

et al., 2022). SMK education not only focuses on technical skills but also develops non-technical competencies that support professional character formation, such as discipline and responsibility (Fathurrohman, 2024). The SMK curriculum is designed to ensure that the development of hard skills and soft skills is balanced and integrated (Nurjanah, Ana & Masek, 2022). The implementation of the *link and match* paradigm in vocational education policy aims to bridge the gap between graduates' competencies and the needs of the labor market by emphasizing the importance of synergy among educational institutions, industries, and the government in designing relevant curricula (Yasdin & Muksins, 2024). Thus, the ultimate goal of vocational education is to shape students' professional character and career readiness, with industrial collaboration serving as a strategic medium.

However, the reality shows that employment challenges for vocational graduates remain significant. According to data from the Central Bureau of Statistics (BPS) as of February 2024, the open unemployment rate among SMK graduates reached 9.1%, the highest among all levels of education (BPS, 2025). This figure illustrates a persistent gap between graduates' competencies and the dynamic needs of industry, highlighting the urgency of optimizing collaboration between schools and the business-industrial sector (DU/DI). Contextual learning strategies such as the Teaching Factory (TeFa) model have become increasingly relevant in bridging this gap and ensuring the alignment between school-based training and actual workplace demands.

Collaboration between SMKs and the business-industrial sector through programs such as *Industrial Work Practice* (PKL), *Production Units*, *Industrial Classes*, and TeFa has proven effective in reducing the gap between theory and practice. PKL provides students with hands-on work experience in accordance with their vocational field (Neliwati et al., 2023). Production units are organized within schools to offer students practical experience in producing and marketing goods or services, thereby fostering contextual work skills and entrepreneurial spirit (Lasmi & Nawawi, 2022). Industrial classes are established through direct collaboration between schools and industries to create learning environments that reflect industrial standards and equip students with relevant competencies (Priti et al., 2023). The TeFa integrates these forms of collaboration into a cohesive learning model based on real production processes conducted within schools.

Teaching Factory implementation provides authentic learning experiences that connect vocational students with real industrial practices and supports the development of work-related attitudes through structured production-based activities (Martama & Jatmika, 2023). Through real production settings, students are encouraged to internalize workplace norms and responsibilities that resemble actual industrial environments.

This research focuses on analyzing the role of TeFa in shaping students' professional character, with emphasis on its implementation at SMKN 6 Surakarta. The TeFa model adopts real industrial principles through the stages of planning, production, evaluation, and product marketing (Rosyida et al., 2021a). In practice, students act as professional workers responsible for product quality and are required to comply with standardized industrial operating procedures (Prasloranti et al., 2021). The primary objectives of TeFa implementation are to enhance students' technical competencies, foster entrepreneurship, and strengthen professional character relevant to workforce demands (Endang & Kuat, 2023). Therefore, TeFa not only focuses on theoretical learning but also plays a crucial role in developing students' professional character, particularly in the field of marketing (Harbes et al., 2024).

Previous studies have predominantly concentrated on the effectiveness of TeFa programs in improving students' technical and vocational competencies (Setiani, 2020). Other studies have found that TeFa implementation often prioritizes production outcomes and technical work skills (Nurhasanah et al., 2022). These findings indicate that the contribution of TeFa to the formation of students' professional character has not been extensively explored (Sugianto & Casmudi, 2022). Furthermore, other studies emphasize that TeFa approaches generally highlight productivity and work ethic, while professional values such as discipline, responsibility, and communication have not been sufficiently addressed (Suryati et al., 2023).

Teaching Factory activities have the potential to support not only students' technical competencies but also work attitudes such as discipline, responsibility, and cooperation when learning is conducted through real production practices (Rohmah et al., 2021). This finding suggests that TeFa provides a learning context that allows professional character to emerge alongside vocational skill development.

Professional character encompasses soft skills such as discipline, responsibility, work

ethic, communication, leadership, and customer orientation key aspects in the marketing profession (Poláková et al., 2023). Studies in educational contexts indicate that professional character is closely associated with emotional intelligence and professional identity, which are developed through reflective and structured learning environments (Syah et al., 2024). The implementation of PKL programs has been proven to cultivate students' discipline and responsibility through direct involvement in production and customer service activities (Putri, Nuraina & Setyaningrum, 2019). Similarly, the implementation of TeFa at SMKN 3 Malang demonstrated that cross-functional coordination among production, service, and marketing staff enhances students' communication and teamwork abilities (Erwana et al., 2023). In the marketing learning context at Metland Tourism Vocational School, the division of tasks into departments such as sales, promotion, and customer service was found to strengthen marketing skills while developing work ethics and customer-oriented behavior (Sunarja & Maharani, 2023).

Most of the existing research still emphasizes the development of hard skills and entrepreneurial competencies through Teaching Factory programs (Rosyida & Suhartini, 2021b). Research on the implementation of Teaching Factory in vocational high schools, for example in the Culinary Arts (Tata Boga) program, indicates that previous studies have primarily focused on the development of technical competencies rather than on the cultivation of students' soft skills and professional values (Karyanto & Asmaul, 2018). This condition provides an opportunity for qualitative research to map the process of professional character formation among marketing students through Teaching Factory activities at SMKN 6 Surakarta. The school has implemented TeFa in its Marketing Expertise Program through a business unit known as *Viska Mart* an acronym for *Vokasi Industri SMK Negeri Enam Surakarta* which functions as a retail business laboratory. Collaboration with PT Sumber Alfaria Trijaya Tbk (Alfamart) enables students to learn about modern retail operations, including cashier systems, stock management, and customer service in accordance with industry standards.

Based on the aforementioned background, this study focuses on a qualitative exploration of how student involvement in *Viska Mart* operations contributes to the development of their professional character. This study aims to analyze the contribution of the Teaching Factory

program implemented through *Viska Mart* to the development of students' professional character at SMKN 6 Surakarta. The objective of this study is to analyze the contribution of TeFa to the formation of students' professional character, particularly within the Marketing Expertise Program. The findings of this research are expected to serve as evaluation material and as a basis for developing more effective Teaching Factory programs that sustainably foster professional character among vocational school students.

2. Materials and Methods

This study employed a qualitative approach with a case study design, aiming to provide an in-depth description of the implementation of the TeFa and its contribution to shaping students' professional character in the Marketing expertise program at SMKN 6 Surakarta. The case study approach was chosen because it allows researchers to investigate a specific bounded system such as a program, activity, or group of individuals within a particular time and context, thereby generating a comprehensive understanding of the case being studied (Oktaria et al., 2023). This method is considered appropriate for exploring vocational education processes in complex and dynamic environments (Assyakurrohim et al., 2022). Moreover, the qualitative approach enables the researcher to capture social dynamics that cannot be measured quantitatively, particularly those related to character formation and students' professional values (Zurqoni et al., 2018).

The research was conducted from May 8 to October 8, 2025, covering the stages of topic identification, research outlining, preparation of the introduction and methodology, development of interview guidelines, data collection, data analysis, and article writing until submission. The research subjects consisted of the Head of the Marketing Expertise Program (I1), a supervising teacher (I2), the *Viska Mart* manager (I3) who had been actively assisting students for at least one year, and five eleventh-grade students in the Marketing Expertise Program (S1–S5) who had participated in the TeFa activities for one semester. In addition, the study also involved industry partners and representatives from the Education Office who routinely conducted monitoring and evaluation (monev) of the TeFa implementation. The selection of subjects was based on their direct experience and in-depth understanding of the TeFa implementation and its impact on the development of students' professional character. All informants were

anonymized using codes to maintain confidentiality.

Data were collected through semi-structured interviews, direct observations, and documentation. Semi-structured interviews were conducted to explore information from informants using flexible question guidelines, allowing for the development of follow-up questions based on participants' responses. The questions focused on the experience of TeFa implementation, changes in students' attitudes and behavior, and challenges in building professional character. Direct observations were carried out at Viska Mart, covering aspects such as students' discipline, individual responsibility within the team, interpersonal communication, and involvement in production and marketing processes, all recorded through systematic field notes. Documentation was obtained from the review of industrial collaboration MoUs, activity schedules, standard operating procedure (SOP) manuals, sales reports, character assessment sheets, and lists of actively participating students.

Data validity was ensured through triangulation and member checking techniques. Triangulation was conducted both in terms of methods and sources by comparing data from interviews, observations, and documentation, as well as information from the head of the program, managers, and students. Member checking was carried out by confirming interview transcripts and the researcher's interpretations with informants to ensure accuracy and consistency of meaning (Mckim & Mckim, 2023).

Data analysis followed the interactive model of Miles et al., (2014), which includes three main stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting, simplifying, and focusing on essential information obtained from the field. Data were then presented in narrative and thematic forms, followed by inductive conclusion drawing based on verified findings. This approach enabled a deep understanding of the role of TeFa in fostering Marketing students' professional character, particularly values such as discipline, responsibility, communication, teamwork, and work ethic relevant to retail business practices.

3. Result and Discussion Implementation of the TeFa Activities

The implementation of the TeFa activities at *Viska Mart* of SMKN 6 Surakarta demonstrated a structured practical learning process supported by adequate facilities and clear Standard Operating Procedures (SOPs). The available facilities effectively support students' learning

experiences, including display refrigerators for beverages and ice cream arranged neatly and hygienically, cashier counters equipped with computerized point-of-sale systems and cashless payment through QR codes, as well as organized storage racks in the warehouse. These facilities reflect an infrastructure readiness aligned with retail industry standards.

In daily operations, students are actively involved in all stages from store preparation before opening, to sales operations, and post-closing cleaning activities. Beyond serving customers directly, students also participate in both offline and online promotion through the Instagram account *@viskamartkita_*. The SOPs are strictly applied as operational guidelines for students under the supervision of store managers and instructor teachers. Discipline is enforced through punctual attendance, proper uniform use, and responsible task execution. In cases of violation, store managers issue warnings and report the incident to homeroom teachers for follow-up guidance.

According to interview results, the concept of TeFa is designed as:

"TeFa is designed as a real practice laboratory for Marketing students, not just a simulation. The goal is for students to experience firsthand how retail businesses operate, from serving customers and recording transactions to managing stock." (I1, August, 2025)

Initially, *Viska Mart* used *Alfamart's* cashier application. However, because *Viska Mart* was established as an *Independent Business Unit (Usaha Mandiri)*, abbreviated as *Usman* that must submit financial reports to the Education Office, the *Alfamart* system was deemed unsuitable for formal reporting. According to the interview results:

"We replaced the cashier application with a system provided by the Education Office to ensure transparency and compliance with financial reporting regulations." (I2, August, 2025)

The TeFa organizational structure includes an *Usman* coordinator, secretary, treasurer, store manager, and supervising teachers. According to the interview results:

"Currently, accounting teachers only assist with bookkeeping. In the future, we hope for broader collaboration with other departments, so students can learn more aspects of store operations." (I1, August, 2025)

Student interviews provided further insights into practice experiences:

According to the interview results:

“What interests me most is working with students from other classes and getting to know peers I rarely interacted with before. I also like being a cashier because I can directly interact with customers from our school.” (S4, August, 2025)

According to the interview results:

“At first, I wasn’t interested, but after joining, I found it fun. I learned how to be a cashier and restock goods.” (I1, August, 2025)

Supervision during practice is conducted by store managers and supervising teachers. When issues arise, managers provide immediate warnings and report them to homeroom teachers for follow-up in class. According to the interview results:

“If a student is undisciplined or fails to perform their duties, the store manager gives a warning. I also remind them in class so all students understand the importance of responsibility.” (I2, August, 2025)

As shown in Table 1, practical activities are conducted on a rotational basis, with four students participating per shift (one from each class: X BD 1, X BD 2, XI BD 1, XI BD 2) for three consecutive days before rotating to the next group.

Table 1. Schedule of TeFa Practice Rotation at Viska Mart

Student	Class	Duration	Rotation
Student A	X BD 1	3 days	1 st rotation
Student B	X BD 2	3 days	1 st rotation
Student C	XI BD 1	3 days	1 st rotation
Student D	XI BD 2	3 days	1 st rotation
Student E	X BD 1	3 days	2 nd rotation
Student F	X BD 2	3 days	2 nd rotation
Student G	XI BD 1	3 days	2 nd rotation
Student H	XI BD 2	3 days	2 nd rotation

Conceptually, the implementation of TeFa at SMKN 6 Surakarta aligns with the findings of Sobari et al., (2023), who emphasized the importance of industrial involvement in curriculum planning to enhance graduates’ competency relevance. The present study reinforces this notion through the involvement of industry partners in curriculum synchronization and practice activity updates. A similar alignment is found with Garnadi and Yoseptry, (2022), who highlighted regular coordination meetings between schools and industries as the foundation of effective partnerships an approach also practiced at SMKN 6 Surakarta.

From the perspective of infrastructure, the findings of this study are consistent with Maizah

and Ratnawati (2024), who asserted that adequate practical facilities are essential for effective vocational learning. However, unlike their study, which reported full facility sufficiency, SMKN 6 Surakarta still faces limitations in practical space requiring further improvement.

Regarding human resource management, the study supports Silalahi et al., (2022), who found that effective human resource management is crucial for the quality of TeFa implementation. Nevertheless, SMKN 6 Surakarta demonstrates innovation through cross-department collaboration, expanding the scope of human resource management beyond single-discipline coordination found in previous studies. Thus, this study not only supports prior findings but also extends them by integrating inter-departmental cooperation as an efficiency strategy in TeFa management.

Development of Professional Character

The TeFa activities at Viska Mart contribute significantly to shaping students’ professional character, including discipline, responsibility, honesty, accuracy, initiative, communication skills, and teamwork. Students learn to serve customers, manage cashier duties, organize stock, and provide additional services such as preparing beverages or instant noodles before and after transactions.

According to the interview results:

“I’ve developed responsibility, punctuality, and honesty when returning change. I’ve also become more thorough, polite in greeting customers, and learned to say ‘sorry’ or ‘thank you.’”

According to the interview results:

“I’ve become more responsible, disciplined, honest, and confident in interacting with customers and peers. When the store gets busy, I take initiative to restock and help others without being told, which improves teamwork.” (S4, August, 2025)

Observations revealed that students successfully adapted to cross-class cooperation, worked collaboratively during high-traffic periods, and independently restocked items. The detailed SOPs guided activities such as cashier operations, product display management, sales reporting, and social media updates. According to the interview results:

“Beyond technical guidance, we emphasize discipline, honesty, polite communication, and teamwork. Students showing lack of discipline are given direct feedback to help them understand their role.” (I2, August, 2025)

According to the interview results:

“On the first day, the refrigerators were empty. But after a few days, students started restocking proactively and helping each other, showing improvement in work ethic and soft skills.” (I3, August, 2025)

These findings align strongly with Indramayanti, Hasanah, and Sudarsono (2024), who found that students’ direct engagement in TeFa operations positively affects their work readiness. Both studies highlight the value of real-world experience in integrating theory and practice. Consistency is also found with Kurniawati and Arif (2025), who demonstrated that TeFa not only enhances technical skills but also cultivates soft skills such as discipline, responsibility, communication, and teamwork.

Furthermore, this study strengthens the findings of Hasanah et al., (2023) by explicitly addressing the development of work ethics and courteous behavior through direct customer interaction an aspect not previously emphasized. Thus, compared to earlier studies, this research extends the understanding of professional character development by highlighting social-behavioral dimensions such as greeting customers, expressing gratitude, and taking initiative in service. Accordingly, the professional character developed through TeFa not only reflects work readiness but also social sensitivity to service ethics characteristic of the service industry.

Challenges in TeFa Activities

Several challenges emerged during TeFa implementation. Some students displayed low discipline and motivation, reducing engagement and hindering character development. Character monitoring remains mostly informal through daily observation and verbal feedback, with limited documentation for qualitative analysis. Some students struggled to adapt to diverse teamwork and did not fully understand that the practice was preparation for real-world employment.

According to the interview results:

“Some students still don’t grasp the meaning of teamwork; some are envious or reluctant to collaborate. Yet, the purpose of this practice is to build professional character through real experience.” (I1, August, 2025)

Industry supervision remains limited despite the existing MoU with PT Alfamart. Since the practice occurs within the school environment, the pressure of the real workplace is not fully experienced. Gender-based behavioral differences and personal issues brought by students also influence performance.

According to the interview results:

“At first, students waited to be told to restock. But by the second or third day, they began taking initiative to refill products and assist peers.” (I2, August, 2025)

The research faced limitations because representatives from the Education Office and Alfamart could not be interviewed directly; therefore, some data were obtained from documents and school management reports.

The challenges encountered in TeFa implementation are consistent with Baeha et al., (2023), who identified low student motivation and discipline as major barriers to character formation. This finding indicates that student attitudes and motivation remain common challenges in vocational education.

Regarding industry supervision, this study supports Risnawan (2019), who argued that limited monitoring by industrial partners constrains TeFa quality assurance. Both studies emphasize the need for strengthening the role of industry partners in technical guidance and program evaluation. Nevertheless, this research adds new insight: despite limited external supervision, the school developed an internal monitoring system through coordination between managers, homeroom teachers, and supervising teachers as an adaptive mechanism.

The facility limitations observed also align with Fauzi et al., (2025), who underscored the importance of infrastructure support in improving TeFa quality. However, this study reveals that such limitations can be mitigated through strengthened teacher supervision and teamwork an aspect rarely addressed in previous research.

Finally, weaknesses in character evaluation are consistent with Masruroh (2022), who highlighted the need for a systematic and measurable character education assessment model. The present findings reinforce the urgency of developing affective and psychomotor evaluation instruments to objectively assess the impact of character education through TeFa.

4. Conclusion and Suggestions

The implementation of the TeFa program at Viska Mart, SMKN 6 Surakarta, demonstrates that the practical learning process has been conducted in a structured manner, supported by adequate facilities, clear Standard Operating Procedures (SOPs), and active student engagement in various operational activities. Facilities such as display shelves, computerized cashier systems, and product stock management tools effectively support students’ learning processes. The

development of students' professional character is reflected in the emergence of values such as responsibility, discipline, honesty, accuracy, communication, and teamwork, which are evident in their behavior during practice activities. Nevertheless, the program implementation still faces several challenges, including limited practice space, the absence of a formal and continuous character monitoring system, infrequent supervision from industry partners, and inconsistent student motivation and discipline. These findings imply that stronger collaboration between schools and industry partners is essential to optimize production-based learning as an effective means of developing students' professional character.

This study has limitations as it did not involve direct interviews with representatives from the Department of Education and industry partners, resulting in data being limited to the school's internal perspectives. Future research is recommended to involve relevant stakeholders, such as educational authorities and industry collaborators, to obtain more objective, comprehensive, and in-depth data. Furthermore, the development of a more systematic and structured professional character evaluation system is necessary to enable continuous monitoring of students' soft skills development. Future studies may also explore the influence of more authentic practical environments and the impact of intensive industry engagement on strengthening students' professional character formation.

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