

Reducing Unemployment of the Vocational School Graduates

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Abstract—The main purpose of this research was to find out how to reducing unemployment of the vocational school graduates in Indonesia. This research used a qualitative method and case study was conducted at Vocational School No. 2 in Palembang City, South Sumatra Province, Indonesia. The selection of this school because this school is a model school for other vocational schools in Palembang city and the graduates of this school mostly accepted in industry and the other graduates opened their own business or went to college. The result of this research in terms to reducing unemployment of the vocational school graduates was the models of problem-solving solution in order the vocational school graduates can be accepted in the world of business and industry or they can open their business independently.

Keywords—*unemployment; vocational school; graduates*

I. INTRODUCTION

Vocational school is an integral part of the national education system that has an important role in setting up the human resources that ready to work. However, the fact of needs to be considered at the vocational school graduates in Indonesia is the lack of the vocational school graduate's ability to adapt quickly to the world of business and industry needs with the result that many vocational student graduates that unemployed and have increased from year to year. The result of the observation indicates that the lack of compatibility between internal system of education in implementing the educational process that refers to the processes that exist in the industrial world.

As a provider of middle-level manpower, vocational school function should refer to the development of management on industrial system as to implement and improve the service performance in a vocational school in order to meet the needs that expected by the world of business and industry because the students will be entering labour market after graduate from the school [1,2]. The vocational students as having specific descriptive characteristics, suggesting that this subgroup might differ from other 'young workers' [3].

In this case, the solution is implementing the effectiveness of job training management in internal system of education on vocational school than it can adapt to the industrial system. Thus, there is harmony in implementation of vocational education to produce the labor that ready to work with excellent provision. Recognition of international standard such

as ISO certificate also required because the ISO certificate as a recognition of the quality that is one alternative that hopeful for the process and product quality assurance in vocational education in order totally attuned to the needs of industry.

During the internship period, which is also called job training that students directing to know what career they want to pursue, make a better plan for the future by determining the topics and chapter that they interested. While academic information transformed into practical applications-based observation in their working environment becomes permanent information. Throughout this education they acquire new talents, practical knowledge and vision to solve the problems that they might have to face during the working life, the most appropriate way and as soon as possible within the framework of logic and information. While they understand the importance of team-work and time that they use, skills and responsibilities than they grew in confidence and they courage will increase [4].

The students have difficulties with the transition into initial vocational training [5,6]. Therefore, the students should be able to face the training, it is necessary during the orientation that given by the school to the students before the training begins in order to the students be able to complete the training well.

According to Greinert there are three models of vocational education; 1) the market model; 2) the school model; and 3) the dual system model [7]. In the market model, the government is not involved in the process of vocational qualification. This model is also called liberal model and immediately directed to the production and the labor market. While the school model, the government acted to plan, organize and monitor the implementation of vocational education. This vocational education model called bureaucratic model. While the dual system model is a fusion of the market model and the school model. Government act as supervisor of market model in this model. The education system is called dual system, due to the implementation of education conducted in two places, in school and industry.

In Indonesia, mostly use the dual system model of vocational education so the students get the knowledge in two places, the knowledge from school and the knowledge from industry. Knowledge gained students in industry lasts for 6 to 12 months, depending on the cooperation are schools and industry.

The dual system enables student to undertake a combination of in-company initial vocational training and part-time vocational schooling to acquire a qualification in occupation [8].

The identification of problem that discussed in this research are the lack of the vocational school graduate’s ability to adapt quickly to the needs of the world of business and industry, the lack of academic ability of vocational graduates in facing the job selection test, and unemployed vocational school graduates has increased every year.

II. RESEARCH METHOD

This research used a qualitative approach with case study. The case study conducted at Vocational School No. 2 in Palembang City, South Sumatra Province, Indonesia. The selection of this school because this school is a model school for other vocational schools in Palembang city and the graduates of this school mostly accepted in industry and the other graduates opened their own business or went to college. Subjects selected by purposive sampling including principal, vice-principal, head of special job fair, and staff of special job fair in school.

Data collection technique that used by interview, documentation and observation. Data analysis that used including observation are performed continuously (persistent observation), triangulation, peer reviewing; and checks on the adequacy of reference.

The method in this research started from identification of the problems and then continued to study of literature, after that collected the data of interview, documentation and observation with note, if the data obtained is adequate, it will proceed to the analysis phase and finding phase, but if the data is not adequate then the research process back to the study of literature.

III. RESULTS AND DISCUSSION

This research was conducted to determine the necessary requirement of vocational school than the graduates can be accepted in the world of business and industry.

A. Analysis of the Vocational School Graduates

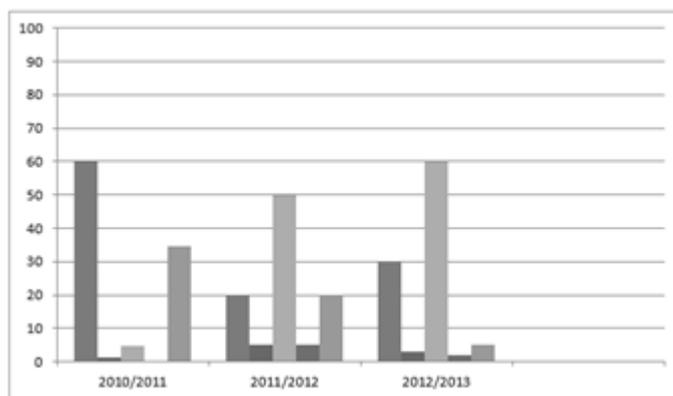
Based on information obtained from online media of Indonesia, finance.detik.com (2017) described the head of the statistical center of Indonesia that in February 2016, unemployment rates the highest in the vocational education level of 9.84%. The figure increased to 0.79% compared to February 2015. Therefore, this issue must be resolved, if not then the vocational school will donate the unemployment rate annually.

Vocational education as an organized educational program that directly relates to the preparation of individual entering the workforce [9,10]. The current globalization increases competition in various fields, including employment sector. The rapid development of information and communication technology (ICT) and the broader range of transport facilities and infrastructure resulted the traffic in labor (human capital) between countries are increasing. As competition in other

sectors, the benefit of such a situation would be more enjoyed by the developed countries that have a higher quality of human resources. Comparative advantage is not enough, it needs a competitive advantage workforce that will enter the labor market competition.

According to Priowiryanto, the main factor that determines the success of development is the availability of human resources quality, which has the competence needed for the development of industry and other economic sectors [11]. According to Billett vocational education programs should include ways to assist individual in determining a suitable job, and build the skill that required to do the job [12].

Based on data obtained from Vocational School No. 2 Palembang in figure 1 describes the last three years of graduate statistic. In statistic, graduate that unemployment decreases every year, in 2010/2011 unemployment as many as 35 peoples from total 101 graduates, in 2011/2012 unemployment as many as 20 peoples from total 100 graduates, and in 2012/2013 unemployment reduced to 5 peoples from total of 100 graduates. This indicates that the school is able to reduce unemployment significantly.



^a. Vocational School No. 2 Palembang

Fig. 1. Statistic of graduates.

Vocational school organized to produce the graduates that prepared to work in the world of business and industry, but it's not as easy as expected. The problems that exist are lack of ability of the graduates to adapt to the world of business and industry that make them difficult to be accepted, the lack of academic ability of the graduates in facing the job selection test, as well as the unemployed vocational school graduates is increasing every year.

The lack of practical experience during vocational training at vocational schools is the reason expressed by representatives from companies for not recognizing these competences [7]. Therefore, the job training opportunities based on vocational competences could offer chances for the graduates to face the labor market [13].

The graduates of vocational schools also expected to open their business independently (entrepreneurship) with the provision of training that has been obtained in school and industry. According to Hietanen in vocational education, the goal is the graduates have knowledge and skills for trade

practices and entrepreneurship in the field [14]. Therefore, entrepreneurship should be seen as intersubjective, in that, for example, opportunity exploration takes place to enable learners to transfer and apply both academic and vocational subjects to different contexts [15, 16].

B. The Models of Problem Solving Solution

Based on the analysis that conducted, the models of problem-solving solution from the problems including the lack of the vocational school graduate's ability to adapt quickly to the needs of the world of business and industry, the lack of academic ability of vocational graduates in facing the job selection test, and unemployed vocational school graduates has increased every year as follows:

1) *Model of the job training management effectiveness on internal education system of vocational school:* Model of the job training effectiveness in figure 2 describes the graduates will be in accordance with the needs of the world of business and industry if performed with good planning which include determine the adviser in school and industry, determine the infrastructure and determine the schedule of the job training. Then prepare the curriculum that adapted to the needs of the world of business and industry with the result that the students directed to the existing work in industry or they can open their business independently after graduate from the school.

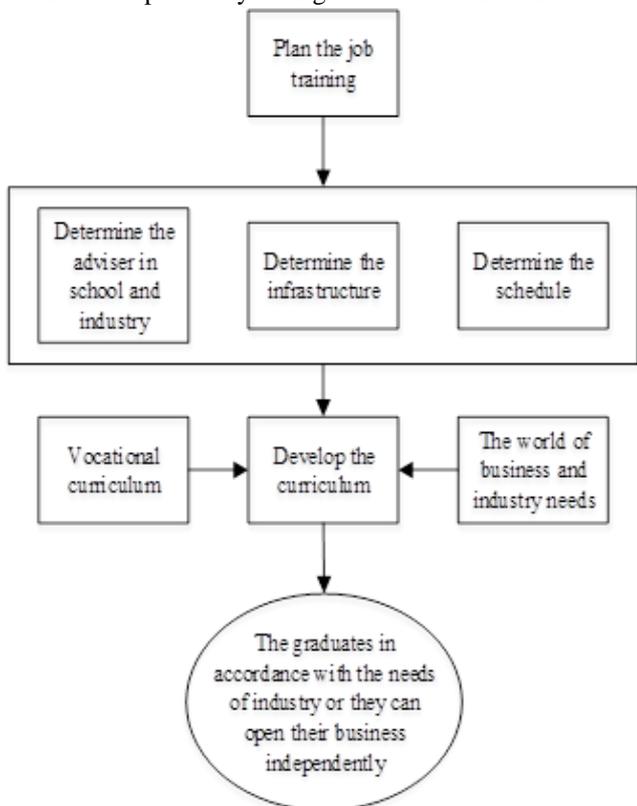


Fig. 2. Model of the job training management effectiveness.

2) *Model of the vocational curriculum development with directing the learning to the job selection test:* Figure 3 describes the students are able to facing the job selection test if in the process of learning, the curriculum that developed by directing to the selection job system that used in industry/institution then every semester, school held the try out to evaluate ability of the students.

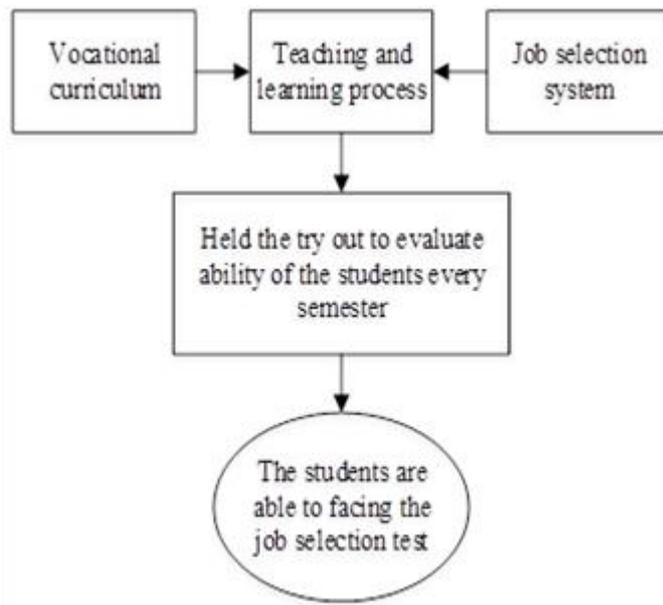


Fig. 3. Model of the vocational curriculum development.

3) *Model of the establish cooperation with the world of business and industry:* Figure 4 describes the establish cooperation between vocational school and industry is important because it will provide the job vacancies for the graduates by adjusting they major in selected industries, do not let the industry target is not adapted to the major in school because it will lead the learning process in school will not be in accordance with existing job in the industry.

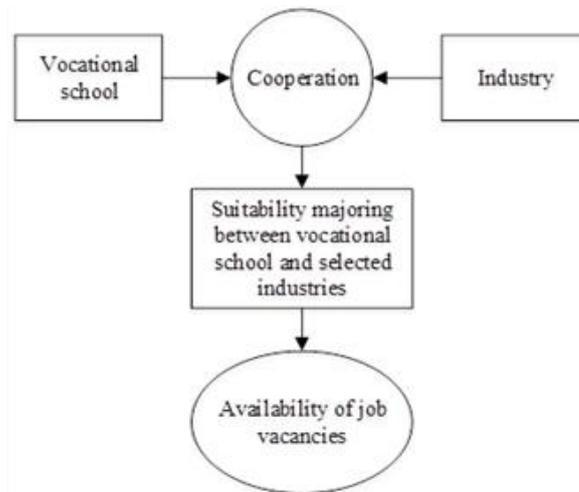


Fig. 4. Model of the establish cooperation.

IV. CONCLUSION

From the results, it could be concluded that vocational schools can apply three models to reducing unemployment namely model of the job training management effectiveness on internal education system of vocational school, model of the vocational curriculum development with directing the learning to the job selection test, and model of the establish cooperation with the world of business and industry. If the school follow the models properly then the vocational school graduates can be accepted in the world of business and industry in accordance with the needs that exist in the industry or they can open their business independently to reducing unemployment that caused by graduates from vocational school.

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