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The Influence of Fashion Competence and The Implementation of TEFA-Based Learning (Teaching Factory) On The Work Readiness of Fashion Students Program

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Abstract: Vocational education has a strategic role in producing graduates who are ready to work, especially through expertise programs at Vocational High Schools (SMK). One area of expertise that is in demand is Fashion Management, which requires mastery of technical and non-technical competencies in order to compete in the competitive fashion industry. However, data shows that the open unemployment rate of SMK graduates, including those majoring in Fashion Management, is still quite high. This indicates a gap between the competencies of graduates and the needs of the world of work. To bridge the gap, the Teaching Factory (TEFA) learning model is applied to provide industry-based contextual learning experiences. This study aims to analyze the effect of Fashion Cosmetology competence and the implementation of TEFA learning on student work readiness, both partially and simultaneously, at SMKN 1 Turen. The results of previous empirical studies show that student competence and TEFA implementation contribute positively to strengthening work readiness, which includes cognitive, psychomotor, and affective aspects. By using a quantitative approach, this study is expected to prove that both variables have a significant effect on students' work readiness, and become the basis for developing a more effective, relevant, and industry-oriented vocational learning strategy.

Introduction

Vocational education is one of the important pillars in the national education system that is directed to create human resources (HR) that are superior, competent, and ready to enter the world of work. In this context, Vocational High Schools (SMK) have a strategic role as educational institutions that are specifically designed to prepare students to have certain skills according to their field of competence. One of the growing expertise programs in SMK

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is Fashion Management, a field that not only demands technical skills in sewing and designing clothes, but also mastery of aesthetic aspects, creativity, and knowledge of industrial fashion trends.

The Cosmetology skill program in SMK aims to equip students with comprehensive competencies, ranging from basic sewing skills, introduction to materials, measurement, fashion design, to product marketing techniques. In addition, non-technical competencies such as work discipline, creativity, teamwork, and communication are also instilled so that students are able to adapt in a professional work environment. These complete competencies are needed to face the competitive, dynamic, and technology-laden development of the fashion industry.

However, the reality on the ground shows that the open unemployment rate among SMK graduates, including those majoring in Fashion, is still relatively high. Based on data from the Central Bureau of Statistics (BPS), SMK graduates are the highest contributor to the national unemployment rate every year. This fact indicates a gap between the competencies of graduates and the demands of the industrial world (mismatch) that must be addressed through a more contextual and applicable educational approach.

In response to this problem, the Ministry of Education, Culture, Research and Technology developed the Teaching Factory (TEFA) innovative learning model. This model integrates the learning process in schools with a real work environment, where students not only learn theoretically but also practically in a real production atmosphere like in industry. TEFA is believed to be able to develop students' technical skills, soft skills, and work ethic, so that they are better prepared to face the demands of the job market.

The TEFA learning model has been implemented in various vocational schools in Indonesia, including in the Fashion Department. Nashibah and Suprihatin's (2020) research at SMK Negeri 4 Yogyakarta concluded that the implementation of TEFA was able to significantly improve students' work readiness, both from the cognitive, affective, and psychomotor aspects. Students involved in TEFA show better mastery of sewing skills, high cooperation skills, and a professional attitude in completing production tasks.

In addition to Cosmetology, the application of TEFA also showed positive results in other majors. Study by Sinta et al. (2024) at SMK Negeri 1 Surabaya in the Digital Business department showed that TEFA-based learning combined with strengthening soft skills had a real impact on student work readiness. These results reinforce the notion that industry-based learning approaches should also be adapted by the Fashion Cosmetology skills program so that students gain relevant work experience.

Wulandari and Sulistyowati (2024) in their research at SMK Jombang also revealed that the implementation of TEFA increased students' understanding of industry standards, ranging from work systems, production discipline, to the quality of work results. Students are more trained in completing tasks efficiently, understanding time management, and being able to deal with work pressure like in the real world. This is an important element in shaping comprehensive work readiness.

In addition to the TEFA approach, students' individual competence is also an important factor in determining work readiness. Ahmad's research (2022) at SMK Negeri 6 Purworejo shows that students' work readiness is simultaneously influenced by learning motivation, practical experience, and knowledge about the world of work. This means that even though the learning method is good, without strong basic competencies, students will still have difficulty competing in the world of work.

Research by Wulandari et al. (2024) at SMKN 3 Bogor corroborates this finding, where students in class XII of the Fashion Management program have high work readiness, especially in the aspects of teamwork, attitude of responsibility, and problem solving. However, they also found that aspects of technical skills such as mastery of modern sewing machines and digital design techniques are still weaknesses that need to be improved. This shows that the curriculum and learning facilities must be continuously updated to keep up with the technological development of the fashion industry.

Another good practice example comes from SMK Muhammadiyah Berbah, which integrates TEFA learning with the World of Business and Industry (DUDI) partnership. This collaboration involves the industry in curriculum planning, teacher training, and the implementation of student work practices. The result is students who are more professional in thinking and acting in the world of work. This partnership model is an important reference for other vocational schools including SMKN 1 Turen to improve the quality of vocational education output.

Even so, the implementation of the Expertise Competency Test (UKK) as the final measure of student competence still faces challenges. Sintawati (2010) argues that the UKK in the field of Fashion Management often does not reflect actual industry needs and standards. The lack of experienced external examiners also makes the assessment less objective. Therefore, the synergy between school and industry must be strengthened so that competency assessment becomes more relevant and accurate.

Based on the description above, it is clear that the competence of Fashion Cosmetology and the implementation of TEFA are two important aspects that are interrelated in shaping students' work readiness. Therefore, this study aims to analyze the influence of Cosmetology competence and the implementation of TEFA learning on the work readiness of students of SMKN 1 Turen. The results of this study are expected to provide an empirical contribution to the development of more effective, relevant, and industry-oriented learning strategies in vocational education in the field of Fashion Management.

Literature Review

Work Readiness

Work readiness is a condition that shows the harmony between physical and mental maturity and learning experience so that individuals have abilities that include aspects of knowledge, skills, attitudes and mental maturity that are sufficiently supported by physical or functioning senses and organs in accordance with their field of expertise (Zainuddin, 2022). Work readiness itself can be seen from a person's competence through work ability which includes aspects of knowledge, skills and work attitudes. In addition, there are also several factors that influence a person's work readiness, which can be classified into internal factors and external factors (Parsa & Hadarawi, 2023).

(Firdausi, 2020) SMK students' work readiness is an ability that must be possessed by students to be able to work immediately after graduating from school without requiring a time-consuming adjustment period in the context of creating a product or adding value to a resource with maximum results in accordance with predetermined targets. This ability includes knowledge, skills and work attitudes, in accordance with established standards or commonly referred to as work competencies.

Work Readiness Indicator

The following are indicators of work readiness that are relevant in the context of TEFA-based learning in Fashion Management:

1. Mastery of Technical Competencies

The ability to operate a sewing machine, make patterns, sew, finish clothes, and design clothes according to consumer demand are the main indicators of work readiness for Fashion Management students (Alehatina, K., Khosmas, F. Y., 2019).

2. Field Work Practice Experience (PKL)

The experience gained during PKL or training in an industrial environment contributes significantly to students' work readiness. PKL trains students in dealing with real work situations and improving interpersonal skills (Sakti, P. W., & Nuryanto, 2019).

3. Work Attitude and Professional Ethics

Work attitudes such as discipline, responsibility, neatness, and the ability to work with a team are determinants of work readiness that are no less important than technical competence (Sahputra, 2016).

4. Self-Efficacy

Self-efficacy refers to a student's confidence in completing work-related tasks. Students who have high self-efficacy tend to be more prepared to face the world of work (Nurjanah, S., 2020).

5. Adaptability and Communication Skills

The world of work requires individuals who are able to adapt to change and are able to establish good communication, both orally and in writing, especially in conveying ideas or receiving work instructions (Alehatina, K., Khosmas, F. Y., 2019).

Fashion Competency

SMK (Vocational High School) is one of the secondary education levels in Indonesia. Vocational education institutions focus more on preparing students so that they are ready to work in accordance with their respective fields (Kerja et al., 2024). Competence as a combination of skills, knowledge, and attitude. These skills, knowledge, and behaviors can be observed and applied critically to the success of an organization and the work performance and personal contribution of employees to their organization. (Fuad, 2017), Competence is knowledge, skills, and abilities mastered by someone who has become part of him, so that he can perform cognitive, affective, and psychomotor behaviors as well as possible. (Parsa & Hadarawi, 2023).

Graduates of the Fashion Cosmetology competency have various job opportunities and continue their studies, as follows: Work as a pattern operator, sewing operator, fashion stylist assistant; continue D1, D2, D3, D4, and S1 studies in fashion, fashion design, and according to specializations both domestically and abroad; become an entrepreneur as a sewing service provider for clothes and bridal clothes, clothing entrepreneurs, fashion consultants, and fashion designers. (Fitriana, 2021).

Based on the meaning of language, competency standards are formed from the words standards and competence. Standard is defined as an agreed “measure”, while competence has been defined as a person's observable ability that includes knowledge, skills and work attitudes in completing a job or task in accordance with established performance standards.(Skkni et al., 2010).

Indicators

According to Sudjana (2004) in Assessment of the Results of the Teaching and Learning Process, mastery of work skills, including the use of tools and machines, is part of the psychomotor domain, which must be assessed based on the accuracy of tool use, work speed, and movement efficiency.

1. Ability to Make Fashion Designs

This ability reflects students' creativity and imagination in designing clothing models that are in accordance with function, fashion trends, and consumer needs. This process includes an understanding of color, shape, texture, and proportion of the human body. Fashion design is a crucial early stage in the clothing production process because it becomes the visual basis of the product to be made.

2. Fashion Pattern Making Ability

This ability relates to students' expertise in converting two-dimensional designs into patterns that can be applied to fabric. A fashion pattern is a blueprint that determines the pieces of fabric that will be sewn into clothing. This ability reflects technical knowledge of size, body shape, and grading or pattern modification techniques.

3. Sewing Skills

It is the technical ability of students to unite fabric pieces into clothing products using various sewing techniques, both by hand and machine. This indicator reflects mastery of basic techniques such as straight sewing, tearing, buttonhole making, and finishing, which are very important in ensuring the quality and durability of clothing.

4. Thoroughness and Neatness

Accuracy and neatness is a measure of the extent to which students are able to work precisely, consistently, and pay attention to detail during the clothing production process. This indicator is important because it greatly affects the final product-both in terms of aesthetics and function. The neatness of the stitches, the suitability of the size, and the cleanliness of the work are the main assessments.

5. Use of Tools and Machines

This indicator refers to the students' ability to use various tools and machines commonly used in the fashion industry, such as high speed sewing machine, obras, neci, and press. This ability includes aspects of work safety, efficient use of tools, and machine maintenance.

Teaching Factory Based Learning (TEFA)

The teaching factory learning model is a concept of learning in a real atmosphere that exists in the world of work as well as a bridge to facilitate students in learning theory and reality. The purpose of the teaching factory learning model is to obtain output that has the power to compete with the available standardization (Directorate of Vocational Development, 2017).

The Teaching Factory (TEFA) learning model program is currently a breakthrough that is relatively new to the world of education in Indonesia (Dadang Hidayat, 2011). This learning model can produce SMK graduates who are competent and have high readiness to work and can adapt to the demands of the world of work. The Teaching Factory (TEFA) learning model is intended to improve the quality of learning through the learning process by practicing directly (learning by doing). The spirit of entrepreneurship will be nurtured in students if learning is implemented through this approach (Ambarsari & Yulistiana, 2020).

Teaching Factory or commonly referred to as TeFa is a form of training provided by schools to students with the hope that students will have knowledge, skills and be competent in the world of work in the future, which has the concept of presenting the world of work or industry in the school environment to prepare graduates who are competent to enter the world of work (Prasetiyo, 2020; Rohaeni et al., 2021).

(Firdausi, 2020) States the definition of Teaching Factory as a learning system that combines an atmosphere close to an industrial environment that cooperates with production-based industries to produce competent human resources according to their fields of

expertise, has a work culture character and has an entrepreneurial spirit. TEFA must have planning standards, implementation procedures and product quality control standards according to the industry to make its products or services marketable to consumers.

Indicators

1. Curriculum Compatibility with the Industrial World (Curriculum Synchronization)

   The SMK curriculum must be designed in accordance with industry needs so that graduates are ready to use. (Directorate of Vocational Development, 2018)
2. Involvement of the World of Business and Industry (DUDI)

   DUDI is involved in curriculum development, field work practices, and learning evaluation (Sudira, 2016).
3. Production-based Learning Model

   Learning is carried out through real production activities such as in the industry, which provides direct work experience to students. (Sudira, 2016)
4. Use of Industry Standard Equipment

   The equipment used in the learning process must be the same or similar to that used in industry. (Suyanto, 2020)
5. Strengthening Soft Skills

   TEFA learning also instills soft skills such as communication, cooperation, discipline, and responsibility. (Zubaidah, 2016)
6. Teacher Involvement as Production Facilitator and Supervisor

   Teachers not only teach, but also guide and supervise students' production process to meet industry standards. (Ministry of Education and Culture, 2018).

Hypothesis

1. There is a positive influence of Fashion Competence on the Work Readiness of Students of Fashion Design and Production Concentration of SMKN 1 Turen.
2. There is a positive influence of TEFA-Based Learning Implementation on the Job Readiness of Students of Fashion Design and Production Concentration of SMKN 1 Turen.
3. There is a positive influence of Fashion Competence and Implementation of TEFA-Based Learning on Student Work Readiness of Fashion Design and Production Concentration of SMK 1 Turen.

Research Method

This research is a type of quantitative research with an associative explanatory approach that aims to determine the relationship between certain variables. The relationship in this study is causal, namely a causal relationship. This research is included in the applied category because it aims to test various factors that affect the variables in focus. The purpose of this study was to determine the effect of Cosmetology competence (variable X) in Teaching Factory-based learning (TEFA) on student work readiness (variable Y).

The total number of students in class Xll Fashion Management class 2024/2025 who have participated in TEFA-based learning is 72 students. With a relatively small population, this research can be conducted in a more in-depth and focused manner, allowing researchers to collect more detailed and rich data. The focus of this study is to explore the extent to which the influence of Cosmetology competency contributes to work readiness.

Result and Discussion

Through the database collection that has been done previously according to the keywords and Statistical testing with multiple linear regression analysis tools is intended to

determine the effect of Cosmetology Competence (X1) and Implementation of Tefa-Based Learning (Teaching Factory) (X2), on Job Readiness of Cosmetology Students at SMKN 1 Turen. The overview of the research output can be seen in table 1 below. Based on the results of the multiple linear regression test in table 1, the results of the simultaneous ANOVAa test are as follows:

Table 1. Simultaneous ANOVA[a] Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	893.033	2	446.516	60.286	.000[b]
	Residual	2995.412	69	43.412		
	Total	3888.444	71			

a. Dependent Variable: Work Readiness

b. Predictors: (Constant), TEFA-based learning, Fashion design competency

Source: processed by researcher, 2025

Then continued with partial testing, namely to determine the effect of Fashion Design Competence (X1) and Implementation of Tefa-Based Learning (Teaching Factory) (X2), on the Work Readiness of Fashion Design Students at SMKN 1 Turen. The summary of the research output can be seen in the table below

Table 2. Multiple Linear Regression Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	26.659	5.535		4.817	.000
	Fashion Design Competence	.187	.083	.244	2.249	.028
	TEFA-based Learning	.289	.086	.362	3.345	.001

a. Dependent Variable: Work Readiness

Source: processed by researcher, 2025

Based on the results of the multiple linear regression test in table 2, the following regression type equation can be obtained:

$Y = b_0 + b_1X_1 + b_2X_2 + e$

$Y = 26{,}659 + 0.187\ X_1 + 0.289X_2 + e$

Discussion

The Effect of Fashion Competence and Implementation of TEFA-Based Learning (Teaching Factory) on Job Readiness of Fashion Students at SMKN 1 Turen

Simultaneously or together, it shows that there is a significant influence of Cosmetology Competence (X1), and Implementation of Tefa (Teaching Factory) Based Learning (X2) on the Work Readiness of Fashion Students at SMKN 1 Turen, which is 60.286%.

Simultaneously, the competence of couture and the implementation of Teaching Factory (Tefa) based learning are proven to have a significant influence on student work

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readiness at SMKN 1 Turen. Fashion competencies include students' technical abilities in sewing, designing patterns, selecting materials, and understanding fashion aesthetics. Meanwhile, the implementation of Tefa learning provides contextual learning experiences through direct industrial approaches, such as production simulations, business management, and industrial work practices at school. When these two variables run simultaneously, they reinforce each other in creating graduates who are ready to face the world of work.

Empirical research conducted by Sari and Widodo (2022) shows that Tefa-based learning significantly improves students' work skills and discipline because students are trained in an environment that resembles the real world of work. In this context, TEFA learning supports the internalization of professional work values such as responsibility, collaboration, and time management. On the other hand, qualified fashion competence makes students not only proficient in technical aspects but also confident to enter the fashion industry directly. Both form a synergy that encourages more comprehensive work readiness.

Statistically, the results of the research at SMKN 1 Turen showed that the simultaneous effect between fashion competency and the implementation of TEFA-based learning on students' work readiness amounted to 60.286%, which indicates a strong contribution. This figure indicates that more than half of students' work readiness is influenced by both variables. This finding is in line with the study of Hartati and Ramadhani (2023), which revealed that industry-based learning (TEFA) and mastery of vocational competencies contribute greatly to students' readiness to enter the world of work, especially in areas of expertise such as fashion styling that demand high practical skills.

In addition, research by Nurul and Astuti (2021) in the journal Vocational Education also strengthens these findings by showing that the synergy between mastery of vocational competencies and contextual learning methods such as Tefa can significantly improve students' employability skills. Thus, it can be concluded that a simultaneous approach between improving fashion competencies and implementing industry-based learning is very effective in improving students' work readiness. Therefore, vocational schools such as SMKN 1 Turen need to continue to develop these two aspects in a sustainable manner so that their graduates are able to compete in the world of work and create their own jobs in the creative sector.

The Effect of Fashion Competency on Job Readiness of Fashion Students at SMKN 1 Turen

The results of partial data analysis in this study show that fashion competency (X1) has a positive influence on the work readiness of fashion students at SMKN 1 Turen (Y) by 22.49%. This finding indicates that the higher students' mastery of competencies in the field of fashion - such as sewing skills, designing clothes, choosing materials, and following fashion trends - the more prepared they are to enter the workforce. These competencies reflect students' readiness not only in technical aspects, but also in soft skills such as accuracy, creativity, and independence that are needed in the fashion industry.

Empirical studies support these findings, for example research by Wati and Nurhayati (2022) in the Journal of Vocational Education, which shows that there is a significant relationship between the mastery of vocational skills in fashion and the work readiness of vocational students in Bandung City. The study found that students with high levels of competence tend to be more confident and have adequate technical and non-technical skills to work independently and in teams. This reinforces the importance of competency improvement as a strategy to prepare work-ready SMK graduates.

Furthermore, research by Susanti et al. (2023) in the Journal of Technology and Vocational Studies also stated that the development of a competency-based curriculum

greatly impacts the work readiness of students majoring in fashion in SMK. Students who participated in a project-based learning program in fashion showed significant improvements in critical thinking, problem solving, and technical sewing and design skills, all of which contributed to their readiness to enter the workforce. Thus, improving the quality of vocational learning and training can be key in improving graduates' work readiness.

Therefore, it can be concluded that fashion competency is an important factor in preparing students for the world of work, particularly in the creative and fashion industry sectors. The finding at SMKN 1 Turen that shows an influence of 22.49% reflects that although this factor is significant, there are still other factors that influence students' work readiness, such as internship experience, work motivation, and support from the school environment and the industrial world. Nevertheless, strengthening competencies through a relevant curriculum and continuous practice remains a fundamental aspect in producing professional and highly competitive SMK graduates.

The Influence of TEFA (Teaching Factory)-Based Learning Implementation on the Work Readiness of Fashion Design Students at SMKN 1 Turen

The results of the partial data analysis in this study indicate that the implementation of TEFA (Teaching Factory)-based learning (X1) has a positive influence on the work readiness of fashion design students at SMKN 1 Turen (Y), amounting to 33.45%.

The implementation of Teaching Factory-based learning (TEFA) at SMKN 1 Turen has proven to positively affect the work readiness of fashion design students. This is shown through the results of partial data analysis, which state that the TEFA variable (X1) influences student work readiness (Y) by 33.45%. TEFA is a learning approach that integrates the educational process with direct industrial practice. Through TEFA, students do not only receive theoretical instruction in the classroom but are also actively involved in the production of goods and services according to industry standards, thereby strengthening both their technical and non-technical competencies for the world of work.

Theoretically, TEFA-based learning allows students to experience contextual and applied education. This approach brings students closer to industrial workplace culture through real production activities, business management, and customer service. Thus, fashion design students at SMKN 1 Turen not only learn sewing techniques and clothing design, but also develop soft skills such as communication, teamwork, discipline, and punctuality—key indicators of work readiness. The positive effect of 33.45% indicates that TEFA is capable of creating meaningful learning experiences and preparing students to become job-ready workforce candidates.

Empirical studies by Marlina and Rahayu (2022) in the Journal of Vocational Education support these findings, showing that TEFA-based learning improved the work readiness of vocational high school students in culinary programs by 31.6%. They found that direct involvement in industrial practices increased students' confidence and understanding of professional work standards. Similarly, research by Wahyuni et al. (2023) showed that the implementation of TEFA in the light vehicle engineering program at vocational schools contributed by 35.2% to student work readiness. These results show consistency: learning linked to the real business and industrial world can bridge the gap between education and labor market needs.

Furthermore, recent research by Sari and Pramudibyanto (2024), conducted in public vocational schools in East Java, concluded that TEFA plays a crucial role in improving students' practical work skills. They emphasized that the success of TEFA depends on strong collaboration between schools and partner industries, as well as the quality of competent

instructors. Therefore, increasing the effectiveness of TEFA should be supported by school policies aimed at fostering synergy with the industrial world, improving practical facilities, and providing relevant teacher training. These empirical findings reinforce that the contribution of TEFA—33.45% toward student work readiness at SMKN 1 Turen—is not only significant, but also reflects a broader trend of success in industry-based learning approaches in vocational education overall.

Conclusions

From the results of multiple linear regression analysis show that both variables have a significant influence, both partially and simultaneously. Simultaneously, Fashion Design competency and TEFA-based learning contribute 60.286% to students' work readiness. Partially, Fashion Design competency has an influence of 22.49%, while the implementation of TEFA-based learning has a greater influence, namely 33.45%. This shows that although mastery of technical competencies is very important, contextual learning experiences through TEFA have a more dominant role in preparing students to face the world of work. Thus, the integration between the development of vocational competencies and the implementation of industry-based learning models is the key to improving the work readiness of vocational high school graduates, especially in the Fashion Design expertise program.

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