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FACTORY LEARNING MANAGEMENT IN GROWING THE ENTREPRENEURSHIP OF VOCATIONAL SCHOOL STUDENTS IN KARAWANG DISTRICT (Case Study at SMK Rismatek Karawang and SMK Lentera Bangsa Karawang)

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Abstract - *This research is due to concerns in preparing a competent workforce according to the expectations of the business and industry world (DUDI), Vocational Schools need to make new breakthroughs, one of which is the Teaching Factory learning program so that students are more skilled, independent, competitive and entrepreneurial. The purpose of this study is to determine and analyze Teaching Factory Learning Management in Growing the Entrepreneurial Spirit of Vocational High School Students with qualitative methods. The results of this study reveal that: (1) Teaching Factory Learning Management Planning in Growing the Entrepreneurial Spirit of Vocational School Students, is in accordance with the needs of the Business/Industry World (DUDI) through link and match collaboration; (2). Organizing Teaching Factory Learning Management in Growing the Entrepreneurial Spirit of Vocational School Students, hierarchically the school principal has carried out an organization that can assist the implementation of entrepreneurial activities in accordance with the planned program; (3). Implementation of Teaching Factory Learning Management in Fostering the Entrepreneurial Spirit of Vocational School Students by forming a small team to assist the task of implementing entrepreneurial activities that are considered to have met the criteria; (4). Evaluation of Teaching Factory Learning Management in Developing the Entrepreneurial Spirit of Vocational School Students conducted by teachers on entrepreneurship activities that are carried out regularly and continue to make improvements and improvements to the learning process on a regular basis; (5). Supporting factors and inhibiting factors for Teaching Factory Learning Management in Fostering the Entrepreneurial Spirit of Vocational School Students where creative and innovative teachers have been able to develop production units, especially Honda motorcycle repair shops, while the constraint on budget allocation is still limited; (6). The concept of Principal Leadership through Teaching Factory Learning Management in Growing the Entrepreneurial Spirit of Vocational School Students, entrepreneurial attitudes have been reflected in students who are practicing industrial work, this can be seen from the ability of*

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students to try something, do not feel satisfied quickly, dare to take risks, and compete to get the best results.

Keywords: Teaching Factory Management, Entrepreneurial Spirit

1. INTRODUCTION

Vocational High School (SMK) is a secondary education that prepares students especially to work in certain fields. This is stated in Article 15 of the Law of the Republic of Indonesia number 20 of 2003. SMK graduates are prepared for three things, namely: (1) SMK graduates are prepared to be able to work in the business and industrial fields (DUDI); (2) SMK graduates are prepared to be able to continue their education to the next level through vocational education in order to increase expertise in certain fields; (3) SMK graduates are prepared for entrepreneurship.

Preparing students to meet the target after graduation, namely Work, Continuing Education, and Entrepreneurship (BMW) is the responsibility of all variables including curriculum, educators, and educational institutions. According to Charles Prosser (2013) in the 16 Principles of Vocational Education, one of which is vocational education will be efficient in proportion as the environment in which he must subsequently work, one of these principles states that vocational education will be efficient if the trained environment is a replica of the environment where later it will work. Vocational High School graduates are also prepared to have employability skills as a person's ability to actively adapt to a job. Vocational Schools as printers for prospective workers must of course provide a good education system, have good school governance, and other supports to improve student competence so that graduates have bargaining power. If this happens, the industry as a labor absorber will open up greater opportunities in the absorption of vocational school graduates, because in principle the industry has quality human resources.

Judging from the nature of the existence of Vocational High Schools (SMK), there are actually two things that are the advantages of this Vocational High School, firstly, graduates from this institution can fill job opportunities in the business/industry world, because it is related to the benefits of certification possessed by graduates through testing. competence. With these competencies they have the opportunity to work. Second, graduates of Vocational High Schools (SMK) can continue to higher education levels as long as the graduates meet the requirements, both grades and study programs or majors in accordance with the required criteria. The high expectations and public trust in SMK, not only relates to intellectual functions but also relates to certain skills that can be used as provisions in facing an increasingly complex life.

Teaching factory learning is a product/service-based learning concept in vocational schools that refers to standards and procedures applicable in the industry and is carried out in an atmosphere like what happens in industry. The implementation of teaching factory in SMK can bridge the competency gap between industrial needs and the competencies produced by SMK. The implementation of the teaching factory requires the absolute involvement of the industry as the relevant party in assessing the quality of educational outcomes in vocational schools. Innovative learning and productive practice are educational methods that are oriented towards managing students in learning so that they are in line with industry needs or demands. In other words, the teaching factory is an implementation of the Production Based

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Training learning model. According to Harianton and Saefudin (2010: 75), "in production-based learning, students are directly involved in the production process, so that the competencies possessed by students are heavily influenced by the production cases they face". Production capacity in this approach is a major concern and case selection is the main key to the successful implementation of production-based learning.

Teaching factory (TEFA) is production and business oriented learning. TEFA is expected to equip students to have expertise in entrepreneurship or business. In running TEFA, all elements in the school and support from DUDI are needed to make it a success. Learning through the teaching factory aims to develop the character and work ethic (discipline, responsibility, honesty, cooperation, leadership, etc.) needed by DU/DI and to improve the quality of learning outcomes from just equipping competence (competency based training) to to learning that equips the ability to produce goods/services (production based training). Teachers for productive lessons can use the factory teaching model as an alternative learning model, it needs to be developed on other materials according to student competence.

UNESCO (United Nation on Educational, Social and Cultural Organization) states that the four pillars of education focus on: (1). Learning to know, (2). Learning to do, (3). Learning to be, (4). Learning to live together. The essence of the four pillars is that education is able to produce humans who master science and technology and education is also able to apply it in life for the welfare of society. Reality in the field of work shows that the absorption of vocational graduates is still low. This is indicated by data released by the Central Statistics Agency which states that graduates of Vocational High Schools (SMK) dominate the number of unemployed in Indonesia which reached 6.88 million people in February 2020).

Data from the Central Statistics Agency (BPS) as of August 2020 shows that the highest number of SMK graduates are unemployed, reaching 10 percent of the 7.01 million people who are unemployed. This is very unfortunate considering that SMK graduates are prepared to be ready to work and become entrepreneurs, but empirical data shows the opposite, namely that the majority of SMK graduates are unemployed. One factor in the occurrence of unemployment can occur because vocational graduates are not in accordance with the competencies that exist in DUDI and have not been able to create their own entrepreneurs. One way to overcome these problems is with the Teaching factory policy program

The results of other research conducted by Casmudi, et al (2022) in the journal Budapest International Research and Critics Institute-Journal (BIRCI-Journal). SMK Negeri 4 plays a role as a Center of Excellence (PK) school and has the obligation to organize learning in certain skill programs using Teaching factory , referring to the guidelines for organizing SMK-PK. The research objectives are to define; (1) implementation of planning, implementation and evaluation (TEFA). (2) Factors supporting or supporting the implementation of TEFA, (3) Obstacles and solutions for the implementation of TEFA. Research methods, using descriptive research with a mixed method approach, collecting data through qualitative dimensions, namely by in-depth interviews, and survey techniques using questionnaires to TEFA actors at SMKN4 Balikpapan. The results of the interviews were analyzed and mapped to draw conclusions to be processed using Atlas-ti software, then coded for the results to be visualized to be displayed and interpreted in the discussion. Research conclusions (1) The implementation of TEFA uses an integrative thematic project based learning model. (2) The supporting factors for the curriculum aspect, teacher human resources, facilities and infrastructure, support from DUDI partners, and the management

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of TEFA products show good and very good categories. (3) Obstacles and implementation solutions are identified and resolved through a consensus meeting at SMKN 4 Balikpapan.

Another indicator is the low skill of job seekers, making it difficult for them to compete with other job applicants. Then another factor is the high number of migrants from outside the region looking for work in Karawang. These factors are one of the reasons why many people in Karawang are still unemployed. In addition, the current younger generation is not willing to enter the agricultural and entrepreneurship/commerce sectors. They prefer to work in factories or the industrial sector. Meanwhile, many of them do not meet the requirements to work in factories.

Real conditions in the field show that there is a mismatch between science and technology in schools and the industrial world. It is common knowledge that most of the vocational schools have practical equipment that is far behind compared to the equipment and technology applied by the industrial world so that the knowledge learned by vocational students today is not in sync with the demands of the industrial world. Industrial work practices (prakerin) carried out in three to six months in the industrial world sometimes become in vain when students practice industrial work in small companies or industries as a result of the limited quota of large companies in accepting industrial work practice students. This happens because the number of students studying at SMK with the number of industries willing to accept students to implement industrial work practices is not balanced where the number of students is far more than the quota provided by the industry for industrial work practice students.

SMK in Karawang Regency, in this case Karawang Regency is one of the regencies that has the largest industrial area in Indonesia and Southeast Asia and is known as an industrial city with an industrial land area of 13,756,358 hectares (Disnakertrans Karawang). Another is Cikampek sub-district, Ciampel sub-district, Klari sub-district, Purwasari sub-district, Teluk Jambe sub-district. And these factories are within the scope of the area including; (1) Mitra Karawang Industrial Estate (KIMK), 2) Karawang International Industrial City (KIIC), 3) Surya Cipta Industrial Estate (KISC), 4) Karawang New Industrial City (KNIC), 5) Kujang Cikampek Industrial Estate, 6) Artha Industrial Hill (KIAIH) Industrial Area, 7) Indotaisei Area, and 8) Mandala Putra. Still based on data collected from the Karawang Manpower and Transmigration Office, it was explained that until 2018, the number of factories operating in Karawang district was 1,762 factories. In detail, there are 787 private factories, 269 PMDN, 638 PMA, and 58 Joint Venture factories. And this research was carried out at SMK Nurul Ansor Jayakerta, SMK PGRI Telagasari Karawang, and SMK PGRI 2 Karawang.

Thus, Vocational Schools as vocational education institutions are very much needed in producing a professional workforce who is capable and desired by the world of work/industrial world, providing supplies to students in dire need of the role of a school principal in managing and running the wheels of educational institution activities. A principal needs management skills where the management skills possessed by the principal can assist in managing the school, the strategic management ability displayed by the principal in improving students' skills to be more independent is a good breakthrough, by fostering an entrepreneurial spirit through increasing teaching factory learning in school, it will provide entrepreneurial experience for students.

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On that basis, in order to improve the quality of vocational graduates, it is necessary to conduct a comprehensive research on the conditions of management of vocational education through in-depth studies, relating to the vision, mission, goals, quality policies, learning and training processes, self-state analysis, institutional development plans, financing, evaluation and follow-up in relation to teaching factory learning management efforts to foster the entrepreneurial spirit of vocational students. Based on the background stated above, the authors are interested and want to explore the extent of teaching factory learning management in fostering the entrepreneurial spirit of vocational students in Karawang Regency (Case Studies at Rismatek Karawang Vocational School and Lentera Bangsa Vocational School Karawang).

2. RESEARCH PROCEDURE

This research with the main topic of teaching factory learning management in Growing the Entrepreneurial Spirit of Vocational High School Students in Karawang Regency uses a qualitative approach, in line with the objectives to be achieved, namely presenting a comprehensive picture of teaching factory learning management in Growing the Entrepreneurial Spirit of Vocational High School Students in Karawang Regency. Through this approach and method, an in-depth explanation of an integrated system with respect to teaching factory learning management will be presented with an emphasis on cultivating the Entrepreneurial Spirit of Vocational High School Students in Karawang Regency.

The research was conducted at two vocational schools, namely SMK Rismatek Karawang and SMK Lentera Bangsa Karawang by involving foundations, school committees, school principals, vice principals for curriculum, deputy principals (Deputy Head of Curriculum, Deputy Head of Facilities and Infrastructure, Deputy Head of Student Affairs, Deputy Head of Public Relations and Industry), TBSM Productive Teachers, TBSM Program Heads, student representatives, parent/guardian representatives and other operational activities. While the main data collection techniques are observation, interviews, documentation and a combination of the three or what is known as data triangulation.

3. RESULTS AND DISCUSSION

A. Planning Of Teaching Factory Learning Management In Growing The Entrepreneurial Spirit Of Vocational High School Students

Planning as the initial process of learning management which has a strategic function. Failure to implement a program often leads to errors in planning. Planning errors can be caused by errors in decision making, which are not based on accurate data in the development of an entrepreneurial spirit that is based on the opportunities that exist in the community and also the strengths and weaknesses that exist in schools.

Planning of entrepreneurial activity programs in increasing student competence is based on the results of previous studies and observations in the field. Learning activities are carried out in accordance with the needs of the business world, through the development of school production unit activities (UP), as well as industrial work practices (prakerin) which are carried out in collaboration and MOUs with various parties

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with the aim of producing SMK graduates who are able to answer the needs of the business/industry world. (DUDI).

Programs carried out in the implementation of Vocational High Schools should be able to provide various activities in producing productive skills and abilities for students. For this reason, it is necessary to have a concrete budget and procedures through the results of the strategic formulation. The budget is a program that is stated in a cost that is used in detail from the activities to be carried out. While the procedure is the procedures, steps, techniques carried out in carrying out a job.

Planning of entrepreneurial learning activities with the aim of improving the quality of students and their potential to develop optimally, which is followed by improving teacher performance in terms of intellectual, academic, emotional, managerial, and professional aspects, increasing teacher abilities in the field of entrepreneurship and periodically adding skills and knowledge them in the business/industrial world, increasing their knowledge and skills through the exchange of experiences and training in a vocational high school environment. The principal's plan for entrepreneurship activities that are managed by teachers is through teacher professional development in:

1) Mastery of the national curriculum combined with the Honda curriculum (Link and Match with PT. Astra Honda Motor)
2) Mastery of syllabus development
3) Mastery of the preparation of annual programs, semester and daily programs
4) Mastery of lesson plans
5) Mastery of learning evaluation
6) Follow-up mastery of learning evaluation
7) Mastery of how to open and close learning
8) Mastery of learning materials
9) Class mastery
10) Mastery of various learning methods
11) Mastery of learning aids
12) Mastery of the use of learning resources

B. Organization Of Teaching Factory Learning Management In Fostering The Entrepreneurial Spirit Of Vocational High School Students

Determination of program procedures in schools is carried out based on the structure and division of tasks in accordance with the existing areas of expertise. The division of tasks is carried out every academic year and semester based on last year's program that is tailored to current needs. The management of normative, adaptive and productive programs is given to their respective fields of expertise to design, implement and evaluate. The management of the education and teaching sector is left to the vice principal for the curriculum, which oversees normative, adaptive and productive programs. The management of the field of school relations with the community is left to the deputy principal of the school for public relations. The management of the infrastructure sector is handed over to the representative of the infrastructure sector.

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Collaborative relationships with external school members include DUDI, local government, Kadin, school councils and parents. The cooperative relationship with DUDI is carried out in internship activities, this cooperative relationship is partnership and has an MOU, exchanging experiences as resource persons, however, there are still DUDI who have low commitment to SMK. The cooperative relationship with Kadin is a partnership in bridging schools with DUDI and conducting competency tests. However, Kadin has not yet shown its optimal role in school administration.

C. Implementation Of Teaching Factory Learning Management In Fostering The Entrepreneurial Spirit Of Vocational High School Students

The implementation of the activity program carried out by the school is based on the national curriculum and educational goals that are adapted to school conditions, the needs of DU/DI, and regional needs such as the existence of a local curriculum that is given to students in the form of peace education. Approaches and breakthroughs made in schools are urgent to develop school activities in accordance with the needs of the business world and society. The partner that the principal does in developing ideas and realizing ideas is a picture of innovative leadership in accordance with the school-based management approach. In order for school activities to be more effective, a more proactive role is needed to empower the use of internal and external members of the school. From the point of view of education quality management, the educational leadership reflected by the principal should include concern for efforts to improve the quality of education in the education unit he leads. In this connection the quality of education can be defined as the ability of the education unit to manage education in a professional manner that supports the learning process of students so as to achieve student achievement. Efforts to improve the quality of education at SMK Rismatek Karawang and SMK Lentera Bangsa Karawang are as follows:

1) Professional Teacher

   Teachers are an important component of school human resources, the right model should be sought to increase the role and participation of teachers in the context of improving the quality of education, there is a need for a more intensive arrangement compared to the current management condition in order to better integrate the efforts of teachers, principals and administrators into efforts improvement of school quality.

   The development of SMK resources consists of human resources and facility resources. Human resource development is carried out by giving authority in carrying out tasks, information and advice, upgrading, internships, in the business/industry world and transmission. Meanwhile, the development of facility resources is carried out by utilizing buildings and various facilities for production unit activities. Procurement and maintenance of production facilities. These activities are a reinforcement in increasing the commitment of personnel to their duties. Meanwhile, the utilization of buildings and facilities is an activity to utilize school facilities and is carried out effectively.

2) Activating MGMP/MGBP

   The implementation of subject teacher deliberations / counseling guidance teacher deliberations (MGMP / MGBP) needs to be developed considering that these activities can improve teachers' knowledge and skills in the learning process. Thus, the problems faced by teachers in implementing learning in the classroom can be overcome, increasing teacher motivation to carry out learning

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innovations towards improving the quality of education learning outcomes. Indirectly, these activities can create teachers who have professional abilities.

3) Activate Learning Stabilization Tutoring
   In the case of class XII learning monitoring guidance is a way to prepare students to face the national exam. Guidance for strengthening learning requires the readiness of all subject teachers to provide deepening of the national exam material with lots of exercises.
4) Providing Library Books
   Library books are one of the supports in the learning process carried out in the classroom, so the principal must try to complete library books in various ways, namely by providing a budget in the RAPBS to buy books, contacting textbook publishers to be able to make donations. in the form of library books, through donations of students who have graduated so that they can add to the treasury of books in the school library.
   The library book is used as a guide for teachers and students, for teachers it is used as material for delivering subject matter in the classroom and adding to the scientific insight of the teacher concerned, while for students it is used to support teaching and learning activities, both in the classroom and at home.

D. Evaluation Of Teaching Factory Learning Management In Fostering The Entrepreneurial Spirit Of SMK Graduates

The evaluation carried out by the principal on entrepreneurial activities carried out regularly is not only aimed at knowing the level of fiber power and abilities of students, but the most important thing is how to use the results of the learning evaluation to improve and perfect the learning process in the classroom. Therefore, the evaluation function becomes very important in order to improve the quality of student learning outcomes and the quality of the school as a whole and continuously.

Continuous improvement must be the habit of school residents. Schools must proclaim the motto "There is no day without improvement", therefore a standard quality system as a common reference for improvement must exist. The quality system in question must include organizational structures, responsibilities, procedures, processes and resources to implement integrated quality management

Evaluation and supervision of training is carried out at the beginning of the activity, process, and end of the activity program. Evaluation is carried out to determine the success of learning residents in participating in training programs, while supervision is directed at implementing activities carried out by activity organizers. Discussion of research results regarding the evaluation and supervision of business learning group learning will be focused on (1) the timing of the evaluation and supervision, (2) the things that are evaluated and monitored, (3) the reasons and objectives for the evaluation and supervision, (4) the follow-up of the results. evaluation and monitoring.

E. Supporting and Inhibiting Factors Of Teaching Factory Learning Management In Growing The Entrepreneurial Spirit Of SMK Graduates

The driving factors for school principals in implementing teaching factory learning in schools are:

1) Teachers have high quality and professionalism

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Rismatek Karawang Vocational School and Lentera Bangsa Vocational School Karawang, have good quality education, very good competencies, dare to innovate for the sake of fulfilling a successful learning process, teachers on average have a good educational background, namely Strata 1 (S1), so that professionalism as educators is prioritized.

2) High raw student input
   Students who enter SMK Rismatek Karawang and SMK Lentera Bangsa Karawang, students who enter SMK are students who want good quality skills not only in the academic field, therefore, many parents of students enroll their children in SMK, where SMK is a school that provide the skills needed to compete in the world of work.
3) The infrastructure is sufficient
   Rismatek Karawang Vocational School and Lentera Bangsa Vocational School Karawang are categorized as having adequate learning facilities because they already have a number of rooms to carry out KBM in the morning, in addition to having language laboratories, practice rooms, computer laboratories and libraries, production units (UP) and others. etc. that support the learning process, both academic and non-academic, including skills, so that it is possible to always improve the quality of education.
4) The progress to get ahead of the school citizens is quite high
   Competition for achievement among students is very visible from daily learning activities, this is as a result of the commitment of all school members, both teachers and students, to improve the quality of their learning is very high.
5) Principal support
   The principal as a leader in the school strongly supports various programs that are developed to improve the quality of education, including programs for entrepreneurial activities for students or students. The principal evaluates activities strictly, provides input and motivates teachers in the learning process so that it is hoped that the learning objectives will succeed in accordance with the desired goals.

In general, all programs at SMK Rismatek Karawang and SMK Lentera Bangsa Karawang can run well and smoothly. But that does not mean that there are no obstacles at all. Actually, there are obstacles, but these obstacles do not interfere with the implementation of the learning programs of Rismatek Karawang Vocational School and Lentera Bangsa Vocational School Karawang. The obstacles that have been found so far are generally related to sources of funds, infrastructure and management.

1) Source of funds
   Because SMK Rismatek Karawang and SMK Lentera Bangsa Karawang are private schools, these schools receive regular and periodic grants from the foundation. In addition to receiving assistance from the government, they also received assistance funds from the community in the form of education donation funds (DSP), both monthly and annual funds. However, the reality in the field is that the funds that are obtained, especially from parents of students in providing their contributions, are hampered (not so smoothly), considering that most of the economic levels of parents are middle to lower income. However, despite this, the implementation of school programs does not experience significant obstacles in terms of funding school programs, especially for the implementation of routine learning programs. Because the preparation of school

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programs is prepared proportionally and adjusted to the needs of the school budget. Therefore, good cooperation is needed between schools and third parties, who are users of school graduates, thus eating there will be continuity between the needs of the world of work and school graduates.

2) Facilities and infrastructure
Rismatek Karawang Vocational School and Lentera Bangsa Karawang Vocational School are currently able to carry out one-shift study groups in the morning, this is done because they are supported by adequate suggestions and infrastructure such as classrooms and furniture, although there are some rooms that should be used as study rooms but are used for practice room and computer laboratory, considering that some rooms are being completely renovated. The need for other facilities such as a library, although not adequate, is already available, sports fields and facilities for extracurricular activities are also available. The only obstacle at this time is the means of worship for Muslim students, namely to perform prayers, because the existing mosque is currently under total rehabilitation.

3) School management
School management at SMK Rismatek Karawang and SMK Lentera Bangsa Karawang, is already in good condition, but there are still many shortcomings that become obstacles in the learning program at school, there are still many teachers who have not been able to improve performance in the learning process, there are still teachers who are absent from school. its obligations so that the learning process still cannot run well on the one hand, but in the overall school management system run by the principal, it gets a good appreciation from the teachers, and runs in accordance with existing regulations. The implementation of Vocational Schools in accordance with the demands of change, is required to be able to adapt to an ever-changing environment. The quality of school personnel in carrying out their duties must be able to anticipate the phenomenon of change, the goal is that these personnel can adapt to these changes.

F. The Concept Of Principal Leadership Through Teaching Factory Learning Management In Fostering The Entrepreneurial Spirit Of SMK Students

The concept of principal leadership through teaching factory learning in fostering the entrepreneurial spirit of SMK students has the expected outputs including: schools must have professional teachers as measured by their quality, efficiency, performance and work morale. Teacher quality is measured by mastering the subject matter, having teacher insight and understanding the psychology of students and having social skills in interacting with their environment, both with students, teachers or the wider community. Efficiency is measured by accuracy in carrying out tasks, especially in carrying out learning process activities in the classroom. Performance is measured by loyalty to the work at hand, both in providing good service to students and loyal to the leader in this case the principal. Work morale as measured by the appearance of a positive attitude, having an understanding and appreciation of values and behavior becomes a role model and role model for students.

In addition, schools have hopes that the output of students has the achievement of maximum academic and non-academic values. And the non-academic output of students is able to compete with students from other vocational schools, where vocational graduates are students who have more skills when compared

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to high school students, where vocational schools provide training and majoring skills to the needs of the world of work, therefore to complete these skills, schools must provide more insight and knowledge to students about entrepreneurship, thus students will grow who are able to open new fields, can become new entrepreneurs, have good experience independence at school and have academic and non-academic achievements. The realization of vocational graduates that are in accordance with the needs of the business/industry world (DUDI) requires programmed activities which are often called PSG or internships. Through the leadership of the principal in cultivating the entrepreneurial spirit of students, the principal in particular must have a visionary leadership concept and focus on the quality of students so that when they graduate from Vocational School students are not only ready to work, they are also ready to be entrepreneurs. The concept of the principal's leadership can be poured into learning activities, both in-class learning and practical learning outside the classroom, both in the TBSM laboratory itself and PRACTICES, especially at PT. Astra Honda Motor or main dealer Honda PT. Daya Adi Cipta. The concept of principal leadership in fostering an entrepreneurial spirit includes: (1). Effectiveness of Teaching and Learning Process; (2). Effective management of teachers; (3). Have the will to change.

4. CONCLUSION

The conclusions in this study include:

1) Teaching Factory Learning Management Planning in Developing the Entrepreneurial Spirit of Vocational School Students, is in accordance with the needs of the Business/Industry World (DUDI) through link and match collaboration with PT. Astra Honda Motor and or Main Dealer PT. Daya Adicipta which has been stated in the MoU with the collaboration of the Department's curriculum and the Honda Standardization Curriculum so that SMK students can be independent and ready to become entrepreneurs.
2) Organizing Teaching Factory Learning Management in Fostering the Entrepreneurial Spirit of Vocational School Students, hierarchically the school principal has carried out an organization that can assist the implementation of entrepreneurial activities in accordance with the previously planned program in accordance with the Vocational Work Program.
3) Implementation of Teaching Factory Learning Management in Fostering the Entrepreneurial Spirit of Vocational School Students by forming a small team to assist the task of implementing entrepreneurial activities by appointing teachers (heads of study programs, especially Honda Motorcycle Business Engineering) who are considered to have met the criteria.
4) Evaluation of Teaching Factory Learning Management in Fostering Entrepreneurial Spirit of Vocational School Students conducted by teachers on entrepreneurial activities that are carried out regularly is not only intended to determine the level of fiber power and abilities of students, but to improve and improve the learning process on a regular basis.
5) Supporting factors and inhibiting factors for Teaching Factory Learning Management in Growing the Entrepreneurial Spirit of Vocational School Students where creative and innovative teachers have been able to develop production units, especially Honda motorcycle repair shops, while the obstacle for the school must be to be able to allocate a budget for the development of Honda motorcycle repair shops. still limited.

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6) The concept of Principal Leadership through Teaching Factory Learning Management in Fostering the Entrepreneurial Spirit of Vocational School Students, entrepreneurial attitudes have been reflected in students who are practicing industrial work, this can be seen from the ability of students to try something, do not feel satisfied quickly, dare to take risks , and compete to get the best results.

5. RESEARCH PRODUCTS

The research products in this study include:

1) Honda Assisted Vocational Schools In particular the Honda Motorcycle Business Engineering program conducts policy analysis and needs analysis to then make strategies and teaching factory learning management programs in fostering the entrepreneurial spirit of vocational students who are absorbed by DUDI.
2) Link and match program with PT. AHM based on agreement/MoU specifically affects teaching factory learning management in growing the entrepreneurial spirit of vocational students.
3) Principal leadership based on teaching factory learning management has an impact on growing the entrepreneurial spirit of SMK students who are competent, independent and ready for entrepreneurship.
4) Availability of resources (availability of implementers, funds, facilities and infrastructure, latest information and technology) in terms of quantity and quality affect the success of teaching factory learning management in growing the entrepreneurial mindset of students who are absorbed by DUDI through teaching factory learning.
5) TBSM Honda Laboratory which is supported by up-to-date equipment has an impact on increasing the entrepreneurial spirit of SMK students through teaching factory learning from PT. AHM and Main dealer PT. Daya Adicipta Motora (AHASS Group Workshop).
6) Institutional capability (link and match between SMK and DUDI) affects the quality of SMK graduates who are ready to work and have an entrepreneurial spirit through the Teaching factory program, especially the Honda Motorcycle Business Engineering expertise program with PT. Astra Honda Motor.
7) Analyzing all the strengths and weaknesses of the two Honda Vocational Schools, especially in the Honda Motorcycle Engineering and Business program.
8) Implementation steps are carried out by looking at the potential of each student of the Honda fostered vocational school, especially in the Honda Motorcycle Engineering and Business program.

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