

A Systematic Literature Review of the School to Work Transition in Vocational School

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Abstract—School to Work Transition (STWT) is considered as an important transition period in one's life. This refers to the period between the end of individual activities in the world of formal education or the initial training period and the assessment in the labor market. This paper reviews STWT activity references and see its impact on the success of a career at a vocational school. Systematic Literature Review (SLR) method through the Preferred Reporting Items for Systematic Review and Meta-Analytics Guide (PRISMA) were applied in this study. The 30 reviewed articles obtained from Scopus, Web of Science, and Google Scholar databases. The implementation of STWT activities in various vocational schools provides many results and a certain amount of impact on the labor economic sectors. The toughness of work activities and the right choice of work at the beginning of the career has a significant effect on the individual well-being as a whole.

Keywords—school to work transition, systematic literature review, vocational school

I. INTRODUCTION

The learning process in vocational school aims that the graduates have certain academic capabilities which are in accordance with their contextual requirements in the form of professional work activities [1]. But this is not completely true, so in the transition process after graduating from school [2], the graduates need a training activity with the strengthening of Softskill [3], the introduction of career level [4] and work adaptation [5]. Technical and Vocational Education and Training (TVET) institution is formed to prepare students' career so they are capable of working and competing in their work processes. However, the conditions in the field show that there are still many graduates of vocational schools that have not been able to fill jobs well in the

fulfillment of professional careers, which is defined as a person's readiness for participation decision making in many of the roles of life, both planned and unplanned [6].

Other conditions found are some of the graduates of this Vocational School have been able to work but have not found a good career path [7], which is due to the possibility that they do not understand the relationship between the choices they make in secondary school and the choice of education or the next career choice [5]. This requires the optimization of the transition period from graduating from school to professional work activities known as the School to Work Transition (STWT) in order to complement the profile of vocational school graduates in an effort to hit the world of work well. A number of studies have been conducted to seek the optimization of the STWT transition period, including those focusing on the difficulty in entering the world of work [8]. However, not many provide references to training in fulfilling work prerequisites in accordance with the demands of the world of work and high levels of careers. This review literature aims to synthesize and review the available literature on the transition period of STWT in Vocational Schools and get references to activities to optimize the transition period in the form of STWT training design for career success, implementation of training, and the impact of training [9].

II. RESEARCH METHODS

This systematic literature review uses the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method with a strategy of identifying literature with the intervention of school to work transition (STWT) themes originating from various reference sources without limitation on the time of publication of literature. The search was

conducted from 17 literature databases consisting of: Research Gate, Taylor and Francis, Science Direct, Sage, Jstore, Emerald, Springer, ANU, Google Scholar, Willey, Brooking, Sussex, PJAEE, ERIC, TREE, as well as institutional sources from OECD [7] and ILO which have an interest in the STWT survey, implementation and impact. The eligibility criteria for the references that have been obtained are seen from their close relationship with the STWT theme, especially those related to activities, the urgency of STWT related to career paths, training models, criteria for STWT training participants, timing of training in the framework of STWT, and the linkage of job opportunities with the success of the work training during the STWT transition period, and the most important thing is to discuss career advancement opportunities for Vocational School graduates.

continued by reviewing and studying the full text of the reference. The initial stage is in the form of a search and reference retrieval process so as to produce 80 related titles from various sources in the form of articles, journals, and books that can be studied as references for studies on STWT. The next stage is in the form of filtering and sorting which is carried out to separate and get references that meet the criteria for completeness and eligibility of information. At this stage, 50 titles were obtained to meet the criteria as reference material on STWT. Articles that do not fall into the category of eligibility and correlation with the STWT theme are 30 articles because they discuss categories outside the STWT and do not have conformity with the STWT theme. These 30 reference titles were therefore excluded because the focus of the discussion was on: (1) DBR method with 4 titles [10], (2) Job Opportunities with 7 titles [4,11], (3) Work readiness with 7 titles [12] and (4) Human Resources Management with 12 titles [13].

Furthermore, 50 reference titles of STWT-themed that fall into the inclusion category are re-selected to produce references with the final inclusion category, namely references that specifically discuss STWT training strategies for Vocational School graduates. In this process, 30 references were obtained which entered the final systematic review, while 20 references were excluded for the following reasons: (1) Not focusing on the STWT training process, (2) not focusing on Vocational School graduates, and (3) the form of reference is in the form of a book that does not display the research criteria in obtaining the data. The diagram to see the reference filtering process is shown in Figure 1 regarding the flow of activities of the PRISMA method.

III. SCHOOL TO WORK TRANSITION

The problem of school-to-work transition (STWT) is currently discussed by observers and researchers of vocational education. The discussions were a lot emphasized in the difference in the position of the youth labor market in various countries, the role of educational and training institutions, and the choice of types of workers of the millennial work [14,15]. The role of public policy including the deregulation of the labor market, the vocationalization of education and many internship programs was also studied by the researchers [4]. Regarding the many evidence of the success of various countries, we must begin to think of developing this STWT program at the national level [13,16]. The STWT concept is an interesting issue to discuss because it is related to the change, the waiting and the uncertainty in young people in obtaining prospective jobs for their future. The STWT route is often described a very long project and frustrating to the new workforce. Many young people have difficulty adapting to work, less fortunate to get a decent job, and end up with a choice of work that does not have a clear career prospect [4,17].

Even though people will expect that low quality jobs are still better than no jobs at all, the negative consequences of their choices have a lower welfare and life satisfaction plus

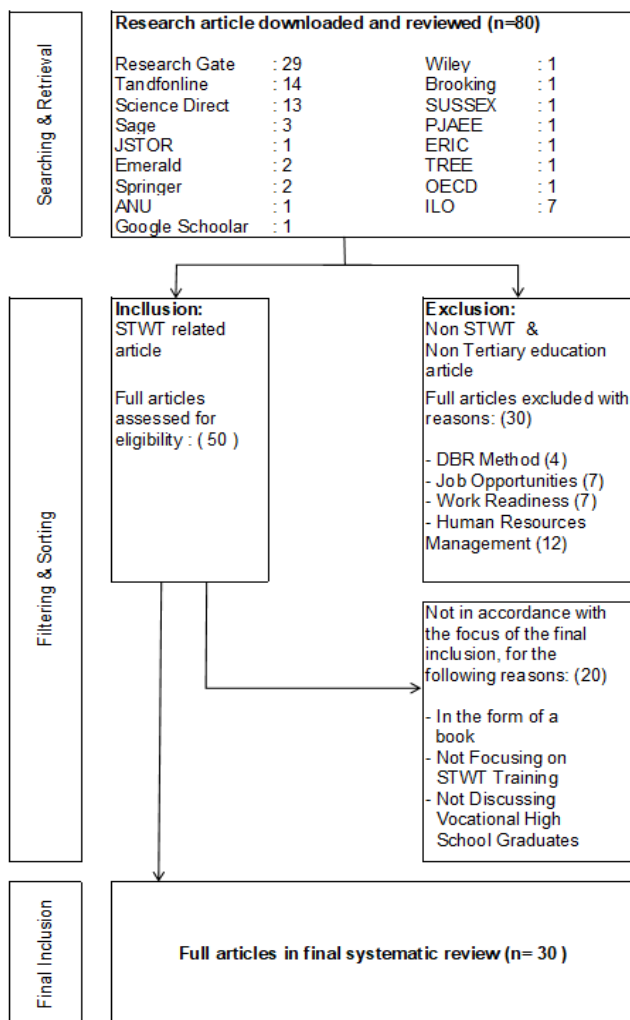


Fig. 1. Flowchart of STWT reference selection.

Reference selection activities are carried out by reviewers through screening all references to titles, abstracts and conclusions. For references that are potentially suitable for review according to the inclusion criteria, the activity is

more physical and psychological tensions [18-20]. Moreover, poor quality of work disrupts career satisfaction, career improvement behavior and career prospects [2]. Finding high-quality work is very important during STWT because one's first job can determine the success of the career [4,21]. When graduates fail to succeed in moving from school to work, it can harm themselves, the organization they belong to, and the community as a whole in terms of costs and problems related to unemployment [15]. Thus, during the pursuing their first work, it is important for graduates to be able to prevent such problem.

The transition from school to work is an important phase for graduates. Leaving school life and starting a new life as an employee requires important career decisions which can determine future success [4]. Unfortunately, with a little working experience or professional network, graduates often experience difficulties in finding suitable jobs when entering the labor market [17]. Especially during the Pandemic Covid-19 period, fresh graduates in the labor market were the first to suffer. Since the beginning of the current global crisis of Covid-19 Pandemic, the unemployment rate among fresh graduates is higher than among ordinary job seekers and it takes longer for them to get a job [9]. In addition, those who graduated in the Covid-19 pandemic period may experience job mismatch than those who graduate before the pandemic.

IV. STWT IN VOCATIONAL SCHOOL

The real condition found is that some of these vocational school graduates have been able to work but have not found a good career path, which is caused by the possibility that they do not understand the relationship between the choices they made in high school and the choice of education or subsequent career choices [5]. This requires optimizing the transition period from graduating from school to professional work activities known as STWT in order to complete the profile of vocational school graduates in an effort to enter the world of work successfully. A number of studies have been conducted to seek optimization of the STWT transition period, including their focus on difficulties in entering the world of work [22], so not many have provided references about training in fulfilling job prerequisite soft skills in accordance with the demands of the world of work and good career path. This systematic review aims to (1) synthesize and review the available literature on School to Work Transitions (STWT), and (2) obtain reference activities to optimize the transition period in the form of soft skills training design for career success, the implementation of the training, and the impact of the training.

Some graduates experience confusion in implementing their skills as job seekers [5]. Therefore, this is a strong reason to provide job readiness vocational intervention training in the transition period, so that they have an understanding and readiness to adapt to the world of work [21]. The findings show that this intervention training does not always have to be associated with a certain duration, because the expectations of each participant are not the same when it comes to job implementation opportunities or other matters related to their

professional impact [8]. In addition, now almost all countries are affected by the COVID-19 pandemic which also affect work activities and the economic sector [7,23], so that policies are needed to reduce poverty and unemployment [9,24]. This suppression effort has been carried out in at least 7 developed economic countries including France, Germany, Japan, the Netherlands, Sweden, the United Kingdom, and the United States. The effect is that these countries see the need to enhance the after-school transition to work activities [19,24]. Identification of the transition period after graduating from secondary education to work activities needs to be done so that the trainees have psychological readiness in terms of optimism and work resilience. Although educational qualifications are important in the allocation of graduates to fill job opportunities, a number of strengthening and job adaptations must be carried out in the form of effective job training [17,19,22].

V. VARIETIES OF STWT ACTIVITY

The development of job training for the new workforce in the transition period must be complemented by the availability of resources. Trainers must have the ability to deliver training on workplace adaptation, career choice, and career path projections [17]. The training target is not only aimed at the new workforce from high school graduates, but also immigrant workers who must adapt to the local work culture so that there is no condition of over qualification [21,25,26]. Training in filling the transition period after graduating from high school towards the beginning of professional work activities has the main objective for the trainees get to the stages of the career ladder, so that this transition period can be used as the beginning of a good career process [27] for them to be able to apply work with a smooth career adaptation and increase the chances of getting a decent job [17]. These opportunities and chances are obtained by trainees after they are offered a framework that can serve as a starting point for the design and positioning of the program in the context of work adaptation [2]. The stages of this training activity can be carried out by trainees after completing their education in secondary schools who fill the informal work sector, then the training is directed to fill the formal sector for a long period of time, and finally become independent as a professional worker, and even become an entrepreneur who can explore the job market [20,28].

The training in this transitional period has shown success with a number of criteria in its activities, including: (1) Involving the private sector in planning, (2) Integrating information about: work ethics, social and personal competence, and job implications of the choice about psychological aspects of work roles, (3) Being a policy control factor consisting of: written contracts with schools, cooperation with school management, the contents of contracts consisting of staff and the ratio of participants, as well as the private sector involved with the information, (4) Being a follow-up to participants, (5) Involving cooperation and support from local governments in training, (6) Contributing components needed in follow-up work including job applications, (7) Having

characteristics of job requirements, job prospects, and public information campaigns, (8) Conducting research training and career development, (9) Giving recommendation program formulation which aims to: help youth find a job, guarantee funding in the program, and determine the criteria for participants who may have problems from curriculum constraints, dropouts and their encouragement, structural barriers in schools in the form of rigid curriculum and school schedules [28], and (10) Developing recommendation of student-centred program implementation by involving a focus on skills and career development with a ratio of 1 teacher to 15 participants, staff and recruitment/selection participants as well as monitoring and evaluation carried out by the institution at least 12 months after graduation [4,15].

Technical training is carried out using existing technological developments and predictions of future technology implemented in the world of work, so that trainees are prepared for sector shifts and technological developments [29]. In addition, the application of technology must also be carried out in media that facilitates training using a blended learning pattern [30]. The training material consists of the 21st century soft skills component in the demands of work, including the use of information technology. Highly skilled IT professionals benefit because soft skills give them an added dimension to their work, while social workers with intermediate skills are disadvantaged because soft skills are presented as an alternative to technical competence [3].

Career paths must be conveyed in this training so that trainees begin to make career choices during secondary education, while educational and employment aspirations are simply set at the time of entering the last year of school [6]. Trainees who have the intention of pursuing a career as a prestige and consider financial rewards more important than those who do not [4]. This activity will improve the school-to-work transition and ensure better career opportunities for young people after entering the labor market [31], so that it will be a form of work adaptation related to geographical accessibility to local jobs that is significantly and positively related to the success of job searching [5].

The training instructors are selected by the school management together with those who understand industry standards. Mentoring activities are also carried out by mentors who can facilitate career development [12]. The results of the training were evaluated individually to find high self-confidence and good grades, so that they were less likely to become unemployed and were satisfied with school intervention through improving academic abilities. In addition, participants have independence which will help success in the STWT stage [17]. The success of STWT graduates can be identified through 3 predictable roles, including (1) Successful roles that are successfully directed during STWT activities, (2) Successful roles with different objects with directions in STWT, and (3) Success with other mediators such as family factors [32].

VI. CONCLUSION

Vocational school graduates who have completed the formal vocational learning targets do not always get good career opportunities, so they have to experience a waiting period to enter the world of work activities. Not all graduates who already have work activities get a good level of welfare. This is due to the lack of information on work adaptation and other appropriate strategies when entering the world of work. In order to have good success in the world of work, graduates must obtain information on work adaptation, career stages/levels, and other criteria that meet work needs. If this is not found in formal education at school, graduates need to attend work readiness education during the transition period after graduating from vocational education to the world of work (STWT) which consists of career opportunities, career stages, gender compatibility with work criteria, work adaptation, and other criteria required by the world of work. Training can be carried out in the final year of formal learning or during a critical period of school transition to the world of work. This training may involve human resource managers in appropriate industries as mentors, so that the vocational school graduates will get sufficient qualifications to succeed by the time they start the work activities.

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