

DEVELOPMENT OF SPECIAL JOB FAIR PROGRAM AT SMKN 16 JAKARTA

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Abstract. Vocational schools are vocational schools that graduate alumni who are ready to work and ready to entrepreneurship. To market its alumni to the world of work, a job exchange unit was formed at SMK special work. The special job exchange unit is responsible for providing information job vacancies to alumni. Vocational high school graduates require special guidance in an effort to fill vacancies, starting from information on the recruitment process, selection to job placement (Rachman, 2018). The analysis of the results shows a high unemployment rate among vocational high school graduates, caused by difficulties in finding work. Optimizing the role of the BKK team is very much needed as a forum for providing information and channeling alumni workers to DU/DI. This study aims to analyze the strategic role of BKK and BKK programs in accommodating vocational high school graduates. Through a qualitative research approach using the case study method, the researcher interviewed several informants, namely the principal, vice principal, productive teachers, BKK chairperson and BK teachers who knew in full about the strategic role of BKK. Data collection techniques were carried out through observation and interviews with informants by analyzing the BKK activity development program at SMKN 16 Jakarta. The results of the study showed that the Special Job Exchange Program (BKK) of SMKN 16 Jakarta had been implemented although it was still not optimal. Based on the results of the control, the BKK SMK will carry out improvements in the next implementation. The improvements that will be implemented are: 1) Increasing cooperation with DU/DI to increase employment opportunities, especially large-scale industries. 2) Cooperate with LPK, which is appointed by the company that has collaborated with SMK. 3) Form an alumni association, 4) Tidy up alumni data administration 5) Use the SMK website to inform job vacancies. The planning of the special job fair program (BKK) for SMK this year is targeted to be able to channel more alumni to the industry than the previous year. The implementation of the special job fair program (BKK) for SMKN 16 Jakarta which this year can still channel alumni to relevant industries of more than 50 alumni from SMK and alumni from other schools. The increase in the number of DU/DI that will cooperate with schools can reach, the hope is that 80% of the total alumni who will work in the relevant world of work.

Keywords: Development, Program, Special Job Exchange (BKK).

1. INTRODUCTION

Vocational education institutions aim to prepare their students so that have skills and expertise as preparation for working in the business world and the industrial world (Alimudin et al., 2018). Vocational High Schools (SMK) are required to produce graduates who are ready to work and ready to become entrepreneurs. Graduates who are ready to work and ready to become entrepreneurs are a challenge in vocational schools, considering the current low level of the labor market when compared to the availability of a productive workforce (Wakiah & Usman, 2020). The absorption of vocational school graduates in the world of work must be a special concern for schools and related institutions. The empirical fact that is currently occurring is that many vocational school graduates are not absorbed into the world of work or work in jobs that are not in accordance with their expertise. For this reason, a forum is needed that can facilitate vocational school graduates to enter the world of work that is in accordance with their expertise (Marifa, 2020). One of the efforts made by the government to ensure the

absorption of vocational school graduates in the world of work is by forming a Special Job Exchange (BKK) (Setiyani & Ningrum, 2020).

Based on data from the Central Statistics Agency (BPS), vocational high school graduates are still the level of education with the highest unemployment rate in Indonesia in 2024. According to BPS, as of February 2024, the open unemployment rate (TPT) for vocational high school graduates was 8.62%, while as of August 2024, the TPT for vocational high school graduates was still the highest compared to other levels of education. Meanwhile, for senior high school (SMA) graduates it was 6.73%, junior high school (SMP) graduates it was 4.28% and elementary school (SD) graduates and below it was 2.38%. This is further reinforced by official data released by BPS, the number of unemployed in Indonesia as of August 2024 was 7.47 million people. This figure shows a decrease of 390,000 people compared to 2023. Meanwhile, the TPT in Indonesia as of August 2024 was 4.91%, down to 0.41% points compared to August 2023.

BKK as a unit that will convey information about job vacancies must utilize technology to disseminate valid and updated information. The use of computers in data processing in the BKK unit is very much needed. A computer is a programmable tool to support human work consisting of input, process, and output devices (Musril et al., 2021). Computers here are used to design special job exchange applications. According to the Ministry of Education and Culture (2016), BKK has a scope in implementing several activities, including: (1) data collection; (2) providing information on available workers; (3) providing guidance to job seekers; and (4) facilitating the placement of workers, as previously mentioned, the BKK team also has the authority to provide guidance. Several forms of guidance provided are in the form of counseling, tips for entering the world of work and the effectiveness of applying for jobs. This also includes instilling an effective work ethic to be able to produce output that is more ready to work (Masdarini, 2014). The Special Job Exchange (BKK) is a program schools handled by a special team to channel graduates into the world of work. In general, the BKK work mechanism is to offer graduates to world and industry world based on graduate data according to study program. While from the business world and industry world offer job vacancies at BKK in schools.

Before graduates are ready to enter the workforce, schools involve students in training organized by the Department of Manpower. However, some graduates still have difficulty in obtaining job information through BKK due to several factors including lack of communication intensity, distance, and the busyness of each individual. This is what causes many alumni to not optimally utilize BKK as a place to obtain job information. The many work programs owned by BKK certainly create several problems that cannot be avoided, such as the poor performance of BKK administrators due to busyness, the facilities and infrastructure owned by the BKK are inadequate and this makes the overall working mechanism of the BKK in carrying out its duties and responsibilities still less than optimal.

2. LITERATURE REVIEW

2.1 Special Job Exchange

BKK is organized by secondary education units, especially vocational schools. BKK is one of the cooperation programs between vocational schools and DU/DI to accelerate alumni in getting jobs that match their expertise. The task of BKK is to provide services and information about job vacancies, marketing, distribution, and placement of workers. The school must take the initiative to submit data and competencies from graduates and can provide assurance that graduates who will be distributed have adequate competencies and are in accordance with industry standards, both in terms of knowledge skills and attitude. (Irawati, 2022).

In this case, in order for BKK to work optimally in channeling graduates to DU/DI, it is necessary to pay attention to the management function. The implementation process will be handled professionally by the BKK unit. With the existence of BKK, the goal of

vocational schools as producers of skilled workers who can compete in the world of work is expected to be easily achieved. Vocational school graduates will get job vacancy information quickly and they will not be unemployed for too long after completing their studies at school (Irawati, 2017).

BKK management can be implemented well in vocational schools if supported by the entrepreneurial competence of the principal. In the National Education System and PP No. 4 of 2022 concerning "National Education Standards", the government has issued Permendiknas No. 13 of 2007 concerning "Principal Competency Standards". The Permendiknas states that every principal must have five basic competencies, namely personality, managerial, supervisory, social, and entrepreneurial competencies. Of the five basic competencies, entrepreneurial competency has an important role in creating real programs in schools to achieve educational quality (Jannah, 2023).

BKK has a role so that graduate competencies are in accordance with those needed by the world of work, so there needs to be communication between SMK and (DU/DI) in the form of cooperation. Cooperation between schools and DU/DI is a continuous effort to achieve common goals. This cooperation is not just as a supporter, but cooperation in the sense of equal partnership. The industrial world does not just provide advice or consultation on vocational education, but provides training and division of authority and equal responsibility in improving the quality of education (Hidayati, 2023).

Cooperation program between SMK and DU/DI to improve student competency to suit the needs of the world of work in the form of industrial work practice activities (prakerin), training programs and teaching factory programs. After students have competencies according to the needs of the world of work, it turns out that the problem of SMK does not end here, another problem arises, namely that many SMK graduates are unemployed. Based on BPS data, it shows that the open unemployment rate of vocational school graduates is still the highest.

The implementation of the BKK program is a form of cooperation between SMK and DU/DI. One of the priorities of the public relations department in SMK related to cooperation with (DU/DI) is to introduce or create a positive image of the school towards DU/DI, so that DU/DI will have trust in educational services at SMK which will produce competent graduates (Irawati, 2017). The BKK work team is formed by the head of BKK which is called the school BKK team. The function of BKK is to channel alumni to industry, so that the waiting period for alumni to get a job is no more than 6 months. The duties of the Deputy Head of Public Relations and the Head of BKK are always to coordinate, especially those related to BKK management programs and activities.

This activity is carried out to ensure that the program plan can be implemented properly. Therefore, every personnel who handles the BKK work program assignment must know and understand what their duties and responsibilities are. The type of work and details of the tasks have been clearly detailed, so that they can be used as a reference for implementing the programs and activities that have been prepared.

2.2 Vocational School Graduates Absorption Program

Specialized job exchanges play an important role in job-sharing services in including by providing employment information, fostering, and developing cooperative relationships with government and private institutions, carrying out activities related to recruitment and selection, fostering relationships with alumni who are already working and helping businesses, development and improvement of educational programs that bring benefits in accordance with the predetermined objectives. In addition, BKK also has a role in implementing the career development of students and graduates, in this case BKK collaborates with the guidance and counseling parties in schools. Special Job Fairs have a BKK implementation system.

The BKK Implementation System is a group of parts or elements or components of BKK that have regular functional relationships to carry out BKK activities to achieve the goals and objectives of BKK. BKK plays an important role in increasing the absorption of graduates by collaborating with industry, managing graduate admissions, organizing the

recruitment process, implementing job fairs and tracking alumni, so that careful planning, organizing, implementing and supervision need to be carried out by BKK (Sinaga & Kudus, 2021). BKK needs to vary the methods and improve strategies so that alumni tracking runs well and always be consistent in conducting skills training and training entrepreneur (Wibawani, 2022). The factors that determine the success of the BKK program are the BKK head joining the training and technical guidance, BKK getting support from the school leadership (Satya, 2021).

The vocational revitalization program is expected to improve the relationship between schools and the industrial world. Revitalization aims to improve the harmony of the curriculum between schools, for example, certification of vocational school graduate competencies, learning innovations to increase teacher productivity, improve school facilities, improve industrial governance and culture and the results of student goods or services (Nurlaili, 2022). Vocational education is a form of formal education unit that organizes vocational secondary education as a continuation of SMP/MT or other forms of similar or recognized learning outcomes and trains students in certain fields of cooperation separately, because students in vocational schools are trained to have knowledge or skills that will prepare them for the world of work, institutions guarantee that their graduates will have career choices. Vocational school students receive training to be ready to enter the world of work when they graduate.

One of the reasons some students decide to enroll in vocational schools is the problem of job vacancies in Indonesia (Efrinaldi & Waskito, 2023). This is because one of the indicators of the success of vocational high school education is the absorption of graduates in the workforce that is in accordance with the competencies obtained in vocational high school. A vocational high school graduate as a prospective competent worker will have the opportunity and ability to be absorbed into the workforce. One of the educational institutions, namely vocational high schools, is projected to be able to produce competent individuals who are ready to be used as middle-level workers in various industries (Saputra, 2023). Vocational high schools are formal education that is useful for preparing students to meet the needs of the workforce in industry. Students who have graduated from vocational high schools are expected to be able to work in accordance with their fields of interest (Baiti, 2014).

3. RESEARCH METHODS

The researcher used a qualitative case study approach by conducting interviews and determining the informants in this study as the people who know the most about the information needed in the study. The informants in this study consisted of the principal, vice principal, productive teachers, head of BKK and BK teachers who knew in full about the strategic role of BKK at SMKN 16 Jakarta in providing employment information services, fostering and developing cooperative relationships with government and private institutions, carrying out activities related to recruitment and selection, fostering relationships with alumni who are already working and helping efforts to develop and improve educational programs that bring benefits in accordance with the objectives that have been determined. Primary data is data that refers more to information obtained from primary sources through interviews, surveys, focus group discussions or observations (John W. Creswell, 2016).

In this study, secondary data in the form of school curriculum documents, school activities and other documents that support research data from the Production and Services Unit (UPJ) and Special Work Bureau (BKK) work groups or other groups. Data collection is the process of recording the results of observations, interviews and documentation conducted by the researcher on the informants (Waruwu, 2024). Interviews were conducted with the principal, vice principal for curriculum, student affairs, public relations, productive teachers, head of BKK and BK teachers at SMKN 16 Jakarta. which guides students' knowledge and skills in certain fields to prepare competencies that are appropriate to the industrial world (Hasanah, 2017).

4. RESULTS AND DISCUSSION

The role of BKK at SMKN 16 Jakarta in providing guidance to students/graduates about the world of work is delivered through career guidance with the aim of helping prospective workers to understand themselves and prepare themselves to enter the world of work that suits their talents, interests and abilities. In carrying out the role of BKK, namely bringing together graduates/job seekers with graduate users, BKK at the SMK has carried out its role quite well considering that the establishment of BKK is still relatively new. In general, the role carried out by the Special Job Exchange is as an institution for distributing and placing jobs for students. The Special Job Exchange as a service institution in distributing and placing jobs held in Secondary Education Units is tasked with recording students and graduates, providing job market information, and conducting recruitment according to existing job vacancies.

In organizing the BKK program, a work team is formed that is tasked with implementing communication and cooperation between the school and DU/DI. This is emphasized by the principal's statement as follows: "For the organizational structure that specifically handles school cooperation with DU/DI, there is the Head of BKK and Deputy Head of Public Relations". The BKK work team is formed by the Head of BKK and is called the Special School Job Exchange Team. The function of BKK is to channel alumni to industry, so that the waiting period for alumni to get a job is no more than 6 months. The duties of the Deputy Head of Public Relations and the Head of BKK are always to coordinate, especially those related to BKK management programs and activities. This activity is carried out to ensure that the program plan can be implemented properly. Therefore, every personnel who is assigned to BKK must know and understand what their duties and responsibilities are.

The type of work and details of the tasks have been clearly detailed, so that they can be used as a reference for implementing the programs and activities that have been prepared. 3. Implementation of the Special Job Fair Program (BKK) The Special Job Fair Program is a form of cooperation between SMK and DU/DI.

One of the priorities of the public relations department at SMK Muhammadiyah Belik related to cooperation with the business world and industry is to introduce or create a positive image of the school towards DU/DI so that DU/DI will have trust in educational services at SMK which will produce competent graduates. The Special Job Fair Program (BKK) of SMK N 16 Jakarta has been implemented although it is still not optimal. Based on the results of the control, the BKK of SMK will implement improvements in the next implementation. The improvements that will be implemented are: 1) Increasing cooperation with DU/DI to increase employment opportunities, especially large-scale industries. 2) Cooperating with LPK, which is appointed by companies that have collaborated with SMK. 3) Forming alumni associations, 4) Tidying up alumni data administration 5) Using the SMK website to inform job vacancies. The planning of the special job fair program (BKK) of SMK this year is targeted to be able to channel alumni to the industry more than the previous year.

The implementation of the special job fair program (BKK) of SMK N 16 Jakarta which this year can still channel alumni to relevant industries more than 50 alumni from SMK and alumni from other schools. The increase in the number of DU/DI that will collaborate with schools can reach, the hope is that 80% of the total alumni who will work in the relevant world of work. In an Effort to Market Graduates to the World of Work" the results of the study are in the form of data on (1) BKK's preparation in marketing graduates to the world of work; (2) the implementation of marketing graduates to the world of work carried out by BKK; (3) supporting and inhibiting factors in the process of marketing graduates to the world of work carried out by BKK with industry, how to overcome the inhibitors; (4) evaluation of BKK after the implementation of marketing graduates to the world of work and revealing the impact of the process of marketing graduates.

Job placement services are not only carried out by the government but also require

the involvement of all parties in an integrated and coordinated manner. The implementing agency for placing workers is not only from government agencies and private institutions that are legal entities, but worker placement is also carried out in secondary and higher education institutions, namely the Special Job Exchange or BKK. BKK SMK is an important component in measuring the success of education in SMK, because BKK is an institution that plays a role in optimizing the distribution of SMK graduates and a source of information for job seekers.

CONCLUSION

Cooperation between schools and the business world and industry is a continuous effort to achieve common goals by sharing authority and responsibility. This cooperation is not only as a supporter but cooperation in the sense of equal partnership. In this kind of cooperation, the industry is not just a complement in providing advice or consultation on vocational education, but also in providing training and sharing authority and equal responsibility in improving the quality of education. In general, the BKK program is a special job fair (BKK) by making activity plans at the end of each year and the beginning of the school year. The principal asks each field including the BKK sub- field to make a program work for 1 year. The programs implemented are Tracer Study and request programs from dudi (industrial world).

The planning will be socialized to the teacher group for each BKK activity so that it can be conveyed to students.

Then a meeting is held at the school regarding the activities to be carried out such as tracer study, workforce recruitment or other programs. The major role in this appeal is the homeroom teachers and former alumni homeroom teachers, so that the BKK also has no difficulty in conveying information. BKK by informing alumni about industry recruitment. So many alumni are accepted by the company, but drop out in the middle of the road because they don't feel at home and are far from home. This will greatly affect the good name of the school. In addition, BKK conducts a tracer study coordinated by previous homeroom teachers and prepares links.

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