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The Influence of the Teaching Factory Learning Model on Entrepreneurial Interest and Entrepreneurial Readiness of Students at Hasanah Pekanbaru Vocational School

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ABSTRACT

This study aims to analyze and examine the influence of the *teaching factory learning model* on students' entrepreneurial interest and entrepreneurial readiness. This study uses a quantitative descriptive approach with a population of all students majoring in Financial Accounting, Film, Motorcycle Business Techniques at SMK Hasanah Pekanbaru with a population of 143 students and a sample in this study of 106 students. While the sampling technique uses random sampling. Data were collected by questionnaire and documentation with data analysis techniques using *Structural Equation Modeling* (SEM) *Partial Least Square* (PLS) . The results of the study show that the *teaching factory learning model* has an effect on entrepreneurial readiness. This means that the better the implementation of the *teaching factory learning model* is carried out and students also follow it well so that they have a lot of experience, it will have an impact on their entrepreneurial readiness, such as being physically and mentally ready to open a business. Furthermore, the *teaching factory learning model* also has an effect on entrepreneurial interest, and entrepreneurial interest has an effect on entrepreneurial readiness, meaning that if someone has a strong drive in entrepreneurship, they will tend to form good entrepreneurial readiness. such as the emergence of high self-confidence and the ability to take risks.

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INTRODUCTION

Education at the vocational level should be integrated with the industrial world and the world of work in the field in an integrated manner. It is hoped that the middle-level skills that have been pioneered in the vocational area will become the standard in society at large. Vocational high school graduates can be trained to meet the demands of middle-level employees, government practice programs seek to prepare vocational high school students to compete in the global labor market.

In creating quality human resources, one of them is through education. Vocational High School (SMK) is a place for forming human resources who are ready to work with talents and skills that have been trained. But in reality there are still many Vocational High School (SMK) students who are not ready to become entrepreneurs and enter the world of work.

According to Utama, et al . (2020) , vocational high school graduates are one of the human resources who are ready to be used in the world of work directly. Vocational high school education is a place to improve student competence by instilling complete competency skills where those who attend vocational schools are prepared to be ready to use in the world of work . Explanation of Law

number 20 of 2003 article 15 mandates that vocational education is secondary education that creates a productive workforce, able to work independently, and skilled in certain fields according to expertise so that they are ready to use in the world of work . However, educational efforts must also be able to provide graduates with an entrepreneurial spirit and behavior. In fact, many vocational high school graduates are not ready to work because of a lack of skills, this is in line with the opinion of Yayuk, et al. (2019) who stated that not all vocational high school graduates have adequate expertise and skills so that they cannot open their own businesses. Ironically, vocational school graduates tend to lack an entrepreneurial spirit and have little place in society to be ready to work, this is because their expertise or skills are still minimal in the fields they choose.

Law Number 20 of 2003 Article 15 which requires vocational high school graduates to be productive , work independently , and be ready to be used in the world of work . In reality, the expectations that have been stated in the law are still contradictory where many vocational high school graduates are still unemployed after completing their studies, this can be seen in Table 1. Open Unemployment Rate (TPT) for the last 3 years as follows:

Table 1. Open Unemployment Rate (TP T)

Year	20 21		20 22		20 23
Graduate of	February	August	February	August	February
Unemployment	847,365	1,332,521	1,174,366	1,569,690	1,348,327
Percentage	(11.86%)	(18.40%)	(15.75%)	(20.76%)	(19.19%)

Source: BPS (20 23)

Based on Table 1. Open Unemployment Rate (TPT), the number of open unemployment according to vocational education increases every year, this is caused by several factors that result in vocational high school graduates not being ready to be used in the world of work. This should be a picture of where vocational schools must foster interest in entrepreneurship and provide training through learning such as the *teaching factory model* . According to Prianto, et al. (2019) that vocational high schools must implement student readiness after graduating, where each student has the competence , in order to be involved in a particular field of work and of course be able to master a field and be ready for work that suits their expertise .

Individual readiness to work and start their own business can also be identified from their ability to conduct self-evaluation. This is indicated by a person's ability to realize how they place themselves in the life of the organization where they work, so that they understand what to do to improve their performance. Self-evaluation skills make a person receptive to feedback, encourage them to continue learning, and explore their knowledge of the impact on self-confidence. A person with strong self-confidence has been shown to perform well (Lindawati et al. , 2022) . Thus, a person's ability to conduct self-evaluation also reflects personal maturity, and this affects his/her readiness to open his/her own job field.

In addition to training through learning models, interest in entrepreneurship is also a mental series consisting of a mixture of feelings of hope, conviction, tendencies that direct individuals to a choice. According to Wahyudi, ddk (2021) that interest in entrepreneurship can arise if there is guidance and training related to entrepreneurship. The training in question can be carried out by teachers through creative entrepreneurial product lessons that can provide entrepreneurial behavior and leadership, which are closely related to how to manage a business, equipping students so that they can try as early as possible to appear as independent young people in line with Lindawati *et.al.*, (2022) a teacher must have good performance in order to create good quality education. The performance of PKWU teachers is required in carrying out educational tasks, teachers have different natures and behaviors, some are enthusiastic and full of responsibility, some are also in doing work without being based on a sense of responsibility.

According to Rusmana (2020) , entrepreneurship education programs provide a behavioral influence that is created in the form of entrepreneurship in the future of individuals and increasing business success. This entrepreneurship education is part of *the Teaching Factory* . Meanwhile, according to Caska, N., and H. Indrawati (2028), the results of this study confirm the importance of

the role of entrepreneurship education in increasing students' interest in becoming entrepreneurs. The implementation of practice-based learning methods, such as teaching factories, as well as the support of a conducive social environment, can have a positive impact on the formation of students' entrepreneurial spirit. Therefore, strengthening entrepreneurship education programs in vocational schools is one of the strategic steps to produce a young generation that is independent and able to compete in the business world. In addition, Gimin *et. al.*, (2024) the application of technological innovation, such as e-commerce and other digital tools, can provide students with real experience in building and managing sustainable businesses. This is relevant to encourage students' readiness to face the challenges of the business world in the era of digital transformation.

SMK Hasanah Pekanbaru is an educational institution that implements the *Teaching Factory learning model* . With this learning, real evidence is created that students are prepared to face the world of work. The *Teaching Factory learning model* is applied like the business world, which is carried out in schools of course with a learning model that is in accordance with each major. The *Teaching Factory* learning model also has a learning module that is prepared and can be implemented in the business being run and will have a positive impact on schools to generate business in the school environment into income for the school.

Based on the results of initial observations conducted by SMK Hasanah Pekanbaru before providing *Teaching Factory* learning, only a few students dared to start becoming entrepreneurs after graduating from vocational high school. This is evidenced by students' answers when asked about their readiness to become entrepreneurs, the reason being that they were afraid of not being able to process it, and they were also afraid to take risks, even though the business was relatively small. In fact, SMK Hasanah Pekanbaru was good enough to provide an understanding of entrepreneurship, and SMK Hasanah Pekanbaru facilitated students to run entrepreneurship at school, especially for the *Broadcasting* and Motorcycle Engineering majors that had collaborated with industry, and had a good enough place for the business process.

The following shows alumni data after graduating from SMK Hasanah Pekanbaru for the last 3 years:

Table 2. Data on Hasanah Vocational High School Alumni from 2021/2023

No	School year	Number of Graduates	Work	Doesn't work	Continue Studying
1.	2020/2021	80 people	38	35	7
2.	2021/2022	85 people	32	47	21
3.	2022/2023	100 people	41	50	9

Hasanah Vocational School Data, (2024)

Based on Table 2. Data of SMK Hasanah Alumni from 2021/2023, it was found that many students were unemployed or preferred to continue their studies to gain knowledge, even though learning at SMK Hasanah had implemented *teaching factory learning* which should help students have entrepreneurial skills and entrepreneurial readiness after graduating from school. This is a concern that *the teaching factory* that has been implemented so far still has many shortcomings and needs to be evaluated.

From the data found that the community has also contributed or provided facilities in the context of buying the services offered. The *Broadcasting Department* provides its own studio and has created photo making services, wedding videos, and making yearbook photos at school. As well as making character glasses, key chains, and lanyards for *ID cards* . As well as for the engineering department, the motorcycle department provides motorcycle service with a workshop that has met the Astra Honda workshop standards. However, it seems that there are still students who are not ready to work after graduating, this unpreparedness is certainly based on several factors that hinder the readiness of each student's work. This unpreparedness is also due to the tendency not to have an interest in entrepreneurship, a lack of interest in entrepreneurship, a lack of enthusiasm for

entrepreneurship, and a lack of hope for advancing in entrepreneurship. This is in accordance with the results of the distribution of questionnaires at the beginning of the observation conducted regarding the entrepreneurial interests of SMK Hasana class XII students, for more details can be seen in Table 3. Frequency Distribution of Initial Observation Questionnaire Distribution. as follows:

Table 3. Frequency Distribution of Initial Observation Questionnaire Distribution

No	Interval	Category	Frequency	Presentation
1	8-15	Very Low	38	98%
2	16-23	Low	2	2%
3	24-31	Currently	0	0%
4	32-40	Tall	0	0%
Number of			40	100%

Source: Processed Data (2024)

From Table 3, the Frequency Distribution of the Initial Observation Questionnaire Distribution states that the students' interest in entrepreneurship as a whole is very low with a value of 98% or 38 people. It can be understood from the distribution of the questionnaire during the initial observation conducted with a total of 40 students, it is very low in terms of interest in entrepreneurship and will have an impact on readiness in entrepreneurship.

These results are also supported by initial observations made where students seemed less confident in participating in practical entrepreneurial learning at school so that it is feared that they are not ready to become entrepreneurs after graduating from vocational school. This is in line with the research findings of Titasari *et. al.,* (2023), which states that *self-efficacy* or self-confidence in entrepreneurial abilities is the main factor influencing interest in entrepreneurship. Students who receive good social support and have a strong entrepreneurial attitude are more likely to have a high intention to enter the world of entrepreneurship (Masri *et.al.,* 2022). Students who have a strong entrepreneurial personality tend to be more motivated to start and run their own business (Wahyudi *et. al.,* 2024).

Based on the results of the *pre-survey* , it can be seen that students' interest in entrepreneurship is still low and it is feared that it will have a direct impact on their entrepreneurial readiness. This observation was also approved by the teacher who teaches grade XII students of SMK Hasanah. Thus, the interest in entrepreneurship and entrepreneurial readiness of SMK Hasanah students appear problematic.

Many studies have examined the *teaching factory learning model* , entrepreneurial interest and entrepreneurial readiness where these variables have a significant relationship or influence, such as the opinion of Utama, et al. (2020) that the *teaching factory learning model* has a close relationship with the entrepreneurial readiness of vocational high school graduates. According to Rosyida, et al. (2021) the *teaching factory* learning model can improve entrepreneurial character, while what is meant by entrepreneurial character is the readiness of students to apply the expertise or skills possessed by each student, especially vocational high school students because someone who already has a character in entrepreneurship will definitely have mature readiness in entrepreneurship. This is in line with the opinion of Suryati, et al. (2023) that the *teaching factory learning model* can foster entrepreneurial interest in vocational high school (SMK) students. According to Hasanah, et al. (2023) that entrepreneurship education and the *teaching factory* learning model can foster entrepreneurial interest and readiness to work.

Thus, there are differences in research results between the same variables, these differences encourage a re-examination of the variables of entrepreneurial readiness, entrepreneurial interest and the *teaching factory learning model.* The novelty in this study is the variation between variables and this study examines internal and external factors related to the work readiness of vocational high school (SMK) graduates.

Then the reason why this title will be studied is because it can be seen from the results of initial observations conducted at SMK Hasanah Pekanbaru that there are still students who are not ready to open their own businesses while they are prepared to have skills in their respective fields, this is

proven by the recognition of educators and also the principal who stated that there are still students who are not ready to become entrepreneurs because they are afraid to do it.

Thus, it is necessary to review the entrepreneurial readiness of SMK Hasanah Pekanbaru students with the title "the influence of the *teaching factory learning model* on entrepreneurial interest and entrepreneurial readiness of SMK Hasanah Pekanbaru."

METHOD

The approach used in this research is quantitative descriptive . This research was conducted at SMK Hasanah Jl. Cempedak No. 37, Marpoyan Damai District, Pekanbaru City, Riau Province. The time of this research started from August 2023 until completion. The population in this study were grade XII students . financial accounting, film and motorcycle business technical one and motorcycle business technical two at SMK Hasanah Pekanbaru totaling 1 43 students. The sample determination used the *Proportional Random Sampling technique* . Determination of the number of samples using the slovin formula So the number to be studied is 106 students. The data collection technique used is a questionnaire and documentation. The data analysis technique in this study is descriptive analysis using the total score and *Partial Least Square* (PLS) statistical analysis. In this assessment, the measurement of constructs and relationships between variables is carried out using the multivariate *Structural Equation Modeling* (SEM) - *Partial Least Square (PLS) technique.* The reason for using this method is its basic ability to test the causal relationship between independent variables and dependent variables and can test the validity and reliability of indicators against their latent variables.

RESEARCH RESULTS AND DISCUSSION

The results obtained from the research must be supported by adequate data. The research results and findings must be in the form of answers or research hypotheses that have been previously stated in the introduction.

Descriptive Analysis

Descriptive Analysis of Entrepreneurial Readiness Variables

Based on the results of the frequency distribution of the entrepreneurial readiness variable, it can be obtained based on the results of the questionnaire that has been distributed to 106 respondents with a total of 17 questions, the scores used in the questionnaire are 1 to 5, so the results of the descriptive analysis of the entrepreneurial readiness variable can be seen in Table 4 Frequency Distribution of the Entrepreneurial Readiness Variable.

Table 4. Frequency Distribution of Entrepreneurial Readiness Variables

Category	Interval	Frequency	Percentage %
Very high	76 – 85	18	16.9
Tall	62 – 76	67	63.2
Enough	47 – 61	14	13.4
Low	32 – 46	5	4.7
Very Low	17 – 31	2	1.8
Amount		106	100

Source : Processed Data (2024)

Based on Table 4 Frequency Distribution of Entrepreneurial Readiness Variables, it shows that students predominantly have entrepreneurial readiness in the high category, namely 67 people with (63.2%). This means that entrepreneurial readiness can have a good impact on vocational high school students who have just graduated to be physically and mentally ready to open their own businesses. The form of entrepreneurial readiness of students in the high category can be seen in the presence of self-confidence, orientation towards tasks and results, Courage to take risks , Having a leadership spirit, Having a creative and innovative spirit and being oriented towards the future. Thus it can be understood that the entrepreneurial readiness of Hasanah Vocational High School

students is classified as high. However, there are still some students who have entrepreneurial readiness in the very low and low categories. This is in line with the findings of Indrawati *et. al.*, (2023), which shows that entrepreneurial readiness does not only depend on technical abilities, but also on internal factors such as self-confidence, courage to take risks, and future orientation. In this context, strengthening leadership skills and creative innovation among students is important to support their readiness in facing the challenges of the business world. In addition, social environmental support and practice-based training, such as the teaching factory model, can further improve the entrepreneurial readiness of vocational high school students.

Descriptive Analysis of Entrepreneurial Interest Variables

Based on the results of the frequency distribution of the entrepreneurial interest variable , it can be obtained based on the results of the questionnaire that has been distributed to 106 respondents with a total of 14 questions. The scores used in the questionnaire are 1 to 5, so the results of the descriptive analysis of the entrepreneurial interest variable can be seen in Table 5. Frequency Distribution of the Entrepreneurial Interest Variable.

Table 5. Frequency Distribution of Entrepreneurial Interest Variables

Category	Interval	Frequency	Percentage %
Very high	62 – 70	17	16.1
Tall	50 – 61	74	69.8
Enough	38 – 49	7	6.6
Low	26 – 37	5	4.7
Very Low	14 – 25	3	2.8
Amount		106	100

Source : Processed Data (2024)

Based on Table 5. Frequency Distribution of Entrepreneurial Interest Variables, it shows that students predominantly have an interest in entrepreneurship in the very high category, namely people with a percentage (69.8%), and some are in the very high category as many as 17 people with a percentage (16.1%). This means that students have a strong desire to become entrepreneurs, this can be seen from the feelings of joy, self-confidence, interest and leadership in students. This is in line with the findings of Yanti *et. al.*, (2024) which states that interest in entrepreneurship is influenced by entrepreneurship education that can build self-confidence, courage to take risks, and leadership. In addition, support from the family environment also has a significant influence in strengthening students' interest in becoming entrepreneurs. Thus, it can be understood that the interest in entrepreneurship of Hasanah Vocational School students is relatively high. However, there are still some students who have an interest in entrepreneurship in the very low and low categories.

Descriptive Analysis of Variables *Teaching Factory*

Based on the results of the frequency distribution of the *Teaching Factory variable* can be obtained based on the results of the questionnaire that has been distributed to 106 respondents with a total of 14 questions . The score used in the questionnaire is 1 until5, then the results of the descriptive analysis of the *Teaching Factory variable* can be seen in Table 6. Frequency Distribution of *Teaching Factory Variables*

Table 6. Frequency Distribution of *Teaching Factory Variables*

Category	Interval	Frequency	Percentage%
Very good	57 – 80	17	16.1
Good	44 – 56	74	69.8
Not good	30 – 43	10	9.4

Not good	16 – 29	5	4.7
Amount		106	100

Source : Processed Data (2024)

Based on Table 6. Frequency Distribution of *Teaching Factory Variables* , it can be seen that most Hasanah Pekanbaru students think that the Teaching Factory program implemented is included in the good category with a total of 74 and is at a percentage (69.8%). This means that students at SMK Hasanah Pekanbaru have currently carried out all the processes in the implementation flow of this teaching factory such as preparing work programs, Places , learning, Marketing or Promotion , products and services, HR and Industrial Relations. , can be understood interest in entrepreneurship of SMK Hasanah students is However there are still some students in the implementation of the teaching factory program who are in the less good and not good

2.1 Research Instruments

Partial Least Square (PLS) Analysis Results

Method analysis data Which used in study This is analysis quantitatively using the PLS method. The resulting model will be evaluatedin two stages, namely evaluation of the measurement model (*outer model*) to assess validity and reliability of the indicators forming the construct, and evaluation model structural (*inner model*) for predicting relationships between other variables.

Evaluation of Measurement (*Outer*) Model

Figure 1. Outer Loading (Before-Stage 1)

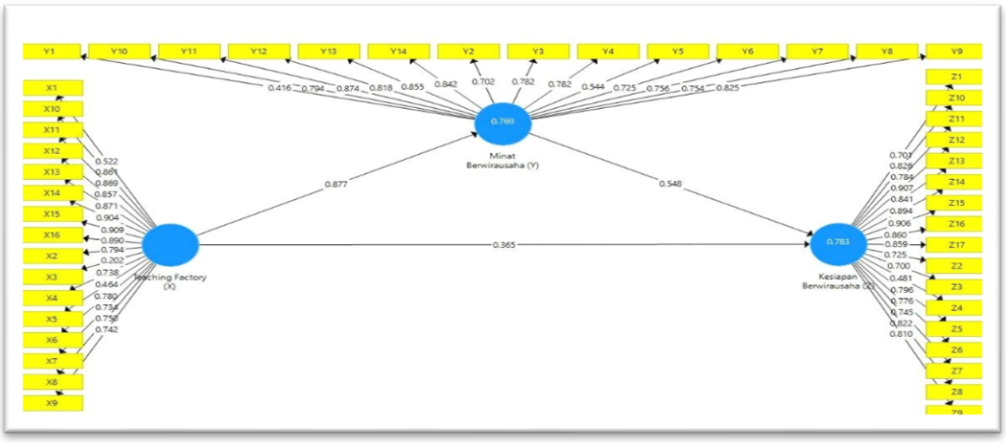
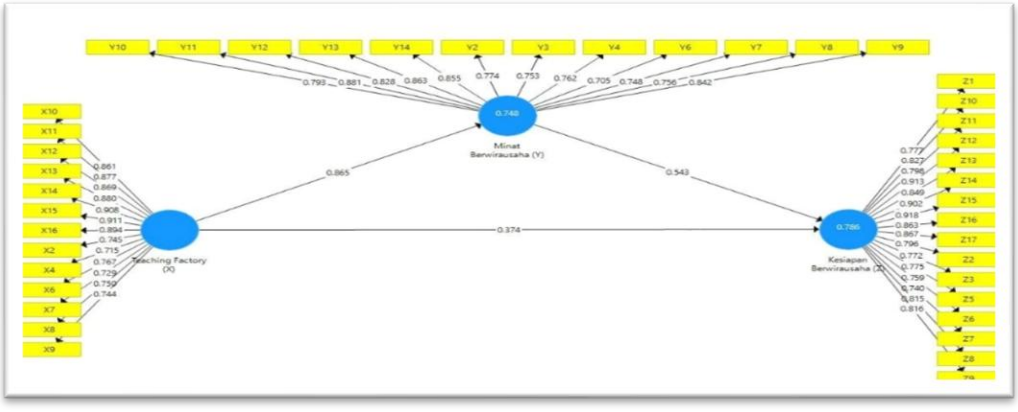


Figure 2 . *OuFigure 2. Figure 2. Outer Loading (Before-Stage 1)*



Picture 2 Indicates that the model has met the criteria of the measurement model (*outer model*), where previously in Figure 1 there were indicators that were not yet valid, namely: TEFA 1 , TEFA3, TEFA5, MW1, MW5 and KW4 (Appendix 5 , Page 105). Indicators with small *factor loading* values indicate a small convergent validity contribution so that these indicators need to be removed (Chin. 2010). The results of the calculation of *the factor loading* obtained shows that the factor loading value is above 0.70 so that the indicator has met the convergent validity requirements and is as required

(Ngwabe bhoh et al., 2020) as seen in Figure 3 . For more details on measurement *(outer)* The model will be explained as follows:

Convergent Validity Test Results

Table 7. *Average Variance Extracted (AVE)*

Vari abe l	AVE
Teaching Factory	0.579
Interest in Entrepreneurship	0.642
Entrepreneurial Readiness	0.542

Source : Processed Data SmartPLS 4.0, 2024.

Based on Table 7. *Average Variance Extracted (AVE)* can show that the AVE value for each variable has a value above 0.50. So it can be concluded that all indicators and constructs in the model have met the *convergent validity test criteria.*

Discriminant Validity Test Results

discriminant validity test can be seen in the sub-indicators in the TEFA10 Teaching Factory cross loading (0.861) which is higher than the cross loading to entrepreneurial interest (0.6 34) and entrepreneurial readiness of (0.6 55). KW17 of (0.867) which is higher than the cross loading to entrepreneurial interest (0.770) *teaching factory* of the is (0.798) .

Another way to see discriminant validity is by comparing the square root values of AVE. (*√AVE)* each with a correlation value between construct others (*latent variables) correlation*). This method has a sufficient *discriminant validity value if the AVE root for each construct is greater than the correlation between the construct and other constructs which can be seen in Table 8. Discriminant Validity Value*

Table 8. *Discriminant Validity Values*

Variables	Entrepreneurial Readiness	Interest in Entrepreneurship	Teaching Factory
Entrepreneurial Readiness	**0.837**		
Interest in Entrepreneurship	0.766	**0.697**	
Teaching factory	0.744	0.665	**0.761**

Source : Processed Data SmartPLS 4.0, 2024.

Based on Table , it can be seen that the AVE root value of each construct is greater than the correlation between construct And construct others. Thus it can be concluded that all constructs in the estimated model has met the *discriminant validity test criteria*

Reliability Test Results

result *Reliability* can be seen in the table

Table l 9. *Composite Reliability*

Vari abe l	*Composition te Re ali bi li ty*
Entrepreneurial Readiness	0.944
Interest in Entrepreneurship	0.907
Teaching factory	0.941

Source : Processed Data SmartPLS 4.0, 2024.

Based on Table 9. *Composite Reliability*, it can be seen that *the composite reliability* of all research variables is above 0.70. This result shows that each variable has met Composite reliability so that it can be concluded that all variables have a good level of reliability.

The reliability test with *the composite reliability* above can be strengthened by using the value *cronbach alpha.* A variable can be stated as reliable or meets *cronbach alpha if it has a cronbach alpha value* > 0.60. The results of *cronbach alpha can be seen in table 10 Cronbach's alpha*

Table 10. *Cronbach's alpha*

Variabel	*Cronbach's alpha*
Readiness for Entrepreneurship	0.935
Interest in Entrepreneurship	0.885
Teaching factory	0.926

Source : Processed Data SmartPLS 4.0, 2024.

Based on Table 10, it can be seen that *the Cronbach's alpha value* of each research variable is > 0.60. Thus, these results can indicate that each research variable has met the requirements for *the Cronbach's alpha value,* so it can be concluded that all variables have a good level of reliability and can meet the requirements.

***Structural (Inner)* Model Evaluation**

Based on the data processing that has been done using the SmartPLS 4.0 program, the R-Square value is obtained which can be seen in Table 11. Results of the R-Square Value (R^2)

Table 11. *R-Square Value Results* (R^2)

Variabel	This value *R-Square*
Entrepreneurial Readiness (Z)	0.786
Interest in Entrepreneurship (Y)	0.748

Source : Processed Data SmartPLS 4.0, 2024.

Based on Table 11, it is known that the *R-Square value* (R^2) for the entrepreneurial readiness variable is 0.786. This value explains that the percentage of entrepreneurial readiness for students can be explained by the entrepreneurial interest variable and the teaching factory learning model of 78.6%. The R-Square value for the entrepreneurial interest variable is 0.748 . This value explains that the percentage of entrepreneurial interest can be explained by the teaching factory variable of 74.8%.

As for calculating the *predictive relevance value* or the value of *Q-square* which is useful for measuring whether or not the model can be predicted and calculating *the Goodness of Fit (GoF)* , then to test the overall suitability of the model, both for *the outer model* and *the inner model,* is there a match with the observed value with the expected value in the model for that. The results of *Q-Square* and *Goodness of Fit* (GoF) can be seen in table 12.

Table 12 . *Q-square* and *Goodness of Fit* (GoF)

Criteria	Mark	Category
Q- *Square*	**0.786**	Good
Goodness of Fit (GoF)	0.648	Tall

Source : Processed Data SmartPLS 4.0, 2024.

Based on Table 12, the *Q-Square value can be seen* as 0.786. This shows that the magnitude of the diversity of the research data that can be explained by the research model is 78.6% and is included in the high influence above 0.5. The remaining 21.4% is explained by other factors outside this research model. The *Q-Square result* of 78.6% shows that the PLS model formed is good, because it is able to explain 78.6% of the total information.

In Table 12 *Q-square* and *Goodness of Fit* (GoF) also seen the *Goodness Of Fit (GoF) value* of 0.648 is stated in the good category. So it can be seen that the model has a good observation value because the GoF value is in the high category, namely between 0.38 - 1.00. Therefore, based on the results of the inner model test results that have been carried out, it can be concluded that this study's structural model is built accurately

Hypothesis Testing Results

Hypothesis is a temporary answer to the formulation of research problems so that hypothesis testing is needed to prove the truth of the assumptions regarding the research answers. The results of the correlation between constructs by looking at the path *coefficient and* the level of its significance and then can be compared with the research hypothesis. The form of Hypothesis which is intended to prove the truth of the alleged research answer consists of 4 (four) hypotheses, namely:

The following are the results of the hypothesis test that have been obtained in this study by direct and indirect testing via *SmarPLS.* 4.0:

Live Testing

The following are the results of direct hypothesis testing which can be in 13.

Table 13. *Path Coefficient* Directly

Variables	Original Sample (O)	Sample Mean (M)	Standard deviation (STDEV)	T-statistics	P - values
Teaching Factory (X) -> Entrepreneurial Readiness (Z)	0.374	0.344	0.136	2,742	0.006
Teaching Factory (X) -> Interest in Entrepreneurship (Y)	0.865	0.833	0.079	10,896	0,000
Interest in Entrepreneurship (Y) -> Readiness for Entrepreneurship (Z)	0.543	0.545	0.102	5,306	0,000

Source : Processed Data SmartPLS 4.0, 2024.

First Hypothesis Testing (H1)

The first hypothesis explains that there is an influence of the *teaching factory* model on entrepreneurial readiness , this is proven by looking at Table 13. Direct *Path Coefficient* which shows that the *teaching factory variable* towards entrepreneurial readiness own level significance as big as 0.00 6 that is more that small from 0.05 And markt Table (attachment 14, page 1 11) < t count (1.98 3 < 2.742). ValueOriginal sample 0.374 . This explains that there is a positive influence of the implementation of *teaching factory* on students' entrepreneurial readiness , meaning that H1 is accepted , so it can be concluded that students who follow *teaching factory learning* good ones will tend to have mature entrepreneurial readiness. Because these students already have a lot of knowledge and industrial experience.

Testing the Second Hypothesis (H2)

The second hypothesis explains that there is an influence of the *teaching factory* learning model based on industry on students' entrepreneurial interest which can be proven by looking at Table 13. Direct *Path Coefficient which shows that the level of significance is* 0.000 which is smaller than 0.05 and the Table value <t hi tung (1.98 3 < 10.896). The parameter coefficient value is 0.865. This explains that there is a

positive influence between the *teaching factory* model te on students' interest in entrepreneurship means H2 is accepted, so it can be concluded that there is a good interaction between *teaching factory and students' interest in* entrepreneurship , which is proven if students teaching *factory* learning well , they will high in .

Third Hypothesis Testing (H3)

The third hypothesis explains that there is an influence of entrepreneurial interest on entrepreneurial readiness which can be proven by looking at Table 12 Direct *Path Coefficient* which shows that the variable of entrepreneurial interest on entrepreneurial readiness has a significant level of 0.000 which is less than 0.05 and <t count (1.983 < 5.306) . The parameter coefficient value is 0.543. This explains that there is a positive influence between entrepreneurial interest and students' entrepreneurial readiness H3 is accepted, so it can be concluded that if students have high entrepreneurial spirit , they will tend to form good entrepreneurial readiness, because of physical and mental readiness.

Indirect Testing

The following are the results of indirect hypothesis testing which can be seen in Table 14.

Table l 14 *Path Coefficient* indirectly

Variables	Original sample (O)	Sample Mean (M)	Standard deviation (STDE V)	T – stati sti cs	P-values
Teaching Factory (X) -> Interest in Entrepreneurship (Y) -> Readiness for Entrepreneurship (Z)	0.389	0.364	0.194	3,742	0.005

Source : Processed Data SmartPLS 4.0, 2024.

Testing the Fourth Hypothesis (H4)

The fourth hypothesis explains that there is a Hypothesis of the influence of the *teaching factory learning model* through entrepreneurial interest on entrepreneurial readiness. Table 14 shows that the variable of the *teaching factory learning model* through entrepreneurial interest on entrepreneurial readiness has a significance level of 0.00 5, which is smaller than 0.05. and the t value of table < t value 1.98 3 < 3.742) . The parameter coefficient value is 0.3 89. To see the magnitude of the influence of the intervening variable on the hypothesis test indirectly, it can be seen in Table 4.13, which was previously in Table 4.1 2. the influence of *teaching factory* on entrepreneurial readiness in the original sample experienced a change from 0.374 to 0.389 due to the presence of an intervening variable (entrepreneurial interest) with a difference 0.015 . This shows that students able the influence of the teaching *factory* learning model students on students ' entrepreneurial that H4 can be

Research Discussion

The discussion of the research is used to find out more about the influence *of teaching factory* on entrepreneurial readiness through entrepreneurial interest. In this research, there are four (4) problem formulas which will be explained in detail as follows:

The Influence of *Teaching Factory* on Entrepreneurial Readiness

Based on the results of data analysis and hypothesis analysis that have been carried out, it explains that the average *teaching factory* learning model has an effect on students' entrepreneurial readiness and is in the good category. This means that if students follow the *teaching factory learning model* well , it will also have a good impact on their entrepreneurial readiness, such as having self-confidence, being able to orientate themselves towards tasks and results, having the courage to take risks, having a leadership spirit that is used to manage the running of the business, having a creative and innovative spirit that is very useful for producing ideas in solving problems that will be faced

and being able to orientate towards the future. Sucipto *et. al.'s research* (2022) also supports this, where entrepreneurial knowledge has been shown to increase interest in entrepreneurship.

teaching factory learning model is where student directly carry out production activities well in the form of goods or services in in the environment school education so that students have good skills in entrepreneurship and can feel ready to start their own business. To improve a person's behavior, learning is a process by which a person acquires new information and abilities. (Bandura, 1993; Dale H. Schunk, 2012; Michaelsen & Meidow, 2019; Turner, 2002). Teaching Factory is education that combines classroom teaching with real work settings to provide more meaningful and applicable results.

The results the study by Nurhasanah , al who both stated that the implementation of the teaching factory learning model can affect entrepreneurial readiness. Rasyid (2018) teaching *factory* as an effort to increase the number of vocational school graduate entrepreneurs, the formation of graduates who are ready to start their own businesses or become entrepreneurs or enter the labor market so that it can reduce the open unemployment rate. Likewise, research conducted by Yuliani (2018) on factors that influence entrepreneurial readiness, one of which is industrial work experience, the *teaching factory learning model* is one form of *teaching factory* learning that presents the real industrial/work world in a school environment to prepare graduates who are ready to work. This is in line with research by Nisa *et. al.,* (2023) which shows that direct experience through practice-based education programs such as *Teaching Factory* can increase the interest and readiness of students or students in facing the world of entrepreneurship. This program not only provides practical knowledge, but also helps students develop entrepreneurial skills, such as innovation, risk management and business management, so that they are more confident in starting their own business.

From the several explanations that have been outlined, it can be concluded that if *teaching factory* learning is implemented very well and Students who follow teaching factory learning seriously tend to be able to prepare themselves for entrepreneurship, because they have learned theories and practices based on industry at their school. However, if the *teaching factory learning model* is not implemented properly and students do not want to follow it seriously, then the students do not have the preparation to become entrepreneurs, meaning they do not have the courage and are not confident.

***Teaching Factory* Influences Entrepreneurial Interest**

Based on the results of the analysis, and analysis of the hypothesis and the results of the observations that have been carried out, it explains that the average application of the teaching factory learning model and interest in entrepreneurship are in the good category. This means that students who follow the *teaching factory learning* well and have a high interest in entrepreneurship will be seen in the feeling of happiness, have interest, have self-confidence and have a leadership spirit in entrepreneurship.

The results of Kurniawan's research (2014) showed that entrepreneurial interest can be formed through a process of habituation balanced with good knowledge about entrepreneurship. Students get habituation, one of which is through the application of the *teaching factory learning model. Application of the teaching factory* learning model has provided students with direct experience through learning activities with an industrial atmosphere. Interest in entrepreneurship is influenced by skills, abilities or competencies. Suryana & Kartib (2011) stated that interest in entrepreneurship is influenced by skills, abilities or competencies. Competence itself is determined by knowledge and experience. Industrial work practices such as the implementation of teaching factories will indirectly provide students with knowledge and experience in working. Research conducted by Amalina (2019) states that the *teaching factory learning model* has a significant effect on interest in entrepreneurship, while according to Amalia and Susilaningsih (2024) *teaching factories* have a positive impact on students' entrepreneurial intentions. This learning model creates real experiences for students through simulations of the world of work, such as production of goods, marketing, and

business management. This fosters students' self-confidence and readiness to start their own businesses.

Thus, it can be concluded that schools that have a good *teaching factory program and* students carry out the flow well, then students will realize that the abilities they have can be... create a business that can compete in the market so that an interest in entrepreneurship is formed among students.

Entrepreneurial Interest Influences Entrepreneurial Readiness

Based on the results of data analysis and hypothesis analysis that have been carried out, it is explained that entrepreneurial interest has an effect on entrepreneurial readiness and stated the good category Entrepreneurial is the drive, attachment, and ability to work hard or strive to achieve goals without fear of facing the possibility of failure (Dora, 2019). When someone has an interest in entrepreneurship, there will be feelings of joy, confidence and interest in preparing themselves and they tend to be more mentally, emotionally, and knowledgeably prepared to start and manage their own business.

The results of a study conducted by Nurjannah (2023) showed that entrepreneurial interest has an effect on entrepreneurial readiness. In line with Widarsono's theory (2020), entrepreneurial interest is a person's tendency to pursue business opportunities, plan and start new businesses, and develop these businesses in innovative and creative ways. In the Mulawarman University environment, entrepreneurial interest is growing well, with the average student showing an interest in being involved in the world of entrepreneurship. Research conducted by (Irsyada, Ahmad & Sugandi, 2018; Hendrayanti & Fauziyanti, 2021) both state that entrepreneurial interest can make a good contribution to entrepreneurial readiness.

From the entrepreneurial interest owned by students, it has a positive influence on a person's entrepreneurial readiness. In a positive relationship between entrepreneurial interest owned and entrepreneurial readiness, it can increase students' entrepreneurial interest and provide support for the growth and development of entrepreneurial readiness. Entrepreneurial readiness will develop better along with the increasing interest in entrepreneurship of students. So that with the high value of students' entrepreneurial interest, a generation will be created that is able to become students who will be ready to become young entrepreneurs.

***Teaching Factory* on Entrepreneurial Readiness through Entrepreneurial Interest**

Based on the results of data analysis and hypothesis analysis that have been carried out, it is explained that the application of the teaching factory learning model has effect on entrepreneurial readiness through entrepreneurial interest and is in the good category The factory *learning* model is where student directly carry out production activities well in the form of goods or services in in the environment school education . With the direct experience felt by students, it will be able to foster students' interest in entrepreneurship. This knowledge and experience have fostered students' interest in entrepreneurship , (Kurniawan, 2014) entrepreneurial interest can be formed through a process of habituation balanced with good knowledge about entrepreneurship When someone has a strong interest in becoming an entrepreneur, they tend to be more mentally, emotionally, and knowledgeably prepared to start and manage their own business. This finding is reinforced by research by Lisdayanti *et. al.,* (2021) which shows that learning achievement in entrepreneurship subjects and self-efficacy are important factors in shaping students' readiness and interest in entrepreneurship. Thus, a learning approach that provides real practical experience, such as a teaching factory, can be an effective strategy to increase students' interest and readiness in entrepreneurship."

The results of this study are in line with research conducted by Nurjannah (2023) that successful entrepreneurs are entrepreneurs who have knowledge, spirit and high-achieving interests consisting of commitment and responsibility for their work, always optimistic about all adverse situations and also have the ability to act proactively. The teaching factory model is one of the learning that is applied in the knowledge that students must have so that the results of the study are supported by (Nurhasanah, et al. 2023; Utama, et al. 2020) both state that the application of the

teaching factory learning model can affect entrepreneurial readiness. Likewise with . Research conducted by (Irsyada, Ahmad & Sugandi, 2018; Hendrayanti & Fauziyanti, 2021) both say that entrepreneurial interest can make a good contribution to entrepreneurial readiness. Entrepreneurial readiness is a person's ability to identify, create, and exploit business opportunities to gain profit (Nurjannah, 2023) This involves mental and physical preparation to deal with changes that occur in the business environment. This preparation includes the necessary knowledge, skills, and abilities.

Based on the results of the study, entrepreneurial interest is able to mediate the influence between the implementation of the *teaching factory learning model* on entrepreneurial readiness. This is because the implementation of *the teaching factory* alone is not enough to foster a person's physical and mental readiness for entrepreneurship, although the interaction is very positive by always following the learning process well, but this has not been able to make students able to prepare for entrepreneurship well, so students need strong interest and encouragement, strong interest and optimal self-confidence in opening a business and students can open up employment opportunities, so that more job opportunities will be available.

CONCLUSION

Based on the results of the research that has been conducted, the following conclusions can be drawn: Teaching factory has an effect on entrepreneurial readiness, meaning that the better the implementation of the teaching factory model and the more actively students engage with it, the more likely they are to gain valuable entrepreneurial experience and become prepared to start a business. Additionally, teaching factory influences students' interest in entrepreneurship, as schools with well-structured programs help students realize their potential to create competitive businesses. Moreover, entrepreneurial interest has a direct influence on entrepreneurial readiness, with students who show a high interest in entrepreneurship tending to develop qualities such as self-confidence and risk-taking ability. Furthermore, teaching factory influences entrepreneurial readiness through entrepreneurial interest, meaning that schools with a well-implemented teaching factory model, combined with students' disciplined participation and strong entrepreneurial interest, effectively prepare them to launch businesses. The authors would like to express their deepest gratitude to all parties who provided support and assistance during this research process. Thank you for your contributions, both large and small, which played a significant role in advancing this research. The authors declare no conflict of interest, and all results and interpretations in this study are based on objective data, free from any personal or financial influences that could compromise the integrity and objectivity of the research.

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