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Analysis of the Implementation of the Teaching Factory Program in Vocational High School

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Abstract: A production-based learning approach known as "Teaching Factory" is used in vocational schools. It is based on industry standards and processes conducted in an environment akin to that of the industry. However, based on previous research, there are several obstacles faced in implementing Teaching Factory in Vocational High Schools. This research aims to find out how the implementation of the Teaching Factory in Padang Vocational High School by conducting dissemination, planning, implementation, monitoring and evaluation. The samples in this research were SMK Negeri 1 West Sumatra, SMK Negeri 2 Padang, and SMK Negeri 9 Padang. Based on the results, it was found that first, there was no significant impact on the implementation of dissemination on the results of monitoring and evaluation of the Teaching Factory program at Padang Vocational High School, with percentage of 1.70%. Second, there is no significant change from planning on the results of monitoring and evaluation of the Teaching Factory program at Padang Vocational High School, with percentage of 11.90%. Third, there is a significant change from implementation on the results of monitoring and evaluation of the Teaching Factory program at Padang Vocational High School, with percentage of 27.10%. This shows that the success of a program can be achieved with good implementation.

Keywords: Teaching Factory; Curriculum “Merdeka”; Vocational High School

Introduction

The Indonesian nation is currently in the era of digitalization revolution 4.0 which makes the digital industry a reference in living life (Muliani et al., 2021). This makes Indonesian society faced various types of challenges, including in terms of employebility. One of these challenges is preparing Human Resources (HR) who have the knowledge and skills that suit the needs of the job market. Apart from that, these human resources are also expected to be able to explore and utilize Natural Resources which are still not utilized optimally.

One of the efforts made by the government to answer the above challenges is by implementing a policy to revitalize Vocational High Schools (SMK) as producers of secondary employment. This policy is being put into place to address the demand from very large industries for qualified people who possess the necessary competencies and skills. Naturally, this needs to be matched with raising the standard and level of competitiveness of Indonesian human resources.

A policy known as Vocational School Revitalization makes reference to the Minister of Education and Culture's Regulation regarding Amendments to Regulation Number 45 of 2020 concerning the Organization and Work Procedures of the Ministry of Education and Culture (Kemendikbud, 2020). Presidential Instruction Number 9 of 2016 on September 9, 2016, called for the revitalization of vocational schools in order to raise the caliber and competitiveness of Indonesia's human resources. (Rafidiyah & Kailani, 2020). In the context of education, revitalization aims to

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optimize all aspects of learning (Central and Regional Governments, BUMN, BUMD, and Private Companies) that are directly tied to providing actual care during the vocational education process. (Sampun et al., 2017). The steps taken by the government in the context of revitalizing vocational schools include aligning the vocational school curriculum with competencies appropriate to users of vocational school graduates (link and match), increasing the number and competency of vocational school teachers and education staff, collaborating with government institutions as well as the business world and the industrial world. (DUDI), provision of vocational/productive vocational school teachers, increased collaboration with DUDI to provide practical field work (PKL) opportunities for students and teachers as well as vocational education staff in industry and vocational training centers (BLK) including resource sharing, and encouraging industry to develop Teaching Factories and infrastructure, certifying vocational school graduates in the fields of maritime, tourism, arts and creative industries so that vocational school graduates can be utilized by DUDI, as well as developing superior vocational schools in the regions (Noor et al., 2019). The various steps above generally require good cooperation between the school and the industrial world.

Efforts to increase cooperation between vocational schools and industry are also contained in Minister of Education and Culture Decree Number 0490/1992 concerning Vocational School Cooperation with DUDI. This decision aims to improve the suitability of the vocational school program with the needs of the world of work which is expected to be mutually beneficial. One of the vocational school revitalization programs that focuses on the link between vocational schools and the industrial world is the Teaching Factory.

A production-based learning approach known as "Teaching Factory" is used in vocational schools. It is based on industry standards and processes and is conducted in an environment akin to that of industry. (Hidayanti et al., 2022). The integration of learning processes to create a valuable product or service that adds value for schools is known as "Teaching Factory." This indicates that students from Vocational Education are not only ready to enter the workforce in an industrial setting, but they are also equipped to become entrepreneurs. (Akyuwen et al., 2023). The goal of factory learning education is to impart to students knowledge that goes beyond what is found in a book (Diwangkoro & Soenarto, 2020). Through the Teaching Factory, students will hone their learning abilities as well as their ability to collaborate with others, communicate effectively with others, and acquire practical job experience to better equip them for the workforce. (Rohmah et al., 2019). As the important party in evaluating the caliber of educational achievements in vocational schools, industry must be fully involved in the Teaching Factory's implementation.

Undertaking a thorough examination of multiple vocational schools in Padang City is crucial, given the challenges schools have encountered when implementing the Teaching Factory and curriculum modifications. The impact and modifications made to the Teaching Factory program in conjunction with the adoption of the Independent Curriculum policy will be the main topics of this analysis. It is therefore the goal of the research project "Analysis of the Implementation of the Teaching Factory Program in Padang City State Vocational Schools" to advance knowledge of the mechanics of the program's implementation as well as the impact of the Independent Curriculum policy on vocational education.

Method

This study uses a mixed research methodology and is descriptive and analytical in nature. Research that seeks to discover facts with suitable interpretation is known as descriptive research. (Nazir, 2011). On the other hand, a mixed research method combines quantitative and qualitative research methods into a single study procedure. (Creswell, 2014). Sequential explanatory technique is employed, whereby research efforts start with quantitative methods and go on to qualitative methods once data analysis is finished. Qualitative data serves as evidence to support quantitative data and also serves as evidence to support quantitative data (Justan, 2016). Based on the definition that has been put forward, this research will look at how the Teaching Factory is implemented at the Padang City State Vocational School.

Result and Discussion

The results of this research are data obtained from quantitative and qualitative research. In this section, a description of the data from the research will be presented. The description starts from the process of preparing a questionnaire based on research indicators, testing validity and reliability, collecting and presenting data.

After validity and reliability tests were carried out, the questionnaire that had been created was distributed to samples at three schools, namely SMK Negeri 1 West Sumatra, SMK Negeri 2 Padang, and SMK Negeri 9 Padang. The sample in this study consisted of 30 people, who were supervising teachers and those in charge of the Teaching Factory program at school.

Next, the stage carried out is an analysis of the percentage of the relationship between each variable X

(Dissemination, Planning, Implementation) and variable Y (Monitoring and Evaluation). Before testing the hypothesis, the first step that must be fulfilled is to carry out tests of classical assumptions and prerequisites.

Normality test

To ascertain if the data being used is regularly distributed or not, the Normality Test is employed. Using the SPSS (Statistical Program for Social Science) software for Windows, do a normality test on the data, determining that the data is normal if the significance score (sig.) is greater than the significance level (t.s.), or 0.05.

Variable X_1 (Dissemination)

The following are the output findings of the Kolmogorov-Smirnov normalcy test for variable X1:

Table 1. X_1 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	1.98206852
Most Extreme Differences	Absolute	.129
	Positive	.129
	Negative	-.078
Kolmogorov-Smirnov Z		.709
Asymp. Sig. (2-tailed)		.697

a. Test distribution is Normal.
b. Calculated from data.

Using the standardized residual mentioned above, the normality test findings yielded a Kolmogorov Smirnov significance value of 0.697. Sig number. Kolmogorov Smirnov is greater than sig > 0.05, which is the significance level of 5% (0.05). This suggests that the data is regularly distributed for both variables. The Normal P-Plot graph also displays the results of the normality test as follows.

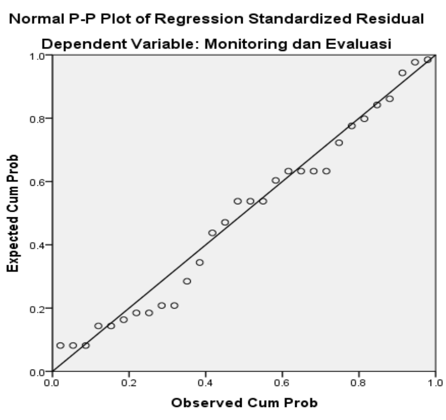

Figure 1. Normal P Plot graph for variable X_1

The dependent variable Y satisfies the normality requirement since the P-Plot graph shows that the data is distributed around the diagonal line and follows the histograph line's orientation toward a normal distribution pattern.

Variable X_2 (Planning)

The following are the output findings of the Kolmogorov-Smirnov normalcy test for variable X_2:

Table 2. X_2 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	1.87655412
Most Extreme Differences	Absolute	.088
	Positive	.088
	Negative	-.073
Kolmogorov-Smirnov Z		.480
Asymp. Sig. (2-tailed)		.975

a. Test distribution is Normal.
b. Calculated from data.

Using the previously stated standardized residual as the basis for the normality test, a Kolmogorov Smirnov significance value of 0.975 was achieved. Signature digit. Kolmogorov Smirnov is greater than sig > 0.05, which is the significance level of 5% (0.05). This suggests that the data is regularly distributed for both variables. The Normal P-Plot graph also displays the results of the normality test as follows as figure 2.

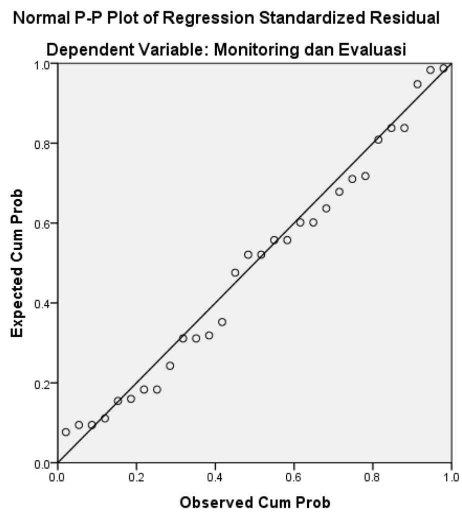

Figure 2. Normal P Plot graph for variable X_2

The dependent variable Y satisfies the normality requirement since the P-Plot graph shows that the data is distributed around the diagonal line and follows the histograph line's orientation toward a normal distribution pattern.

Variable X_3 (Implementation)

The following are the output results for variable X_3's normalcy test using Kolmogorov-Smirnov:

Table 3. X_3 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	1.70666597
Most Extreme Differences	Absolute	.145
	Positive	.106
	Negative	-.145
Kolmogorov-Smirnov Z		.793
Asymp. Sig. (2-tailed)		.555

a. Test distribution is Normal.
b. Calculated from data.

With the aforementioned normalized residual as the basis for the normality test, a Kolmogorov Smirnov significance value of 0.555 was produced. Signature digit. Kolmogorov Smirnov is greater than sig > 0.05, which is the significance level of 5% (0.05). This suggests that the data is regularly distributed for both variables. The Normal P-Plot graph also displays the results of the normality test as follows as figure 3.

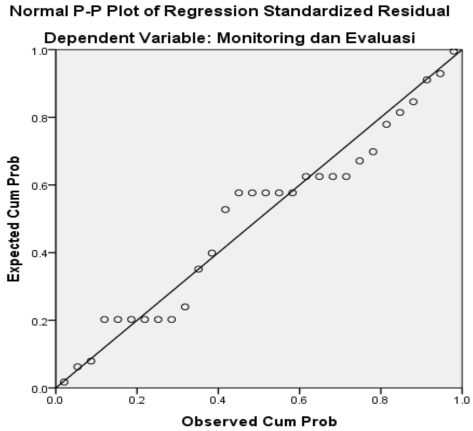

Figure 3. Normal P Plot graph for variable X_3

The dependent variable Y satisfies the normality requirement since the P-Plot graph shows that the data is distributed around the diagonal line and follows the histograph line's orientation toward a normal distribution pattern.

Linearity

The linearity test generally seeks to determine whether or not there is a significant linear relationship between two variables. The predictor, or independent variable (X), and the criterion, or dependent variable (Y), truly have a linear relationship when there is good correlation. The following are the outcomes of each variable's linearity test:

Variable X_1 (Dissemination)

Tabel 4. Linearity Test X_1

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Monitoring and Evaluation * Dissemination	Between Groups	(Combined)	23.283	5	4.657	1.207	.336
		Linearity	1.937	1	1.937	.502	.485
		Deviation from Linearity	21.346	4	5.336	1.383	.269
		Within Groups	92.583	24	3.858		
		Total	115.867	29			

The Deviation from Linearity Sig value is derived from the output above based on the significance value (Sig). is higher than 0.05 by 0.269. Thus, it may be said that the monitoring and evaluation variable (Y) and the dissemination variable (X_1) have a considerable linear relationship.

The computed F value is 1.383 < F table 2.77 based on the F value of the output in Table 4. It is possible to conclude that there is a significant linear relationship between the dissemination variable (X_1) and the monitoring and evaluation variable (Y) because the calculated F value is smaller than the table F value.

Variable X_2 (Planning)

Tabel 5. Linearity Test X_2

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Monitoring and Evaluation * Planning	Between Groups	(Combined)	24.769	5	4.954	1.305	.295
		Linearity	13.744	1	13.744	3.621	.069
		Deviation from Linearity	11.025	4	2.756	.726	.583
	Within Groups		91.098	24	3.796		
	Total		115.867	29			

The Deviation from Linearity Sig value is derived from the output above based on the significance value (Sig). is higher than 0.05 by 0.583. Thus, it may be said that the planning variable (X_2) and the monitoring and assessment variable (Y) have a considerable linear relationship.

The computed F value is 0.726 < F table 2.77 based on the F value of the output in Table 4. It is possible to conclude that there is a considerable linear relationship between the planning variable (X_2) and the monitoring and evaluation variable (Y) because the calculated F value is smaller than the table F value.

Variable X_3 (Implementation)

Table 6. X_3 Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Monitoring and Evaluation * Implementation	Between Groups	(Combined)	33.100	4	8.275	2.499	.068
		Linearity	31.398	1	31.398	9.484	.005
		Deviation from Linearity	1.702	3	.567	.171	.915
	Within Groups		82.767	25	3.311		
	Total		115.867	29			

The Deviation from Linearity Sig value is derived from the output above based on the significance value (Sig). is higher than 0.05 by 0.915. Thus, it may be said that the monitoring and evaluation variable (Y) and the implementation variable (X_3) have a considerable linear relationship.

The computed F value is 0.171 < F table 2.77 based on the F value of the output in Table 5. It is possible to conclude that there is a considerable linear relationship between the implementation variable (X_3) and the monitoring and evaluation variable (Y) because the calculated F value is smaller than the table F value.

Heteroscedasticity Test

The purpose of the heteroscedasticity test is to determine if there is no variance between the residuals of one observation and those of another in a regression. Heteroscedasticity demonstrates how independent variables are distributed. A robust regression model is shown by a random distribution. To put it another way, there is no heteroscedasticity. Observing a scatterplot graph with a pattern of dots dispersed above and below the Y axis can be used to test heteroscedasticity. The outcomes of each variable's processing using the SPSS software are listed.

Variable X_1 (Dissemination)

It is evident from the scatterplot graph that the spots are dispersed arbitrarily above and below 0 on the Y axis. Thus, it may be said that this regression model does not exhibit heteroscedasticity. The Glejser test can be used to do the heteroscedasticity test in addition to looking at the scatterplot graph. Regressing the absolute value of the residual on the independent variable is how the Glajser test is conducted. This is the result of the procedure mentioned in figure 4.

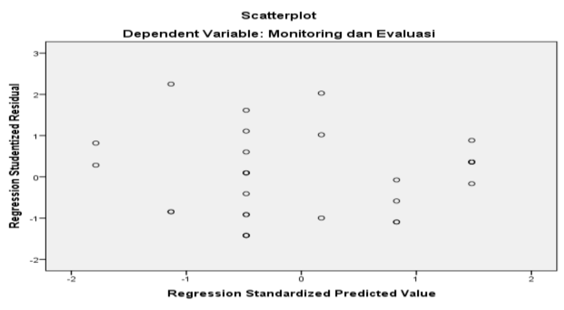

Figure 4. Scatterplot graph for variable X_1

Table 7. Heteroscedasticity Test X_1

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.550	2.658		2.088	.046
	Dissemination	-.200	.134	-.271	-1.490	.147
a. Dependent Variable: Res_Abs						

It is evident from the SPSS output display results that the sig values of all independent variables are greater than 0.05. Consequently, abs_res, the dependent variable, is not statistically substantially influenced by any independent variables. Thus, it can be said that heteroscedasticity is absent from the regression model.

Variable X_2 (Planning)

It is evident from the scatterplot graph that the spots are dispersed arbitrarily above and below 0 on the Y axis. Thus, it may be said that this regression model does not exhibit heteroscedasticity. The Glejser test can be used to do the heteroscedasticity test in addition to looking at the scatterplot graph. Regressing the absolute value of the residual on the independent variable is how the Glajser test is conducted.

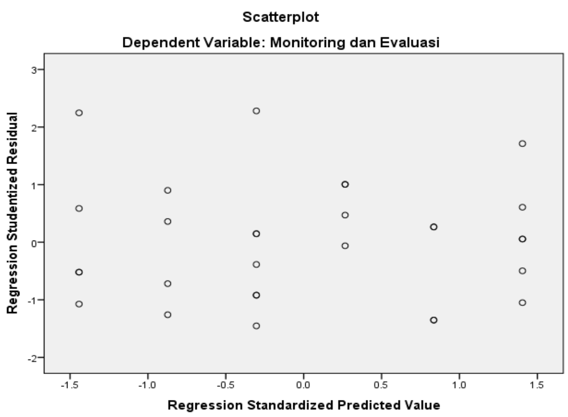

Figure 5. Scatterplot graph for variable X_2

Table 8. Heteroscedasticity Test X2

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.751	5.955		1.134	.267
	Planning	-.104	.118	-.165	-.884	.384
a. Dependent Variable: Res_Abs						

It is evident from the SPSS output display results that the sig values of all independent variables are greater than 0.05. Consequently, abs_res, the dependent variable, is not statistically substantially influenced by any independent variables. Thus, it can be said that heteroscedasticity is absent from the regression model.

Variable X_3 (Implementation)

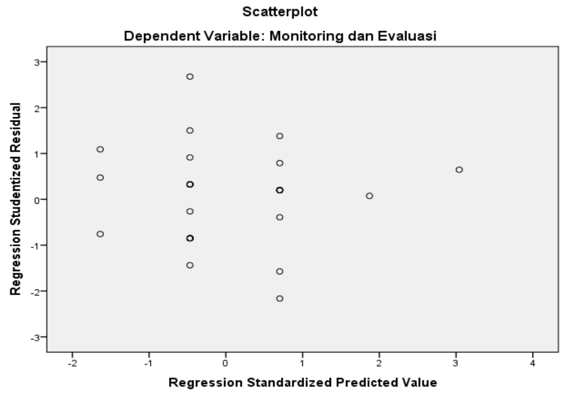

Figure 6. Scatterplot graph for variable X_3

It is evident from the scatterplot graph that the spots are dispersed arbitrarily above and below 0 on the Y axis. Thus, it may be said that this regression model does not exhibit heteroscedasticity. The Glejser test can be used to do the heteroscedasticity test in addition to looking at the scatterplot graph. Regressing the absolute value of the residual on the independent variable is how the Glajser test is conducted.

Table 9. Heteroscedasticity Test X_3

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.859	4.004		1.213	.235
	Implementation	-.203	.230	-.165	-.885	.384
a. Dependent Variable: Res_Abs						

It is evident from the SPSS output display results that the sig values of all independent variables are greater than 0.05. Consequently, abs_res, the dependent variable, is not statistically substantially influenced by any independent variables. Thus, it can be said that heteroscedasticity is absent from the regression model.

Hypothesis testing

Based on analysis with the SPSS program, the results of hypothesis testing were obtained as follows:

Variable X_1 (Dissemination)

The results of statistical testing with SPSS on variable X_1 obtained a calculated t value = 0.69 < t table

2.05 and sig. 0.496 > 0.05, so Ha is rejected. This means that the dissemination variable has no significant effect on the monitoring and evaluation variable of the Teaching Factory program at the Padang City State Vocational School.

Table 10. Test Hypothesis X_1

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	35.599	4.846		7.346	.000		
	Dissemination	.169	.245	.129	.690	.496	1.000	1.000

a. Dependent Variable: Monitoring and Evaluation

Variable X_2 (Planning)

The results of statistical testing with SPSS on variable X_2 obtained a calculated t value = 1.941 < t table 2.05 and sig. 0.062 > 0.05, so Ha is rejected. This means that the planning variables do not have a significant effect on the monitoring and evaluation variables of the Teaching Factory program at the Padang City State Vocational School.

Table 11. Hypothesis Test X_2

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	19.127	10.209		1.874	.071		
	Planning	.392	.202	.344	1.941	.062	1.000	1.000

a. Dependent Variable: Monitoring and Evaluation

Variable X_3 (Implementation)

The results of statistical testing with SPSS on variable X_3 obtained a calculated t value = 3.226 > t table 2.05 and sig. 0.03 > 0.05, so Ha is accepted. This means that the implementation variable has a significant effect on the monitoring and evaluation variables of the Teaching Factory program at the Padang City State Vocational School.

Table 12. Hypothesis Test X_3

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	17.758	6.571		2.702	.012		
	Implementation	1.217	.377	.521	3.226	.003	1.000	1.000

a. Dependent Variable: Monitoring and Evaluation

Coefficient of Determination (R^2)

The following table shows the percentage influence that variable X has on variable Y in this study.

Variable X_1 (Dissemination)

The number found in the table 13, R^2 = 0.017 = 1.70%, indicates that there is a 1.70% influence of the independent variable (dissemination) on the dependent variable (monitoring and evaluation), with the remaining 1.70% being influenced by variables not covered in this study.

Table 13. Determination Coefficient X_1

Model Summary[b]									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.129[a]	.017	-.018	2.017	.017	.476	1	28	.496

a. Predictors: (Constant), Dissemination

b. Dependent Variable: Monitoring and Evaluation

Variable X_2 (Planning)

In the table 14, the independent variable (planning) influences the dependent variable (monitoring and evaluation) by 11.90%. Variables not covered in this study account for the remaining variation. The obtained value is 11.90% (R^2 = 0.119).

Tabel 14. Determination Coefficient X_2

Model Summary[b]									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.344[a]	.119	.087	1.910	.119	3.768	1	28	.062

a. Predictors: (Constant), Perencanaan
b. Dependent Variable: Monitoring dan Evaluasi

Variable X_3 (Implementation)

The number found in the table 15, R^2 = 0.271 = 27.10%, indicates that there is a 27.10% influence of the independent variable (implementation) on the dependent variable (monitoring and evaluation), with the remaining influence coming from variables not included in this study.

Tabel 15. Determination Coefficient X_3

Model Summary[b]									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.521[a]	.271	.245	1.737	.271	10.408	1	28	.003

a. Predictors: (Constant), Implementation
b. Dependent Variable: Monitoring and Evaluation

The implementation of the program, which has percentage of 27.10%, has been found to have had a significant impact on the monitoring and evaluation results of the Teaching Factory program at Padang Vocational High School, according to the results of the regression analysis that was conducted. On the other hand, program planning had an influence of 11.90% and diffusion of 1.70%. This indicates that successful implementation has a major impact on the Teaching Factory program in schools. A well-thought-out program, however, has an equal or greater impact. Focused program planning will have an indirect effect on the Teaching Factory program's implementation. Overall, it can be concluded that Padang Vocational High School have implemented the Teaching Factory program, despite a few subpar components, based on the findings of interviews with the individuals in charge of the program at the three schools.

Examples of the implementation of the Teaching Factory program at SMK Negeri 1 Sumatera Barat, SMK Negeri 2 Padang, and SMK Negeri 9 Padang can be seen in figures 7, 8, and 9.

The Teaching Factory represents a significant advancement in Indonesian education. (Wahyuni et al., 2022). Work-based learning is one approach to producing graduates from vocational schools who are capable and prepared to work in accordance with industry demands. The goal of the educational idea known as "Teaching Factory" is to establish a connection between the fields of industry and education. (Effendi, 2023). Teaching factories use simulations of real-world events that are similar to actual industrial settings to combine theory and practical learning. Production- and service-based learning, or "Teaching Factory," is a type of learning that takes place in vocational schools and is modeled after real-world industry norms and procedures. (Baskoro et al., 2022). The teaching factory is a real-world learning initiative designed to close the competency gap between the knowledge imparted by educational institutions and the demands of business. (Mulyana & Suryat, 2023).

Figure 7. Teaching Factory at SMK Negeri 1 Sumatera Barat

Figure 8. Teaching Factory at SMK Negeri 2 Padang

Figure 9. Teaching Factory at SMK Negeri 9 Padang

The gap between school and the world of work must be minimized through effective Teaching Factory learning (Djuhartono et al., 2021). By first going over the elements that are directly relevant to Teaching Factory learning, existing gaps are reduced to the minimum. Dissemination, planning, execution, monitoring, and assessment of the Teaching Factory program are the key elements involved in putting it into practice.

Dissemination is the process of spreading innovation that is planned, directed and managed (Muntaha & Amin, 2023). Dissemination is an innovative deed that is planned carefully and carried out through carefully scheduled talks or other forums to ensure that the innovation is agreed upon for implementation (Nasucha et al., 2011). Dissemination is carried out through discussions or other forums that are deliberately programmed, so that there is agreement to implement the innovation.

Planning is any form of activity carried out to develop an action to achieve a goal (Mubarok, 2022). Early in the program management process, planning plays a crucial role in providing guidance for program implementation as well as control and supervision. All companies, including those in education, must create a strategic plan to serve as a roadmap for executing their numerous initiatives (Yusril et al., 2023). In the context of education, strategic planning refers to deliberate planning that begins with developing a strategy and methodical guidelines for resolving issues in the field of education in order to meet predetermined goals and objectives.

Policy implementation is part of the policy making process (Yuliah, 2020). Program implementation is the steps in implementing an activity in an effort to achieve the goals of the program (Fahmi, 2021). To operate the application, you need know these three fundamentals: (1) organization: in order to construct the implementing team from qualified and competent human resources, a defined organizational structure is required; (2) interpretation, which implementers do to put programs into practice in compliance with technical guidelines and implementing instructions so that the desired outcomes can be met; Clear work procedures must be established for (3) implementation or application in order for the work program to follow the activity schedule and avoid running in conflict with other programs.

Monitoring and Evaluation (ME) are two words that have different aspects of activities, namely the words Monitoring and Evaluation. Monitoring is a continuous information collection effort aimed at providing information to program managers and stakeholders about initial indications of progress and deficiencies in program implementation in order to improve it to achieve program objectives. (Nasihi & Hapsari, 2022). Monitoring aims to find out whether the program created is running well as planned, whether there are obstacles that occur and how the program implementers overcome these obstacles. Program evaluation is useful for decision makers to determine whether the program will be stopped, repaired, modified, expanded or improved (Mustafa, 2021). It can be said that the purpose of evaluation is to determine the steps that must be taken in continuation of a program that has been implemented, so that the program is implemented and is expected to be better.

Based on the results of the research that has been carried out, the component that has the most impact in implementing the Teaching Factory program at Padang City State Vocational School is program implementation. This shows that no matter how well the planning has been designed, if the implementation is not optimal, the monitoring and evaluation results of the Teaching Factory program will also not be optimal.

Conclusion

Based on the research that has been carried out, the following conclusions can be drawn there is no significant change from the implementation of dissemination on the results of monitoring and evaluation of the Teaching Factory program at Padang Vocational High School, with percentage of 1.70%. There is no significant change from planning on the results of monitoring and evaluation of the Teaching Factory program at Padang Vocational High School, with percentage of 11.90%. There is a significant change from implementation on the monitoring and evaluation results of the Teaching Factory program at Padang Vocational High School, with percentage of 27.10%.

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