



## Analysis of the Role of the Special Job Exchange (BKK) on Increasing the Absorption of Alumni of the State Vocational School of Palembang City in the World of Work

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**Abstract.** *This research aims to analyze the role of the Special Job Exchange (BKK) in increasing the absorption of Palembang City State Vocational School alumni in the world of work. BKK is one of the units that supports the labor absorption process by connecting the world of education and the world of industry. This research uses a qualitative approach with a case study method involving primary data through in-depth interviews with BKK, alumni and collaborating companies. The research results show that BKK has a significant role in facilitating Palembang City State Vocational School alumni in obtaining employment opportunities. Apart from that, BKK also provides training and information regarding job vacancies that are relevant to the skills possessed by alumni. However, several challenges are still faced, such as a lack of certain skills needed by companies and limited collaboration networks with the industrial world. This research recommends the need to improve the quality of training and expand the cooperation network between vocational schools and the industrial world to increase the effectiveness of BKK in accelerating workforce absorption.*

**Keywords:** *Special Job Fair, Alumni Absorption, State Vocational Schools, World of Work, Labor Absorption.*

### 1. INTRODUCTION

Education plays an important role as a measure of the progress of a nation. According to Nurfiati et al (2020), to produce high-quality human resources for the next generation, education is very necessary. Law Number 23 of 2003 concerning the National Education system states that "Secondary vocational education prepares students with the highest priority to work in certain fields". Schools (SMK) are secondary levels of education that prioritize the development of students' competencies to carry out certain types of education. Furthermore, Arikunto (2014) stated that Vocational Education is an education that focuses on preparing graduates to enter the world of work and improve their quality as good workers. This means that after students graduate from vocational school, they enter the world of work and the industrial world will face new challenges and are ready to continue at the job level, in this case entering the world of work in accordance with the competencies that have been obtained in vocational school.

The needs of the world of work are always expected to be aligned with vocational education, but sometimes not because both have different and irregular interests dynamics. Akbar (2023) said that by working with the world of work, students can easily get direct access to the knowledge and experience they need to be ready to work in the

field they have chosen. Furthermore, Akbar argued that the world of work can offer work practices, provide internship opportunities, and even hold a learning program at school or at work.

The Ministry of Manpower of the Republic of Indonesia (2018), issued technical guidelines for special job exchanges which discuss BKK planning, which includes the formulation of goals, programs and activities, and strategies used by Special Job Exchanges to achieve them. In this case, the organizing process includes the establishment of the structure of the Special Job Exchange, the division of duties among each administrator, and the coordination carried out by the Special Job Exchange. The next step is the implementation process, which includes the activities carried out by the Special Job Exchange, and the last step is supervision, which includes evaluation and follow-up.

The Special Job Exchange organized by the secondary education unit, in this case the Vocational High School (SMK) is in charge of providing inter-employment services to the alumni or graduates of the vocational school concerned, especially to provide career guidance before and after graduation. The implementation of a special job fair is intended as an effort to bring existing job opportunities closer to available human resources/human resources. The working mechanism of BKK broadly offers graduates to the business world or the industrial world based on graduation data according to the study program, while from the business world and the industrial world offer job vacancies to the school BKK.

One of the indicators of the success of a vocational education institution is determined by how much graduates can be absorbed in the world of work, therefore BKK SMK has a work program that can provide career guidance to grade XII students, provide information on job opportunities to prospective graduates, open links and matches with graduate user institutions, and foster cooperation with institutions to improve student competence.

## **2. LITERATURE REVIEW**

According to Wibawa (2017) Vocational Education is a secondary school that educates students, especially to work in certain fields, while according to Mahmuda (2019) vocational education is part of the education system that prepares a person to be able to work in a group of jobs rather than other fields of work. Students are given a full education by increasing their potential, skills, self-capacity and competencies as expected

by the world of work. Furthermore, Indriaturahmi (2016) argues that vocational education is "a formal educational institution that prepares its graduates to work with knowledge, skills and work attitudes in certain fields that are in accordance with the needs of the business world and the industrial world.

In line with this opinion, Sugiyono (2016) stated that vocational education or technical education will produce specific human resources. Vocational education has several advantages because it can produce skilled and relevant human resources, ready to work and productive. The essence of vocational education is to teach the habit of thinking and working through repeated training. There are three habits that must be done, namely the habit of adapting to the environment, the habit of implementing work, and the habit of thinking (at work).

Furthermore, Kristiawan et al. (2019) stated that education at the secondary education level prioritizes the development of students' ability to carry out certain types of work. Vocational High School (SMK) is a form of formal education unit that provides vocational education at the secondary education level as a continuation of junior high school/MTs or other equivalent forms. Vocational secondary education prioritizes preparing students to enter the workforce and developing a professional attitude that is tailored to the types of jobs.

According to the explanation of Law Number 20 of 2003 article 15, Vocational High School education is secondary education that prepares students, especially to work in certain fields, students can choose the field of expertise that is in demand at SMK. The vocational school curriculum can be created so that students are ready to work directly in the world of work. The curriculum content at SMK is arranged in such a way as to suit the needs of the existing world of work. This is done so that students do not experience significant difficulties when entering the world of work with a study period of about three or four years, vocational school graduates are expected to be able to work according to the skills they are engaged in.

According to Presidential Regulation Number 68 of 2022 concerning the Revitalization of Vocational Education and Training in article 2, the Revitalization of Vocational Education and Vocational Training is carried out with the aim of equipping human resources or the workforce with the competence to work and/or be entrepreneurial. This Presidential Regulation is an improvement of Presidential Instruction Number 9 of 2016 concerning the Revitalization of Vocational Schools, where schools educate and equip vocational school students to be ready for work and/or entrepreneurship.

In this regard, according to the Regulation of the Minister of Manpower Number 39 of 2016 concerning Manpower Placement in article 31 paragraph (1) Labor placement other than being carried out by the implementer of labor placement as referred to in article 16, can be carried out by the Special Job Exchange (BKK). Article 33 paragraph (1) BKK as referred to in Article 31 paragraph (1) is formed by the head of secondary education units, higher education units and job training institutions.

Based on the Memorandum of Understanding between the Ministry of Manpower and the Ministry of Education and Culture and the Ministry of Research, Technology and Higher Education Number 2/NK/MEN/IX/2016, Number: 106/IX/NK/2016, Number: 15/M/NK/2016 concerning the Implementation of Special Job Exchange in Education Units. The scope of the Memorandum of Understanding includes: (1) Establishment of a Job Exchange; (2) Labor placement data collection; (3) Guidance on the Implementation of the Job Exchange; (4) Exchange of data and information.

Governor's Regulation Number 22 of 2019 concerning the Acceleration of Vocational Revitalization in South Sumatra in article 2 paragraph (1) The purpose of accelerating vocational education is to improve vocational education by improving existing infrastructure, employing competent educators in their fields, improving the quality of vocational school graduates who have the potential to work according to their needs. Paragraph (2) The purpose of accelerating the revitalization of vocational schools is to prepare students who are ready to work and able to compete in their future work processes, and prepare students to be able to live a decent life, increase their faith and devotion to become independent and responsible citizens, and produce graduates who have competencies in accordance with the demands of the business world and the industrial world, both national and global.

Tabrani et al. (2020) argue that the Special Job Exchange (BKK) is an institution formed in Public and Private Vocational High Schools, as an implementing unit that provides services and information on job vacancies, implements marketing, distributes and places labor, and prepares a workforce that is superior in both knowledge and skills in accordance with the needs of work in the world of work. In line with the opinion of Romadhoni et al. (2019), which stated that BKK is an institution in a vocational education unit that is tasked with providing services and information about job vacancies and the distribution of alumni to the world of work. BKK in Vocational High Schools (SMK) as a national education sub-system that is responsible for the preparation of reliable, market-

oriented secondary level human resources must be able to develop innovations to influence changes in market needs so that they can realize job seeker satisfaction.

### 3. METHODS

The method used in this study is qualitative descriptive, which aims to describe the role of the special job market (BKK) in increasing the absorption of alumni of the state vocational school in the city of Palembang in the world of work. In this context, researchers also use data triangulation which means combining various data sources and methods to obtain a more comprehensive and valid understanding of the phenomenon being studied.

According to Arikunto (2014) population is the entire subject of research, the population is not only people, but also other natural objects and objects. The population in this study is all State Vocational Schools in Palembang City. The following details of the research population can be seen in the table

Research Population Table 1

No.	SMK Name	Address
1	SMK Negeri 1 Palembang	I. Lieutenant Jaimas No.100, Sungai Pangeran, Ilir Tim District. I, Palembang City, South Sumatra 30127
2	SMK Negeri 2 Palembang	Jl. Demang Lebar Daun, 20 Ilir D. III, Kec. Ilir Tim. I, Palembang City, South Sumatra 30151
3	SMK Negeri 3 Palembang	Jl. Srijaya Negara, RW.6, Bukit Lama, Kec. Ilir Bar. I, Palembang City, South Sumatra 30128
4	SMK Negeri 4 Palembang	Jl. Sergeant Sani Number 1019 Palembang, 30127
5	SMK Negeri 5 Palembang	Jl. Demang Lebar Daun No.4811, Lorok Pakjo, Ilir Bar. I District, Palembang City, South Sumatra 30137
6	SMK Negeri 6 Palembang	Jl. Mayor Ruslan, Duku, Ilir Tim District. II, Palembang City, South Sumatra 30114
7	SMK Negeri 7 Palembang	Jl. Manuscript 2 No.KM.7 No.733, Sukarami, Sukarami District, Palembang City, South Sumatra 30153
8	SMK Negeri 8 Palembang	Lrg. Mufakat, RT.54/RW.07, 5 Ulu, Seberang Ulu I District, Palembang City, South Sumatra 30267

9	South Sumatra State Vocational School	Jl. Jend. Basuki Rachmat, Talang Aman, Kemuning District, Palembang City, South Sumatra 30128
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#### 4. RESULTS AND DISCUSSION

##### Research Results

The researcher conducted research at SMK Negeri 1 Palembang, SMK Negeri 2 Palembang and SMK Negeri 7 Palembang, where the researcher aims to find out the role of BKK in the absorption of vocational school graduates. The information obtained to support the results of this research comes from four sources, namely through observation, literature studies, interviews, and documentation.

##### BKK Work Program SMK Negeri 1 Palembang

**BKK SMK Negeri 1 Palembang Work Program Table 2**

NO	PROGRAM	ACTIVITIES	SUCCESS INDICATORS
1	Preparation	Preparation and consultation of BKK work program	The existence of BKK's annual work program
2	Implementation	Career guidance for students according to the demands of the world of work	70% of grade XII students understand the Guidance material position, 70% of alumni who will go to work follow Industrial Relations counseling, The existence of student career data based on fuel, The existence of a list of student attendance in participating in the workshop, The existence of a list of student attendance in participating in the workshop
3		Implementation and strengthening of the Special Job Exchange	The existence of a map of the world of work in the city of Palembang, South Sumatra and National, the existence of a BKK web development concept document and the formation of a BKK web development team, Web, BKK social, Whatsapp and telegram groups that have been launched
4		Cooperation between schools and the world of work	The existence of a profile of SMK NEGERI 1 PALEMBANG, the existence of evidence of sending the school profile and the Profile of the BKK SMK NEGERI 1 PALEMBANG to the industry, the existence of an MOU for employee

			recruitment cooperation, the existence of evidence of industrial visits, the existence of a customer satisfaction survey from the industry, the existence of data tabulation and follow-up plans,
5		Entrepreneurship Program Development	The existence of SPW data along with business turnover, the existence of activity reports
6		Job information service	The existence of job vacancy information on bulletin boards and other information media (W A, W eb, The existence of an application that accommodates the preparation of projections of graduate labor needs, the existence of an IDUKA group that has collaborated with the school
7		Marketing, distribution and staffing work	There is data on job applicants, there is data on the results of administrative selection, there are minutes and attendance lists for the implementation of the test, there is data on the distribution / absorption of graduates
8		Consulting services for students who are still studying and/or graduates;	The existence of online and offline service media
9		Advocacy of surrounding schools/schools and encouraging other vocational schools to establish Student Career Development Centers / Special Job Fairs	Providing training to assisted BKK officers
10	Evaluation	Evaluation of Program Implementation	There is a program evaluation in the form of evaluation results, program analysis and follow-up, there is a program implementation report

### Results of Alumni Search of SMK Negeri 1 Palembang

The results of the SMK alumni search obtained are as of November 30, 2023, the results are presented in the following table.

Alumni Search Results Table 3

No	Nama Sekolah	Tahun 2023					Tidak Terdaftar
		Kompengtnsi Keahlian	Jumlah Lulusan	Bekerja	Wirausaha	Melanjutkan	
1	SMK Negeri 1 Palembang	Akuntansi Keuangan Lembaga	98	19	0	31	48
2		Teknik Komputer dan Jaringan	70	14	0	13	43
3		Otomatisasi Tata Kelola Perkantoran	121	18	1	31	71
4		Bisnis Daring Pemasaran	29	3	1	5	20
5		Perbankan dan Keuangan Mikro	35	10	0	8	18
<b>Total</b>			<b>353</b>	<b>64</b>	<b>2</b>	<b>88</b>	<b>200</b>

Graduates of SMK Negeri 1 Palembang in 2023 are 353 alumni from 5 Expertise Competencies. Details of the number of graduates include 98 alumni of the competence of Institutional Financial Accounting (AKL) Expertise, 70 alumni of Computer and Network Engineering (TKJ), 121 alumni of Office Governance Automation (OTKP), 29 alumni of Online Business and Marketing (BDP), and 35 alumni of Banking and Microfinance (PKM).

Based on the total number of graduates of SMK Negeri 1 Palembang, then its absorption was traced through the Tracer Study Platform which is one of the programs organized directly by the Ministry of Education, Culture, Research and Technology of the Business and Industrial World Study Partners. Through filling out the Tracer Study, the existence of SMK Negeri 1 Palembang alumni can be known, whether they are working, entrepreneurial, or continuing. Each alumnus fills in the link according to the employment status of the alumni after they graduate one year from the educational unit. In addition to the tracer study, the education unit also conducts manual searches at schools by recording alumni who have graduated from school.

In 2023, SMK Negeri 1 Palembang produced the following details of the absorption of SMK alumni. For alumni who work in the AKL department, there are 19 alumni, entrepreneurs 0 alumni, 31 alumni continue their studies, and 48 unregistered alumni. For the absorption of TKJ expertise competencies, graduates work as many as 14 alumni, entrepreneurs 0 alumni, continue 13 alumni, and unregistered alumni as many as 43. The next skill competency is OTKP, for the absorption of work as many as 18 alumni, entrepreneurship as many as 1 alumni, continuing 31 alumni, while unregistered alumni as many as 71. Furthermore, the BDP department has 3 alumni employed, 1 alumnus is entrepreneurial, 5 alumni continue to college, and 20 alumni without information. Finally,

for the competence of Banking expertise, graduates work as many as 10 alumni, entrepreneurs do not exist or 0, continue as many as 8 alumni, and alumni are not registered as many as 18 alumni.

## **Discussion**

The Special Job Exchange (BKK) of SMK Negeri 1, 2 and 7 Palembang continues to strive in carrying out its role in increasing the absorption of alumni in the world of work. As for running its program to increase the absorption of graduates into the world of work, BKK has an important role by collaborating with industry, offering graduates, providing guidance to students, holding recruitment activities, conducting job fair activities, and tracing graduates. This role is realized through a work program that is prepared every year. Broadly speaking, the work program made by SMK Negeri 1, 2 and 7 Palembang consists of 6 main activities.

According to Mulyadi (2018), stated that to increase the absorption of alumni, vocational schools need to strengthen cooperation with the business world and the industrial world (DUDI). Internship programs, cooperation with companies, and the involvement of industry practitioners in the learning process (e.g. through guest teacher programs or specialized training) can strengthen students' skills and provide them with the hands-on experience that the job market needs.

As for ways to overcome obstacles in the absorption of vocational school alumni and increase their opportunities in the world of work, solutions that can be applied and successfully implemented include:

1. **Work Placement Programs:** Introduce job placement programs that help graduates get jobs after completing their studies.
2. **Communication and Interpersonal Skills Training:** Integrate soft skills training such as effective communication, leadership, and teamwork into the curriculum.
3. **Building Networks and Connections through Mentoring Programs:** Implement mentoring programs that connect graduates with experienced professionals in their fields.
4. **Job Search Facilitation through Career Guidance:** Provide career guidance services that assist students and graduates in writing resumes, facing interviews, and finding jobs.
5. **Job Portal and Job Fair:** Create or support a special job portal for vocational school graduates and hold a job fair to bring graduates together with prospective employers.

6. The Alumni Success Exhibition highlights the success stories of vocational school graduates who have succeeded in their fields to change negative perceptions.
7. Policies and Regulations: Encourage the government to make policies that support the development of vocational schools and facilitate job absorption for graduates.
8. Motivate students to be more active in finding a job and equip parents with an understanding of the importance of supporting their children's career steps.
9. Optimizing the role of BKK in disseminating job vacancy information to alumni and holding recruitment activities at schools.
10. Government Support through Incentives for Companies: Provide incentives to companies that hire vocational school graduates, such as tax breaks or training subsidies.

By implementing these solutions, the absorption of vocational school alumni can increase and they can more easily find jobs that match the skills and interests of vocational school graduates. Increasing the absorption of vocational school alumni depends not only on the quality of formal education, but also on efforts to integrate education with the industrial world, improve non-technical skills, and provide support for the development of entrepreneurship and effective fieldwork practices. With a holistic solution, vocational schools can create graduates who are better prepared and able to compete in the job market.

## **5. CONCLUSIONS**

### **Conclusion**

Based on the results of the research analysis of the role of BKK in increasing the absorption of vocational school alumni in the city of Palembang, it produced a conclusion that refers to the formulation of the problem and the results of research obtained in the field, that:

1. BKK's efforts to increase the absorption of alumni in the world of work include cooperation with DUDI, curriculum alignment, attracting students with company profiles and guest teachers, providing career guidance, strengthening the network between BKK throughout South Sumatra, and honing student competencies through street vendors.
2. The role of DUDI and BKK at the State Vocational School of Palembang City is very important in increasing the absorption of alumni. DUDI aligns the curriculum with industry, while BKK connects schools and companies through vacancy and

recruitment information, providing greater job opportunities for graduates and reducing unemployment.

3. BKK's obstacles in channeling alumni into the world of work include unstable student personalities, lack of vacancies, low fighting spirit, parental readiness, and incompatibility of competencies. Solutions that can be done include providing motivation, improving career guidance, improving student competence, disseminating vacancy information, and strengthening cooperation with stakeholders. repeating the discussion. The conclusion is written critically, logically, and honestly based on the facts of the existing research results, and is full of caution if there is an attempt to generalize. This section of conclusions and suggestions is written in the form of paragraphs, not using numbering or *bullets*. In this section, it is also possible if the author wants to provide suggestions or recommendations for action based on the conclusions of the research results. Similarly, the author is also strongly advised to provide reviews related to the limitations of the research, as well as recommendations for future research.

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