

The Profile of Special Job Market of Vocational School in Kebumen Regency

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Abstracts. The research was aimed to describe the profile and the management of special jobs recruitment of Vocational Schools in Kebumen Regency. The mandate of the special jobs recruitment is to facilitate the graduates of the schools to get jobs soon after their graduation. The research is a qualitative approach. The setting of the research was the Association of special jobs recruitment in the Kebumen Regency. The association consists of 59 schools, consisting of 29 business and management schools and 30 industrial technology schools. The data of the research were collected by using interview, observation, and documentation methods. The resources of the data were the head of the Association of special jobs recruitment, the managers of special jobs recruitment, teachers, principals, and the guidance and counselor teachers. The key informant was the head of the special jobs recruitment association in the Regency. The data were inductively analyzed, and the steps of data analysis using Miles and Huberman interactive model. The results of the research show that (1) the rate of recruitment of vocational high school graduates relatively high, (2) the graduates get the job facilitated by special jobs recruitment by the model of contract for 6 months to 2 years, (3) the graduates get the jobs not always in their competences as they were trained, (5) it is very rare the graduates get a permanent job after their first or second contract finish. The industries prefer to hire new graduates as job seekers rather than giving a permanent assignment. There is a concern that the graduates will be lost their job in their productive lifetime.

Keywords: job market, qualitative, recruitment

Introduction

Vocational education is organized with the intention of bringing together two different interests, namely to meet the individual needs of citizens for education, and to meet the needs of workers to fill positions or vacancies in the industry. Vocational education is an organized program, which is directly related to preparing individuals to enter the workforce. In the past, training for preparing prospective workers could be done with an apprenticeship system (Ahmad Sonhadji, 2012: 155). But with the rapid progress of science and technology, as well as the increasingly high demand for labor, the apprenticeship system is no longer able to meet the demands of labor requirements for the industry, because the apprenticeship system is only able to produce relatively small amounts of labor. The cost of providing vocational schools is quite expensive when compared to public schools (Psacharopoulos & Woodhall,

1995; World Bank, 1998; Sugiyono, 2001), while on the other hand vocational school students generally come from lower economic families (Sergiovani, 1987; Sugiyono, 2001). Therefore getting a job immediately after graduation is a dream for vocational school students and their parents.

The success of Vocational Schools in administering education is indicated by the number of graduates who get jobs immediately after graduation. The more graduates who get jobs immediately after graduation, it is said that the better the vocational school concerned, and the school gets more recognition from the public. With that basis, the Vocational School strives with every effort to make a breakthrough to facilitate its graduates to get jobs immediately after graduation, according to their competencies. One of the efforts made systematically for helping graduates get jobs as soon as possible is to form a special task force

within the vocational school, called the special jobs recruitment, which functions to facilitate and coordinate graduates to obtain information on needed employment.

Vocational school problems

Vocational education is organized with the intention of bringing together two different interests, namely to meet the individual needs of citizens for education, and to meet the needs of workers to fill positions or vacancies in the industry. Vocational education is an organized program that is directly related to preparing individuals to enter the workforce. In the past, training for preparing prospective workers could be done with an apprenticeship system (Ahmad Sonhadji, 2012: 155). But with the rapid progress of science and technology, and the increasing demand for labor, the apprenticeship system is no longer able to meet the demands of industrial needs, because it is only able to produce a relatively small amount of labor.

In the view of adherents of pragmatism philosophy, as pioneered by John Dewey, vocational education is often contradicted with liberal arts education, namely education theory which adheres to the understanding that students must be given education with an emphasis on disciplinary thinking (Ahmad Sonhadji, 2012: 11).

Special jobs recruitment

The special jobs recruitment established at the Vocational School uses a reference to SK Director General Binapenta No. Kep-131 / DPPTKDN / XI / 2004, specifically Article 1 paragraph (1) and (2), which states that 'BKK is a labor market that is in the environment of secondary education units and higher education units and in job training institutions'. The scope of BKK activities includes: registration and data collection of graduates as job seekers; job vacancy data collection; giving guidance to graduates of job seekers to find out their talents, interests and abilities according to the needs of workforce users or to try independently; supply to labor users regarding labor supply; implementation of verification as a follow up to the delivery and placement that has been done; and the implementation of job fairs and similar activities' (Director General Binapenta Dagri, 2004: 9).

Method

This research uses a qualitative-naturalistic approach. The purpose of this study is to describe the marketing network profile of vocational school graduates who are members of the ABKK, including 59 public and private Vocational Schools.

1. Place and Time of Research

This research is focused on special jobs recruitment in Vocational Schools in the Kebumen region which consists of 29 management business vocational schools (bismen) and 30 industrial engineering vocational schools (tekin). The study was conducted for 6 (six) months.

2. Researcher's presence

Research with a naturalistic qualitative approach uses researchers as key instruments in obtaining data. The researcher sets the focus of research, selects informants as data sources, collects research data, determines and tests data credibility, analyzes data and interprets findings and draws conclusions.

3. Data Sources

Data sources in the study included the special jobs recruitment and Association of special jobs managers as key informants, and principals, teachers and students in the Association of special jobs working area.

4. Data Analysis

The data in this study were analyzed by inductive methods, with interactive models from Bogdan and Biklen (1982). The order of analysis is done by collecting data, reducing data, presenting data and drawing conclusions or verification.

Result and Discussion

1. General description

The special jobs recruitment in vocational schools within the research area was established in accordance with the Decree of the Director General of Binapenta No. Kep-131 / DPPTKDN / XI / 2004, specifically Article 1 paragraph (1) and (2). These articles and verses are the legal basis that is strong enough for Vocational Schools to establish special jobs recruitment in an effort to facilitate their graduates in obtaining employment.

The scope of special jobs recruitment activities includes: 'registration and data collection of graduates as job seekers, data collection of job opportunity vacancies; giving guidance to graduates, offering to users of labor, carrying out verification as a follow up to the delivery and placement that has been done; and the implementation of job fairs and similar activities' (Director General Binapenta Dagri, 2004: 9).

The special jobs recruitment association is a combination of the vocational school special jobs recruitment, which jointly markets graduates by making approaches to industrial / corporate graduate users, as well as facilitating the industry in recruiting prospective workers needed. The association of special jobs recruitment also functions to shorten the bureaucratic chain in managing the various needs of the job seeker registration documents needed by job seekers or prospective graduates, whose expenditure authority is the authority of the labor and transmigration offices in their respective regencies.

Vocational graduates are facilitated and assisted in making job applications, filling in the registration forms provided by the industry / company, assisted in obtaining job seekers' sign cards from the local labor and transmigration services whose handling to issue this certificate is delegated to the special jobs recruitment of each Vocational School. Furthermore the special jobs recruitment facilitated meetings between graduates and companies in the form of 'job fairs' whose implementation was coordinated by the association of special jobs recruitment, and direct meetings between users and job seekers not through the 'job fair'. Job seekers' vocational schools are invited to visit the 'job fair' arena to meet representatives of companies that need labor. Graduates will be offered different types of jobs, requirements that must be fulfilled, recruitment mechanism, until selection that must be followed. Job seekers can choose and determine the type of work that suits their interests, talents and abilities they master.

During the implementation of the 'job fair', job seekers are usually registered, the recommendations can be immediately carried out with interviews, then the completion of the documents or the required requirements can be completed on other occasions.

2. Profile of the association of special job recruitment

The special job recruitment is an instrument that is in an education unit, which is tasked with providing employment services for graduates of the school concerned. In the Regulation of the Minister of Manpower and Transmigration No. PER.07 / MEN / IV / 2008 Article 1 paragraph (16), this special job recruitment is called the Institution of Private Manpower Placement, namely a legal entity private institution that has obtained written permission to carry out employment placement services, and only in article 15 paragraph (3) clearly this institution is called special job recruitment.

In a broader scope, special job recruitment from Vocational Schools form a network at the district level, which is then called the association of special job recruitment. The association of special job recruitment consists of special job recruitment from vocational schools within the district. The management of the association of special job recruitment comes from the elements of the District Government, the Manpower and Transmigration Office, the Education and Culture Office, and the Vocational School.

The association of special job recruitment formed by the management of vocational school-owned special job recruitment in the Kebumen Region seeks to market graduates to companies or industries throughout Indonesia. Industries and companies involved in the association of special job recruitment network include various types of manufacturing, workshop, garment manufacturers, mining industries, tourism and hospitality industries, and the shipping industry. The location of the company is mostly in big cities such as Jakarta, Surabaya, Batam, Semarang, and other major cities throughout the archipelago. The outstanding performance of the association of special job recruitment manager is in building networks with various industries to gain trust in channeling vocational school graduates in their working area. The informants who were mostly state and private vocational school teachers acknowledged the persistence of the association of special job recruitment chairman who was being held by a state vocational school teacher, who was persistent, resilient and had very broad

relations with the industry, and was very trusted by the company.

3. Graduate recruitment

Recruitment graduates every year show an average of around 40-60%. What is meant is that the average is obtained from each school, ie there are schools where the average recruitment of graduates entering the workforce reaches 60%, other schools only average 40% of the number of graduates every year, while other schools reach the average number 50%.

The number of graduate recruitment is the recruitment of new graduates as soon as they are passed, and even the recruitment process is usually carried out before the announcement of graduation. The high number of graduate recruitment as soon as the graduation statement is the dream of every school, the community is even a mandate from the National Education System Law No. 20 of 2003. The task of vocational schools is to produce graduates who are ready to enter employment, either by working for companies or working by creating fields working alone.

4. Employment contract

Almost all Vocational Schools graduates get jobs through the special job recruitment under a contract system. The duration of the employment contract for graduates obtained through special job recruitment is generally the shortest 6 months, and the longest is 2 years. That is, after undergoing work for 6 months or 2 years, graduates and companies must sign a new employment contract, or perhaps workers look for other companies / industries that are considered to provide more welfare, or other considerations.

5. Suitability in the field of work with graduates competence

The high rate of graduate recruitment is an indication that vocational schools, more specifically special job recruitment, have been able to carry out their functions well. However, the mandate of law No. 20 of 2003 concerning National Education System must be interpreted the high level of graduates absorbed by the workforce should be in accordance with the competencies held by graduates. The reality in the field shows that the suitability between fields of work and competencies held by graduates is very low. Many graduates enter work that is not their mastered field. The

mismatch between the skills mastered by graduates and the field of work taken is a very complicated problem if it is associated with the problem of education efficiency, which is one of the big problems faced by educational institutions in developing countries. Since the 1990s the government has launched a dual system education program or "dual system" in an effort to improve education efficiency and reduce the gap between vocational school graduates and labor needs.

6. Mastery of soft skills in recruitment

The main consideration for recruitment of prospective workers by the company is 'work ethic', honesty, discipline, perseverance, and attitude that 'does not demand much' that is owned by prospective workers. Therefore the recruitment of prospective workers also considers the students' track record while studying at school.

In interview selection, usually after being declared passed the written test, special job recruitment provides mentoring and ins and training through interview tests, such as how to dress, ways to deal with the interviewer, attitude in answering questions. After the prospective workforce has passed the written test and interview, the school works with the company to provide training related to mentally preparing to enter the new world as a worker, and leaving the world and old habits as students.

7. Constraints faced

The low compatibility between graduates' competencies and job requirements is an old problem, namely gaps or "mismatch" which has been a concern of the government, and has been tried since the 1990s.

Vocational schools with high operational costs, unit costs per student are expensive, in fact they have not been able to produce prospective workers who are ready to use, according to industry needs.

If the industry or company requires operator staff, who do not need specific expertise, then this is also an old problem that is often questioned 'why should it be schooled for 3 or 4 years, is not training or courses for 3 or 6 months enough to obtain operator-level workforce.

Most graduates obtain employment through the special job recruitment under a contract system. In accordance with statutory provisions, contract workers can be extended for one time period of the next employment contract, then if it is still needed the company must appoint the workforce as a permanent employee. Conversely, if the company feels that it does not need the workers concerned, then the employment contract is declared completed, and the worker loses his job.

Many considerations that companies prefer new graduates, even though they still need work orientation and nursery orientation from the start, rather than raising workers who have completed their contracts to become permanent employees or employees. Possible reasons include the issue of wages, new contract workers are certainly cheaper than lifting contract workers into permanent employees, new workers will not propose many rights demands, the living needs of workers who have just graduated from school are not large, new workers are easier to control. Another possibility is that lifting contract workers into permanent employees consequently the company must guarantee labor insurance, for example health insurance, workplace accidents, life insurance, must provide benefits in accordance with applicable legislation. As a result of being a permanent employee, of course, the company will be subject to tax on employment, providing old age insurance, and so forth. With these various considerations, it is possible for companies to choose not to hire contract workers to become permanent employees.

If a graduate from a vocational school gets a work contract for a period of two years, and the contract is extended for the next two years, a graduate of a vocational school will lose his job at the age of 22, or maybe at the age of 24.

Conclusion

1. Recruitment of graduates from one vocational school with other vocational schools within the association of special job recruitment working area is not the same. The average graduate recruitment for each school graduation reaches 40-60%.
2. Vocational school graduates obtain jobs facilitated by the association of special job recruitment or special job recruitment with

contract models between six months to two years. Most workers who have completed work contracts are not appointed as permanent employees.

3. The graduates of vocational schools who obtain jobs facilitated by the association of special job recruitment and special job recruitment do not always match the competencies (areas of expertise) that are mastered as the results of learning in schools. Considerations in recruiting workers are more concerned with "soft skills" than "hard skills" which are mastered by vocational school graduates.

4. Rarely do graduates who get jobs as permanent workers / employees after completing the second contract. The company prefers to recruit new graduates rather than appoint contract workers who have finished the second contract. If the graduate does not get a job with a status as a permanent employee after the second contract is completed, it is feared that he will lose his job at productive age, between the ages of 22-24 years.

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