

Absorption And Job Relevance of Office Administration Vocational School (OAVS) Graduates in Sleman Regency, Special Region of Yogyakarta

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Abstract—This study aims to determine the absorption and job relevance of graduates of OAVS in Sleman Regency, Special Region of Yogyakarta. This research is a descriptive research with a quantitative approach. The data collected is in the form of secondary data sourced from the Special Job Fair (BKK) of Vocational School (VS) in Sleman Regency which consists of 2 State Vocational Schools and 3 Private Vocational Schools. Data collection uses documentation techniques in the form of tracking data for 2017 and 2018 graduates. Data analysis uses descriptive statistical analysis. Presentation of data in the form of tables and diagrams. The conclusions of this study are: 1) the absorption of OAVS graduates in the world of work in 2017 was 78.46% and in 2018 it was 76.92%; 2) the relevant jobs of OAVS graduates in 2017 are 35.78% and those that are not relevant are 64.22%; 3) the relevant jobs of OAVS graduates in 2018 were 36.37% and those that were not relevant were 63.63%.

Keywords: job relevance, graduate absorption, skill competency, vocational school, Sleman Regency.

I. INTRODUCTION

Youth unemployment is a major social problem in Indonesia. In February 2021, the majority of open unemployment in Indonesia are vocational school graduates. Judging from data from the Badan Pusat Statistik (2020), the number of open unemployment at the high school and vocational level increased from 24.34% (2020) to 26.3% (2021). As a result, every country is required to have a strategy to carry out long-term planning in order to reduce the problem of unemployment (Kamin, Ahmad, & Cartledge, 2013).

One strategy that can be developed is through the education sector (Kamin et al., 2013; Sholikah & Muhyadi, 2021). The education sector is a major factor in producing a skilled workforce for the service industry and the economy (Heriansyah, 2014; Othman, Hamzah, Singh, Abdul Wahab, & Ismail, 2011). This is because humans are the core elements that make up the education sector. In line with Newhouse & Suryadarma (2011), expanding the education sector, especially vocational education can be the right and

attractive choice for developing countries that are trying to improve the labor market.

For example, Tanzania's success in providing a skilled workforce, through vocational education, is followed by South Korea (Newhouse & Suryadarma, 2011). In both cases, the expansion policy failed, as parents continued to choose general education over vocational education and thus refused to send their children to vocational schools. Thus, the role of vocational schools can improve the quality and quantity of human resources. In line with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, vocational schools were established with the aim of preparing skilled human resources and having good soft skills competencies, so that they can compete in the labor market.

However, the facts on the ground actually show that the establishment of vocational schools increases public unrest and anxiety, because graduates of these vocational schools are unable to reduce the number of existing unemployed (Hidayati, 2015). This is evident from data from the Central Statistics Agency (2020), the number of open unemployment at the vocational high school level is in the first position compared to high school, diploma, university, junior high school, and elementary school and below, which is 8.63%; 6.77%; 6.76%; 5.73%; 5.02%; and 2.64% (Central Bureau of Statistics, 2020). In particular, the open unemployment rate in Sleman Regency in August 2018 showed that the unemployment rate for SMK graduates in Sleman Regency was 5.89% while high school graduates were 5.48% (Sakernas, 2018). This proves that vocational school graduates contribute the highest unemployment rate in Indonesia. The unemployment rate increased because as many as 52% of vocational school graduates were not absorbed in the labor market (Hidayati, 2015; Sutirno, 2013). Added by Alam (2017), limited job opportunities are also a factor in the non-absorption of vocational school graduates so that they inevitably apply and accept any job even though it is not in accordance with their educational qualifications.

For this reason, vocational school curricula need to be designed and implemented in accordance with national education standards and curriculum content standards (Elde Mølsted & Karseth, 2016; Wijngaards-de Meij & Merx, 2018). According to Noddings, a country's national education standards must be a reference for the development of

curriculum content, while curriculum content standards describe competencies that must be taught by teachers and possessed by students (Widiaty, 2019). Thus, national curriculum standards must pay attention to the needs of local schools, culture, and the identity of an area (Ditchburn, 2012; So, Kim, & Lee, 2012). The national standard curriculum must be evaluated periodically to find its relevance to the needs of the industry and workplace (IDUKA) which is reflected in the field (Kalef, Rubin, Malachowski, & Kirsh, 2016; Kunyk et al., 2016). The national curriculum standards in Indonesia are stated in the Indonesian National Work Competency Standards (SKKNI) which are the reference for determining competency standards. One example of the SKKNI implemented at OAVS is the second levels of Indonesian National Work Competency Certification Scheme (KKNI).

The scope of administrative work written in the second levels of SKKNI includes managing office documents, communicating at work, compiling work agendas & official travel agendas for leadership, providing excellent service, assisting petty cash management. Based on the competencies that have been determined, the relevance between the competencies taught and the work competencies needed by IDUKA need to be harmonized, because graduates of vocational schools will work in the world of work whose work competencies have been determined by the world of work. For this reason, further research on the relevance between work and curriculum is widely considered practical and conceptually useful in career research (Vinken-burg & Weber, 2012). Because this relevance is one of the processes of synchronizing the existing curriculum with various needs in society (Rizvi, Feroz, & Tanzil, 2018), industry (Thanikachalam, 2015; Thapa, 2018), and technological developments (Muktiarni, Widiaty, Abdullah, & Kuntadi, 2018). Conceptually, the relevance of graduates and curriculum must be based on principles that refer to "what", "how", and "when" (Doherty, 2015).

Thus, this study aims to identify the relevance of the work of OAVS graduates with the graduate profile. Empirically, the research results are expected to add insight and knowledge about the relevance and absorption of VS graduates in the world of work. Practically, this research is expected to provide information about the relevance and absorption of OAVS graduates so that it can be used as a reference material in curriculum development in schools and as a reflection and as a school evaluation chart in the process of distributing graduates to the world of work. In addition, the results of this study can also be used as a reference in determining policies on issues related to competency skills according to the type of work, and as a reflection of the success of vocational education in reducing the unemployment rate of the workforce.

Method

The method used is descriptive research method with a quantitative approach. This research was conducted in Sleman Regency, Yogyakarta Special Region. The data used in this study is secondary data obtained from the BKK at OAVS in Sleman DIY. A total of five OAVS are involved in the research as data sources. The data collected in this study is secondary data.

Data collection was carried out using documentation techniques, namely by collecting documents from the results of graduate searches that had been carried out by BKK in 5 OAVS in Sleman Regency in 2017 and 2018. The data collected was in the form of quantitative data. The data were analyzed using descriptive statistical analysis techniques, and presented in the form of tables.

II. RESULT

The research data were obtained from 5 BKK of OAVS in Sleman Regency, consisting of 2 State Vocational Schools and 3 Private Vocational Schools. All of these VS have A accreditation status.

Tabel 1. Sumber Data Penelitian

NAMA SMK	STATUS SEKOLAH		STATUS AKREDITAS		
	NEGERI	SWASTA	A	B	C
SMK A	V		V		
SMK B	V		V		
SMK C		V	V		
SMK D		V	V		
SMK E		V	V		

Data on the absorption of OAVS graduates in 2017 and 2018 are presented in table 2. The uptake of graduates is grouped into categories of working and self-employed, not working, continuing their studies, and not being traced.

Tabel 2. Keterserapan Lulusan

Kategori	Lulusan 2017		Lulusan 2018	
	Jumlah	%	Jumlah	%
Bekerja dan Wirausaha	204	78,46	220	76,92
Tidak Bekerja	6	2,31	0	0,00
Melanjutkan Studi	39	15,00	52	18,18
Belum Tertelusur	11	4,23	14	4,90
Total	260	100,00	286	100,00

Based on table 2, it is known that the number of OAVS graduates in 5 VS in Sleman Regency in 2017 was 260 and in 2018 as many as 286. Most of OAVS graduates in 2017 have been absorbed in the world of work, which is 78.46%. Likewise, the majority of graduates in 2018 have worked, which is 76.92%. There are only 6 graduates in 2017 who are not working, and there are no graduates in 2018 who are not working. There are still unknown graduates. 2017 graduates who are not yet known are 4.23% and 2018 graduates are 4.90%. Some of the OAVS graduates continue their studies to college. The number of graduates in 2017 who continued their studies was 15% and graduates in 2018 were 18.18%.

Based on secondary data obtained from BKK of VS in Sleman Regency, the types of work for OAVS graduates are grouped into 6 types of work, namely marketing staff, customer service, administrative staff, factory employees, financial staff, and entrepreneurs. The administrative staff work groups include jobs as secretaries and company administrative staff. The financial staff job group includes jobs as cashier and company finance staff. Of the 6 types of work, there are 2 types of jobs that match the profile of OAVS

graduates, namely jobs as customer service and administrative staff. While the other 4 types of work, namely marketing staff, factory employees, financial staff, and entrepreneurs do not match the profile of OAVS graduates. Furthermore, data on the type of work for graduates of OAVS in Sleman Regency in 2017 are presented in table 3.

Tabel 3. Data Pekerjaan Lulusan SMK OTKP tahun 2017

PEKERJAAN	SMK A	SMK B	SMK C	SMK D	SMK E	Total	%
Staf Marketing	25	20	13	5	2	65	31,86
Customer Service*	4	0	2	0	0	6	2,94
Staf Administrasi*	25	30	2	3	7	67	32,84
Pegawai Pabrik	10	9	6	0	2	27	13,24
Staf Keuangan	3	20	8	4	3	38	18,63
Wirausaha	0	0	0	1	0	1	0,49
Total	67	79	31	13	14	204	100

*Relevan

Table 3 presents data on the number of graduates in 2017 from 5 OAVS in Sleman Regency based on the type of work obtained. Based on table 3, it can be seen that the number of OAVS graduates in 2017 from 5 VS in Sleman Regency who work and have entrepreneurship is 204 people. Of the 204 graduates, 73 of them got jobs relevant to the graduate profile or 35.78%. Meanwhile, another 131 graduates or 64.22% got jobs that did not match the graduate profile.

Data on the types of work for graduates of OAVS in Sleman Regency in 2018 are presented in table 4. Table 4 presents data on the number of graduates in 2018 from 5 VS in Sleman Regency based on the type of work obtained. Based on table 4, it can be seen that the number of OAVS graduates in 2018 from 5 VS in Sleman Regency was 220 people. Of the 220 graduates, 80 or 36.37% of those who got relevant jobs had a graduate profile. Meanwhile, 140 graduates or 63.63% got jobs that were not relevant.

Tabel 4. Data Pekerjaan Lulusan SMK OTKP tahun 2018

PEKERJAAN	SMK A	SMK B	SMK C	SMK D	SMK E	TOTAL	%
Staf Marketing	12	43	17	6	11	89	40,45
Customer Service*	7	0	1	0	0	8	3,64
Staf Administrasi*	27	25	5	3	12	72	32,73
Pegawai Pabrik	10	10	8	0	1	29	13,18
Staf Keuangan	3	1	4	2	3	13	5,91
Wirausaha	4	3	0	1	1	9	4,09
Total	63	82	35	12	28	220	100

*Relevant

III. DISCUSSION

Graduate Absorption

The performance indicator of vocational education is the number of graduates who are absorbed in the world of work. In accordance with the Strategic Plan of the Director General of Vocational Education for 2020-2024 (Sakarinto, 2020), one of the strategic objectives of vocational education is to improve the quality of learning and the relevance of education at all levels. Number of vocational education graduates who find work within 1 year after graduation is an indicator of the performance of vocational education goals. The number of SMK graduates who are absorbed in the world of work ideally reaches 80%-85% (Susiani: 2009). Referring to the research data presented in table 2, the absorption of OAVS graduates in Sleman Regency in 2017 reached 78.46% and in 2018 it reached 76.92%. The data shows that the majority of OAVS graduates have been absorbed in the world of work. Although it is not yet in the ideal category, it is considered good enough, because more than 70% is absorbed by the world of work. However, the types of jobs obtained by OAVS graduates are not all in accordance with their competencies.

Job Relevance

In addition to the percentage of the number of graduates who work, the relevance of work to the competence is also an indicator of the success of vocational schools. OAVS graduates ideally work in the field of office administration. Based on table 3 and table 4 above, there are 6 types of work that have been the target of work for graduates of OAVS in Sleman Regency, namely marketing staff, customer service, office administration staff, financial staff, and factory employees, and becoming entrepreneurs. Of the 6 types of work, there are 2 types of jobs that are relevant for OAVS graduates, namely jobs as customer service and office administrative staff. The number of OAVS graduates in Sleman Regency who get jobs relevant to their competencies is still limited. Graduates in 2017 whose work is relevant to their competence are 35.78%. This percentage is still below the national average target of 42%, based on the strategic plan of the Director General of Vocational Education (Sakarinto:2020). Likewise, graduates in 2018, only reached 36.37% of graduates who obtained jobs that were relevant to their competencies. Thus, the work of OAVS graduates in Sleman Regency for graduates in 2017 and 2018 is still less relevant to the profile of OAVS graduates.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The results of this study indicate that: 1) the absorption of OAVS graduates in the workplace in 2017 was 78.46% and in 2018 it was 76.92%; 2) employment of OAVS graduates in 2017 which is relevant 35.78% and irrelevant is 64.22%; 3) the relevant jobs of OAVS graduates in 2018 are 36.37% and those that are not relevant are 63.63%. Thus, it can be concluded that the absorption of OAVS graduates in Sleman Regency is quite high, although not all jobs obtained by graduates are in accordance with their competencies. Meanwhile, the work of OAVS graduates in Sleman Regency

is still less relevant to the competencies and profiles of graduates.

B. Suggestions

To increase the relevance of graduate job, it is recommended that each school be able to establish intensive cooperation with the industry and the workplace (IDUKA)

according to the competence of students' skills. In order for school collaboration with IDUKA to work effectively, there needs to be government intervention by making policies that encourage the creation of an effective partnership between schools and IDUKA. In order for IDUKA to benefit from this collaboration, the government should provide incentives to IDUKA in the form of tax breaks or easy access to capital.

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