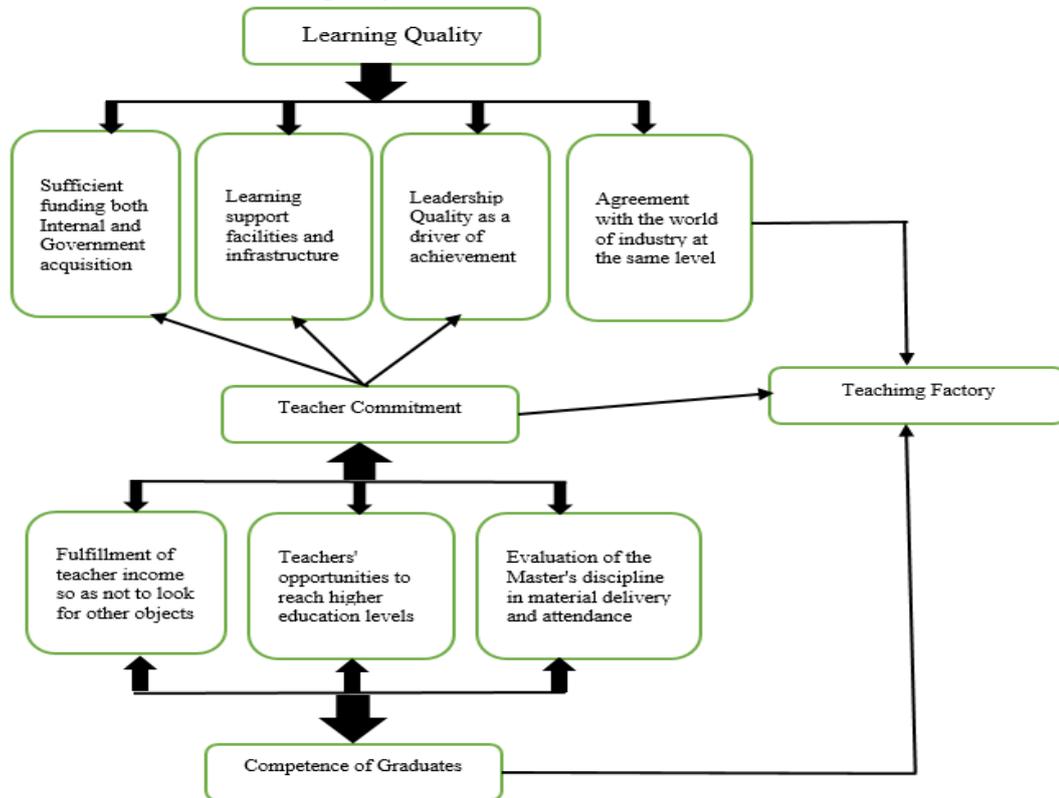


Figure 1. Tree Diagram Analysis Results (Azizah 2014)

Interviews were used to look closely at what was experienced by the school principal, teachers, and program head teacher, as well as the Education Service Branch Office with supervisors, and the conditions of the teaching factory program that had to be implemented.

Table 4. Results of Discussions on Schools and Branch Offices of the Education Office

Quality of Learning	The School The school	Department of Education	Achievements Teaching Factory
Sufficient funding for both internal and external acquisitions (Government)	Headmaster: We still rely on funds from students who are still in a dilemma. The majority of students have low family incomes. The average head of the family is an industrial worker in the area where he lives.	Supervisor: As a regulation that must carry out inherent supervision over various impacts on the surrounding community. We have tried to get assistance from the Department and the Center.	To achieve learning that suits the needs of the business world and industry, funding is very important.



Facilities and infrastructure supporting learning	<p>Headmaster: In organizing vocational school, it starts from zero. At the age of 3 (three) in 2024, we have just started to fulfill the supporting infrastructure. There are limited facilities for students and teachers, especially internet use which has a negative impact.</p> <p>Teacher (Program Leader): We have difficulty with facilities in industrial practice, with limited laboratory equipment, especially internet facilities.</p>	<p>Supervisor: The Department's commitment to achieving the fulfillment of learning facilities is very important. The Department's efforts are to ensure that newly developing private schools can provide learning infrastructure. Encouragement to facilitate internet access as a means of seeing the outside world.</p>	<p>Achieving quality learning to meet business and industry needs is practical equipment in the classroom. Internet-based digitalization in schools that do not yet have complete practical equipment is very important to see the outside world carrying out practical activities</p>
Leadership qualities as a driver of achievement	<p>Teacher: The principal appointed by the foundation. Where it is best if someone understands religion, on average the ustad from the foundation considered capable of leading.</p>	<p>Supervisor: The monitoring and evaluation results submitted to the school in selecting school leaders do not necessarily come from staff who have a good religious basis.</p>	<p>Quality learning requires a leader who has a vision and mission for future innovation, (Arifah et.all., 2016), (Tahar et.all, 2022), (Bukit, 2017).</p>
Agreement with the industrial world at the same level	<p>Headmaster: Our school is still in search of collaboration with the industrial world to accommodate our students and be able to practice field work there.</p>	<p>Supervisor: The Department continues to facilitate and communicate more massively with the world of business and industry in its environment.</p>	<p>Student experience in real practice in the industrial world is very important. So that after achieving the results, graduates understand what they will do, (Tavip et.all., 2023)</p>
Teacher Commitment	The School	Department of Education	Capaian Teaching Factory
Fulfillment of teachers' income so that they do not look for other objects	<p>Teacher: The honor we receive as teachers is very low. Awareness of fulfilling family needs requires looking for income elsewhere.</p>	<p>Supervisor: This is very concerning, but the Department is still having difficulty maximizing teacher salaries. BOS funds have not helped significantly.</p>	<p>Teachers' commitment to being serious about quality learning requires high compensation (Central Bureau of Statistics, 2022), (Asih Kuswardinah, 2019), (Suwandi, 2012).</p>



Opportunities for teachers to achieve higher levels of education	Teacher: High workload makes it difficult for teachers to develop their careers. Competency training opportunities are very low.	Supervisor: The Department is still working hard so that teachers can take part in competency development training from the government and the private sector.	Educators must be able to integrate experience in the industrial world. By means of joint training.
Evaluation of teacher discipline in delivering material and attendance	Headmaster: The results from the recap of teacher attendance, both in class and in the laboratory, are still below 50%. So it is certain that the delivery of material will be reduced. These concerns drive school evaluations of teacher commitment.	Supervisor: The most frequent result of school reports and complaints is the teacher's commitment to delivering learning materials.	Fulfillment of delivery of basic material both in class and in practice is still minimal. This results in very poor student understanding of the quality of learning, (Amiruddine et.al., 2023), (Nugraha, 2024).
Graduate Competencies Vocational school graduates must be equipped with adaptive cognitive (knowledge) psychomotor (skill) competencies (adjusting themselves to technological and industrial developments), (Wibowo, 2016)	Principal: Classroom learning carried out in accordance with national education standards. Teacher: Freedom in designing the curriculum at school gives teachers the opportunity to equip students. This is in order to strengthen skills and competencies, (PP Number 34, 2018), (Permendikbud No. 5, 2022)	Education authorities: Inherent supervision carried out to encourage the quality achievements of vocational school graduates in accordance with national education standards. Complaints in the governance process can facilitated with various solutions the most important thing is that graduate competency can achieved.	Achieving the quality of vocational school graduates is a collaboration between implementing institutions and related agencies. In combining leadership limitations, learning facilities and how teachers are committed to the quality they want to achieve, (Ndwandwe & et.al., 2024)

The results of the new findings are infrastructure standards and facilities as well as leadership, ideas for collaborating with the business world and industry to build collaborative programs teaching factory in order to increase the competency of graduates (Manettas, et.al., 2023). The aspect of monthly income needs must prioritized in addition to teacher salaries or compensation (Amanaturrohim, 2016).

Discussion

Based on the findings obtained from research conducted at the research location. So the discussion can presented in accordance with the research results and the objectives of teacher commitment and learning quality in encouraging the teaching factory program at the Bekasi Regency Islamic Private Vocational School. The teaching factory program is a superior program in vocational schools that requires assistance costs (Heorhiyovych et.al., 2023). L5 functions of matching funds: 1) encourage process and product development teaching factory; 2) strengthen the firmness and seriousness of educational institutions in supervising teaching factory; 3) improve the quality of graduates who are able to meet the demands of the business world and the world of work. and globally competitive; 4)



strengthening national and international networks in product marketing and graduate placement; and 5) fostering fresh talent who are capable of establishing new companies (Wibowo et al, 2021).

This section discusses the efforts made by teachers in encouraging the teaching factory program. What is meant by effort is an effort (requirement) to convey something with the intention of making an effort (endeavor) as hard as possible and with effort, Poerwadarminta, (Sya'bani, 2017). Teachers' efforts to support learning integration as educators to achieve graduates who have superior competencies (Cheryl et.al, 2022). The rights and obligations of teachers to receive compensation and commitment in providing learning are the most important things that must be paid attention to by related institutions and agencies (Mohamad et.al., 2016).

Efforts to achieve quality learning with the target of a teaching factory program with innovative leadership and standardized learning facilities. Remembering industrial practices in the classroom is one way students can understand how industry works (Mourtzis et.al., 2022b). Technology era learning facilities that must be present in the learning environment as a practical tool are needed by teachers for convenience and direct experience, (Kinyó, 2022). Government Regulation Number 4 of 2014 establishes the initiative a teaching factory in Indonesia. The expansion of educational provision has increased competition, highlighting the need for entrepreneurial educational personnel, good school administration and management, opportunities to produce goods and services, collaboration with the business world and the world of work, support from stakeholders, efficient marketing plans, and sustainable innovation, for successful implementation of teaching factories.

The quality of learning as a means of creating competent graduates in their fields is (Efendi et.al., 2023), (Agustriawan, 2023):

- 1). The issue of the quality of innovation leaders who understand vocational school education adds to the controversy surrounding the quality of school principals who are selected directly by the chairman of the foundation and selected by family members, religious teachers and religious figures who have influence.
- 2). Education providers have hopes of receiving assistance from the government, for which adequate facilities and infrastructure have not yet achieved, even as a means to advance industrial practices. Financing free education is a dilemma because it depends on student donations. Several private Islamic vocational schools in Bekasi Regency prohibit their students from using the internet in their surroundings because it has a negative impact on their ability to understand the advantages and disadvantages of social media.
- 3). Limited collaboration with the industrial world in the local area, where Cikarang Bekasi is one of the largest industrial areas in Indonesia. So the achievements of graduates are very minimal in this area.
- 4). Remuneration for teachers at Islamic Private Vocational Schools in Bekasi Regency is honorary teachers who receive salaries that are not commensurate with their performance and graduates as teaching staff. So teachers have little dedication to ensuring high educational standards. As a result, teachers are forced to look for side jobs to support their families.
- 5). With low wages, teachers cannot develop further education in order to fulfill the competence and professionalism of teaching staff.
- 6). Supervision of teacher performance is very low regarding work discipline and ownership of teaching materials. The main reason is that the foundation has not been able to meet salary standards and the limited quality of the Principal as a reliable manager.



Based on the results of analysis and interviews with the Program Chair, teachers and staff of the Education Service Branch Office and researchers, the seven problems above have not been resolved by the foundation management, especially the Bekasi Regency Government Branch Office, it is still unclear how these solutions will be resolved.

Conclusion

Based on the results of the research findings and discussion, it can be concluded that teacher commitment and learning quality encourage the teaching factory program at the Bekasi Regency Islamic Private Vocational School. This can be seen from the teacher informant that the teaching factory program requires quality school principals and supervision by the local education office. Efforts to encourage the teaching factory program to emphasize the importance of learning facilities in schools as a means of industrial practice in the classroom. Other efforts include the rights and obligations in building teacher dedication to achieve competent graduates:

- 1) The teacher's right to receive the required compensation and the right to develop competence to the next level of education.
- 2) Obligation to provide standardized learning in accordance with national education standards.
- 3) It is the obligation of school institutions to mediate cooperation with industry at the same level by collaborating with related education agencies.

Schools must be able to create all aspects to foster a culture and mindset that recognizes the dual role of schools as a place for academic teaching and as a place to produce industrial class goods and services in response to the expectations of students and society.

The ability of schools to develop all aspects of a culture and mentality that recognizes their dual role as locations for academic instruction and as factories producing industrial quality goods and services in response to the demands of society and students is critical.

Recommendation

Based on the results, discussion and conclusions that have been put forward, the authors can give suggestions:

- 1) For the Bekasi Regency Education Office, the teaching factory program is a type of learning that requires modern era standardized learning facilities so that the government can provide the necessary equipment.
- 2) School principals can innovate in various aspects to promote rights and obligations so that teachers can fulfill their commitments.
- 3) Learning at vocational schools aims to be able to compete in the world of business and industry after graduating, so learning materials must be adapted.
- 4) For the next researchers, this research only been carried out for the first time in the Bekasi Regency area, so there are still many shortcomings so it can be continued with more challenging topics.

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