

Management of Job Fair at Vocational High School: A Case Study in Tulungagung, Indonesia

Agus Munir, Yoto, Didik Nurhadi
Universitas Negeri Malang

INFO ARTIKEL	ABSTRAK
<p>Riwayat Artikel:</p> <p>Diterima: 29-10-2021 Disetujui: 10-12-2021</p> <hr/> <p>Kata kunci:</p> <p>Management Job Fair Vocational High School BKK</p>	<p>Abstract: This study will examine the planning of school-industry collaboration, labor distribution, and recruitment approaches. It also describes the supporting and hindering aspects of the BKK employment fair in distributing workers at VHS SORE Tulungagung and VHS 1 Rejotangan. This study employs a qualitative case study research method. This study employs observation, documentation, and interviews. The results reveal BKK exploring for industry contacts, selecting industries to work with, and collaborating. To distribute graduates, BKK registers them, arranges for them to be interviewed, and then sends them to work. Internship, school-industry, and industry-industry recruiting models. Moreover, schools and industries have provided sufficient infrastructure for BKK activities, whereas many parents do not allow their children to work outside the city.</p> <p>Abstrak: Penelitian ini bertujuan untuk mengkaji perencanaan kolaborasi sekolah-industri, distribusi tenaga kerja, dan pendekatan rekrutmen. Selain itu, aspek pendukung dan penghambat BKK dalam penyaluran tenaga kerja di SMK SORE Tulungagung dan SMKN 1 Rejotangan. Penelitian ini menggunakan metode penelitian studi kasus kualitatif. Penelitian ini menggunakan observasi, dokumentasi, dan wawancara. Hasil penelitian mengungkapkan BKK menjajaki kontak industri, memilih industri untuk diajak bekerja sama, dan berkolaborasi. Untuk mendistribusikan lulusan, BKK mendaftarkan mereka, mengatur agar mereka diwawancarai dan kemudian mengirim mereka untuk bekerja. Model perekrutan diantaranya magang, sekolah-industri, dan industri-industri. Faktor pendukung dari kegiatan BKK yaitu fasilitas yang diperlukan sudah di sediakan oleh sekolah dan industri, dan salah satu faktor penghambatnya yaitu banyak orang tua yang tidak mengijinkan anaknya bekerja di luar kota.</p>
<p>Alamat Korespondensi:</p> <p>Agus Munir, Pascasarjana Universitas Negeri Malang Jl. Semarang No. 5 E-mail: agusmunir77@gmail.com</p>	

INTRODUCTION

The Indonesian economy's expansion demands more managerial personnel. Rapid technological improvements have increased the demand for knowledge and high abilities workers. In order to deal with this change, a systemic approach is required, including education (Morrar, Arman, & Mousa, 2017). An educational institution is a location where individuals can study. The 1945 Constitution states that education should educate the nation and promote world peace. Education attempts to develop human potential. This education can assist people in accomplishing national goals. Education exploits natural resources with humans, from

basic education until higher education. Many of them want to obtain skills rapidly and work in fields that interest them. Then a Vocational High School (VHS) can prepare graduates for work.

Vocational education trains students for specific jobs and prepares students for competition in the industrial and business realms, Rivai and Murni (2010) describe vocational education as such. VHS is a formal educational institution. Moreover, VHS prepares graduates to enter the professions and business sector with knowledge and experience in numerous fields. VHS helps students get jobs. One motivator is the education system's responsiveness to shifting job market skill demands. Ozer et VHS prepare students to be productive, disciplined, professional, and reliable in their fields (Khurniawan, 2016:17). The principal must lead vocational students' workforce preparation in order to connect education and job. (Indana) A skilled worker has both hard and soft talents, according to Wibowo (2016). Vocational education promotes school-work flexibility (Rintala & Nokelainen, 2020). Apprenticeships are designed to prepare students for employment in the business world or industry. Student learning activities at vocational high school develop graduates with soft skills. A school's quality is determined by its ability to meet both national and local educational criteria (Zulkarnain, 2020). VHS allows students to enter the world of commerce and industry. A vocational high school educates students for job and career advancement. The vocational high school educates pupils for business and industry careers. For business and industry, today's culture prefers VHS as formal education.

East Java had 3.91 percent unemployment in August 2018. 3.82 % in August 2019 and 5.84 % in August 2020. To lower the number of unemployed, vocational schools are intended to quickly become schools for learning skills. VHS prepares students for work. To achieve this purpose, vocational schools offer services, including graduate marketing programs through the BKK employment fair program.

BKK reduces unemployment by offering information to alumni and forming partnerships with business. The BKK's role is to help students and graduates find jobs, build links with businesses who need VHS graduates, and recruit with industry partners (Afif & Haryana, 2017). (2001:3) According to Binapenta (2001:3), the Special Job Market is a job market found in secondary, higher, and training institutions. BKK connects VHS graduates with firms (labor users) that need people with similar interests, talents, and competencies. BKK must help pupils improve for future employment (Jiang, 2017). Proactive personality traits of employees might lead to professional advancement. Employers change workers to enhance working conditions, promote careers, and match employee expectations, say Masdonati et al. When it comes to self-employment, BKK is crucial.

According to Prayoga (2018), industry is a type of economic activity that uses natural, human, and financial resources to benefit the community. In conclusion, industry is a sort of social activity that requires human resources and creates jobs. When entering the workforce, prospective employees' internship diplomas are utilized as computations (Tonder & Aspoy, 2017). That is, BKK connects alumni/students to employers.

To fulfill higher demands and contribute to overall institutional goals is a key indicator of workplace performance (Abas & Imam, 2016). The existing resources do not fulfill industry or company expectations. Because of this, individuals cannot apply their school-acquired expertise and talents (Senarath & Patabendige, 2014). Unemployment is caused by graduates' lack of technical and job skills (Hanapi & Nordin, 2014). Grads who can't handle new employment and graduates who lack competitive spirit in finding jobs are all examples of this. These conditions force job seekers to be unemployed.

Performance will determine BKK success. Suharsaputra (2010:147) defines performance as one's ability to attain optimal work results. Mangkunegara (2010:9) defines performance as the result of an employee's quality and quantity work in completing given tasks. Performance is defined by Masaong and Tilome (2011:211). From some perspectives, performance appears to be the ability to do tasks appropriately. Employee performance can influence governance (Baghat & Bolton, 2019).

VHS implements it with internal and external school members. Personal, family, group, professional, and community organizations can all contribute in the implementation and quality control of education services. According to Imaniyah et al, the quality of learning services affects student accomplishment and advancement (2016). Schools need community support to educate students (Knowledge & Hausburg, 2015). Relationships between colleges and businesses are crucial since both parties rely on one other for graduates and trained personnel.

The Tulungagung Vocational High School BKK places students or graduates in jobs. BKK will engage with employers to place graduates. VHS "SORE" Tulungagung and VHSN 1 Rejotangan are two BKKs that assist graduates. Their graduates come from the Automotive Engineering Expertise Program, which has two

Skill Competencies: ALVE Automotive Light Vehicle Engineering (ALVE) and MEB Motorcycle Engineering and Business (MEB). In 2019/2020, the program graduated 263 students, 230 in ALVE and 133 in MEB. In 2020/2021, 191 ALVE students, 197 MEB students, and 388 Automotive Skills Program students graduated.

Similarly, in VHSN 1 Rejotangan, 204 students graduated in ALVE, 143 in MEB, and 347 in the Automotive Skills Program in the last three years. In 2019/2020, the program graduated 300 students, 171 in ALVE and 129 in MEB. In 2020/2021, 191 ALVE students, 197 MEB students, and 388 Automotive Skills Program students graduated.

Schools should focus on helping non-college students obtain jobs, given the number of graduates from two vocational schools' Automotive Engineering programs. Students from VHS "SORE" Tulungagung and VHSN 1 Rejotangan tend to be lower middle class, hence higher education is less common than work after graduation. So many grads need BKK's aid.

Introducing areas of competence in VHS "SORE" Tulungagung, and VHSN 1 Rejotangan throughout the recruitment process. Worker dispersal from vocational schools is facilitated by BKK. A workforce is able to work and create commodities or services (Irsyandi, Yoto, & Partono. 2017). They (2017) define the workforce as both individuals who want and can work, as well as those obliged to work owing to a shortage of job options. To summarize, the workforce includes anybody who can work, regardless of experience.

BKK selects graduates for firms in a similar manner as colleges. The selection process is based on the abilities required by the sector (Cui, et al. 2017). Garaika and Margahana (2019) claim that the selection is the company's first attempt to acquire qualified staff. Ibrahim, Hakam, and Ruhana (2014) describe selection as the process of selecting qualified candidates for job openings.

The number of graduates hired indicates a school's success. The BKK is in responsible of job placement. VHS graduates who have completed their education, input to the Directorate of Vocational Development, and industries with many job opportunities are identified. Darunnajah and Hargiyarto (2018) claim the Special Job Exchange connects job seekers with employers. As stated previously, the Special Job Exchange connects job seekers and companies to assess industry needs. Its participation in dispersing graduates to Tulungagung VHS is noteworthy given BKK's educational role. (1) Plan VHS SORE Tulungagung-industry partnership, (2) BKK VHS SORE Tulungagung labor distribution system, (3) graduate recruiting at VHS SORE Tulungagung, and (4) BKK supporting and inhibiting elements are described.

METHOD

This study is a qualitative multi-case study. Qualitative research can uncover intriguing occurrences (Creswell 2012). Creswell says researchers might collect data and construct forms to record data as part of qualitative research. Informed participants were interviewed and observed on site. Because the community and students trust these schools, this study was conducted there.

Data were collected via observation, documentation, and interviews. There were two types of data used in this study: In primary data, the BKK must distribute its graduates. Based on actual observation and interview. A subject or informant is someone who can help with research. VHS SORE Tulungagung and VHS 1 Rejotangan have Deputy Principals of Public Relations and Automotive Engineering. Secondary data comes from books and libraries. This study employed the Miles & Huberman methodology to analyze qualitative data from observation, interviews, and document studies.

RESULT

Planning for cooperation between VHS and Industry

The school must truly prepare students to get a job link. As part of the introduction stage, the BKK at VHS SORE Tulungagung collected industry data per district/city and province, mapped company data by line of business, and followed up through media (phone/IG/website) or direct visits. co-operation For example, in the industrial sector, enterprises with high employment absorption, particularly manufacturing, production, and service companies, are considered when distributing BKK graduates at VHS SORE Tulungagung looking for cooperation partners. Following the execution of curriculum synchronization or applicability of areas of competence, the MoU cooperation agreement concluded the collaboration between VHS and industry through BKK at VHS SORE Tulungagung. Table 1 presents the school cooperation with the industries.

Table 1. School Cooperation with the Industry

Institution	Industry
VHS SORE Tulungagung	PT. Astra Otopart, PT. PAMA, PT. Tri Putra, PT. Medion, PT. Advantage, PT. Best Agro, PT. KPN, PT. KAI, PT. Best Agro, PT. Advantage, PT. ATI, PT. UT School, dan PT. RSUP
VHS 1 Rejotangan	PT. Indomarco, PT. Sambu Grup, PT. Sumber Alfaria, PT. Advantage SCM, PT. Pama Persada and PT. Surabaya Autocomp Indonesia

To promote school profiles during industrial visits and Field Work Practices (PKL), the BKK at VHSN 1 Rejotangan prepared by introducing existing majors in schools after signing an MoU with the company. BKK considers numerous factors when selecting a cooperating company, including the company's experience and the usage of outsourcing. The BKK team visited the firm, met with HRD, and then advocated the school's superiority. After the company and school established collaboration, the school held a recruitment of workers. PT. Indomarco, PT. Sambu Group, PT. Sumber Alfaria, PT. Advantage SCM, PT. Pama Persada, PT. Surabaya Autocomp Indonesia.

Implementation of the Labour Distribution through the BKK

The BKK VHS SORE Tulungagung distributes workers by packaging job vacancies in leaflets/posters that can be placed on BKK social media, including company name, employment position, requirements, and registration deadline. registration, collecting applicant data, scheduling recruitment with the employer, alerting applicants of recruitment, providing a venue, and informing participants of recruitment outcomes. If the job is in a city/province, participants can come straight by private transportation from BKK VHS SORE Tulungagung.

The company informs BKK about the recruitment plan, then BKK informs students and alumni through the WA Group and BKK's website, registers, offers appropriate places and facilities, and announces selection results from the company. The company's duty in this recruitment is to tell the BKK of employment vacancies, schedule the recruitment with the BKK, choose participants, and accept or place them. If the company accepting workers is in the province, participants can go directly to the workplace.

Recruitment Models for VHS Graduates

Graduate recruitment at SMK SORE Tulungagung includes: (1) street vendors at the company or students still in class XII, but the work placement waits for the student to graduate; (2) BKK recruiting at school. (3) the recruitment model carried out directly by the company, namely BKK informing job vacancies, registering, but recruitment is carried out at the company's place, so BKK only accompanies. (4) However, this type of recruitment has not been implemented because the Manpower Office has not provided information on job vacancies entered BKK of VHS SORE Tulungagung.

VHSN 1 Rejotangan recruits students in semester 6, but they are not employed in the industry until they graduate from school. (1) recruitment at schools by companies, namely BKK of VHSN 1 Rejotangan receives information from companies and informs students and alumni, then registers and provides places and facilities for recruitment, the selection process is handled by industry and BKK informs participants, (3) recruitment directly by companies, (4) The BKK VHSN 1 Rejotangan has never conducted joint recruitment with the Manpower Office or conducted recruitment of students or alumni at the Manpower Office.

Supporting and Inhibiting Factors in BKK Activities

There are supportive and hindering variables in the implementation of labor distribution at VHS SORE Tulungagung. Among the factors that help implement manpower distribution are school principal policies that firmly promote recruiting, cooperation within a solid BKK team, many industries that have participated in labor distribution, and suitable facilities and infrastructure for recruitment. information Students are excited about job opportunities since they are immediately accessible on social media like Facebook, Instagram, and WhatsApp. Students only interested in companies close to where they live, and job postings that are not in line with VHS SORE Tulungagung's expertise. Consolidating with corporations discussing the good/bad experience of the employees. The distribution of labor at VHSN 1 Rejotangan has both supportive and hindering variables. Students who actively use the BKK, school residents who support recruitment activities, MoUs signed with various companies to distribute labor, adequate facilities and infrastructure, and easy access to job vacancies

on social media. The field of work in Industry is not in accordance with the school's expertise, several alumni have been accepted for work but suddenly leave without permission from the company, parents do not allow their children to work outside the city, alumni prefer companies close to home, and work hours in companies that are not in accordance with the school's expertise. To overcome these challenges, VHSN 1 Rejotangan annually invites parents to work preparedness parenting events led by the company's HRD.

DISCUSSION

Planning for cooperation between VHS and Industry

To introduce school profiles to industry, VHS uses data mining to collect corporate data, map company data based on business fields, communicate by phone or visit companies to introduce school profiles to industry. when completing PWL or coming directly to the company to introduce the school institution to the sector. According to Utami and Widodo (2014)'s findings, the collaboration process starts with mapping students/alumni and industry, then BKK contacts industry to create a distribution agreement, Following the collaboration, workers are recruited. If the industry needs prospective workers, the next authority is entirely delegated to the industry. First, the school visits the firm or vice versa, to match the school's knowledge with the company's work and then sign a partnership agreement.

Implementation of the Labour Distribution through the BKK

Ensuring that students and alumni know about job openings in the partner industry; informing them about recruitment; providing places and means of recruitment; and communicating the company's selection results directly or indirectly to participants. Similarly to Utami and Widodo (2014), BKK records job vacancies from enterprises, announces them to alumni, reports them to relevant agencies, and confirms their validity to industry. The company's responsibility in the recruitment process is to advise the BKK of job openings, schedule recruitment sessions with the BKK, interview candidates, and hire or place qualified candidates. An example of this would be to determine the hiring criteria for prospective employees and then conduct tests and pick employees to be hired. BKK also offered socializing, briefing, and recruitment guidance. Participants might come directly to the company if it is in a city or province.

Recruitment Models for VHS Graduates

(1) Recruitment with a bonded system, i.e. the corporation recruits VHS students while they are still street vendors or students and hires them as workers when they graduate from school. During the Field Work Practice, students were immersed in the world of work with a selection mechanism, similar to Yoto et al (2013). ("Ijon System") (2) Companies and schools agree to conduct recruitment of workers from students/graduates located in schools. A dedicated blog regarding employment information for students and graduates is created by Utami and Widodo (2014). (3) Industry recruits students in industry, and BKK just supports in the process. The company informs BKK of job openings. Job searchers can apply for jobs with employers, and employers can accept applicants who meet the industry's requirements. However, this process has not been executed because the Manpower Office has not sent information on employment opportunities from companies to schools. According to Pambayun and Wagiran (2014), the Manpower Office must increase guidance, monitoring, and cooperation with VHS BKK to ensure that each BKK is well organized and constantly increasing.

Supporting and Inhibiting Factors in BKK Activities

The research found both supportive and limiting factors for BKK in their efforts to connect students/graduates with industry. The school's support for BKK activities, a small staff, and eager students/alumni seeking information on BKK employment openings all help to distribute labor. Dinata (2020) found a positive link between BKK and connected parties, as well as the principal's support. Some companies do not match the school's expertise, parents do not allow their children to work outside the city, bad information about the company reduces the interest of prospective participants to register for selection at the company, there are several students who start work but leave without permission from the company, and there are several companies that withhold information about the company. According to Listiana (2019), the BKK faces several challenges in carrying out its duties, such as: (1) students' attitudes that need to change, (2)

parents' aversion to children working far away, (3) alumni's uncertainty about the type of work, and (4) a lack of opportunities for BKK to find job vacancies. The recruiting process can be improved by educating students and parents, motivating students to be ready for work, collaborating with employers on employee satisfaction, and involving HRD in student motivation. To overcome the lack of time, BKK looks for job vacancies through and, (5) to overcome the difficulty of reaching alumni due to changing phone numbers, BKK tries to inform friends about job openings.

CONCLUSION

This study draws a brief conclusion based on research on BKK Management at Vocational Schools in Tulungagung Regency to provide an overview and answer to the topic in this study. The first phase in developing the VHS-industry partnership in Tulungagung Regency is gathering corporate data, mapping company data based on business fields, interacting via phone, or visiting the company directly. This is followed by a partnership agreement through an MoU. The process of distributing manpower, namely informing students and alumni of job vacancies, registering, determining the time of recruitment, informing applicants of recruitment results, providing places and means of recruitment, and sending prospective workers to the company directly or using company transportation. We employ the bonded system, schools by industry, and industry located recruitment. The model of labor recruiting used by the corporation and the Manpower Office has never been used. A small BKK team and eager students/alumni seeking information on BKK employment positions are supporting factors for BKK operations. Parents object to their children working outside the city, bad information about the company reduces student interest, alumni leave suddenly, there are companies that hold diplomas, and students/alumni choose industries that are close to where they live and work. The approach to tackle BKK's challenges is to socialize and push pupils, socialize and direct parents.

REFERENCES

- Abas, M. C., & Imam, O. A. (2016). Graduates' Competence on Employability Skills and Job Performance. *International Journal of Evaluation and Research in Education (IJERE)*, 5(2), 119.
- Afif, M. N., & Haryana, K. (2017) Evaluasi Penyelenggaraan Bursa Kerja Khusus (BKK) di SMK Muhammadiyah 1 Bantul. *Jurnal Pendidikan Teknik Otomotif*. Edisi XXI, (1), 58-71
- Baghat, S., & Bolton, B. (2019). Corporate Governance and Firm Performance: The Sequel. *Journal of Corporate Finance*. Volume 58, page 142-168.
- BPS. (2018) Keadaan Ketenagaan Jawa Timur. Februari 2018. Jakarta: Badan Pusat Statistik.
- BPS. (2019) Keadaan Ketenagaan Jawa Timur. Agustus 2019. Jakarta: Badan Pusat Statistik.
- BPS. (2020) Keadaan Ketenagaan Jawa Timur. Agustus 2020. Jakarta: Badan Pusat Statistik.
- Creswell, W. J. (2012). *Educational Research, Planning Conducting, & Evaluating Quantitative Research*. University Of Nebraska-Lincoln: Pearson
- Cui, Q., Wang, S., Wang, J., Hu, Y., Wang, Q., & Li, M. (2017). Multi-Objective Crowd Worker Selection in Crowdsourced Testing. *Proceedings of the International Conference on Software Engineering and Knowledge Engineering*, 218–223.
- Darunnajah & Hargiyarto, P. (2018) Pencapaian Peranan BKK dalam Penyaluran Lulusan Teknik Pengelasan di SMK DIY. *Jurnal Dinamika Vokasional Teknik Mesin*. Volume 3, (2), 94-100.
- Departemen Pendidikan Nasional, (2003) Undang-Undang Republik Indonesia No. 20 tahun 2003 tentang Sistem Pendidikan Nasional. Jakarta: Depdiknas.
- Departemen Tenaga Kerja dan Transmigrasi Republik Indonesia, Dirjen Binapenta. (2001) *Petunjuk Teknis Bursa Kerja Khusus*. Jakarta: Depnakertrans RI.
- Dinata, M. (2020) Pelaksanaan Tugas dan Fungsi Bursa Kerja Khusus (BKK) di SMK Muhammadiyah 1 Playen. *Jurnal Pendidikan Vokasi Otomotif*, Vol 3, Nomor 1, 33-46
- Garaika, Margahana, H. (2019) Peran Seleksi (Selection) Tenaga Kerja yang Tepat Terhadap Tercapainya Tujuan Organisasi. *Jurnal Aktual STIE Trisna Negara*. ISSN: 1693-1688. Volume 17 (2), 133-141.
- Hanapi, Z., & Nordin, M. S. (2014). Unemployment Among Malaysia Graduates: Graduates' Attributes, Lecturers' Competency and Quality of Education. *Procedia - Social and Behavioral Sciences*, 112(Icepsy 2013), 1056–1063.
- Ibrahim, M. Z., Hakam, M. S., & Ruhana, I. (2014) Pengaruh Seleksi Terhadap Penempatan. *Jurnal Administrasi Bisnis (JAB)*. Vol. 14 (1), 1-10.
- Imaniyah, R. I., Soetopo, H., dan Zulkarnain, W. (2016) Pengelolaan Hubungan Sekolah dan Masyarakat Home-Schooling. *Jurnal Manajemen dan Supervisi Pendidikan*, Vol. 1 (1), 67-73.

- Indana, L., & Soenarto. (2019) Vocational Career Center As the Bridge Between Industry and Vocational High School Graduates. *Jurnal Pendidikan Teknologi Dan Kejuruan*, Vol. 25. (2), 219-228.
- Irsyandi, S., Yoto, dan Partono. (2017) Analisis Penyerapan Tenaga Kerja Bidang Keahlian Teknologi dan Rekayasa Melalui Bursa Kerja Khusus (BKK) di SMK Negeri 1 Singosari Kabupaten Malang. *JUPEDASMEN*, Volume 3, (3), 530-541.
- Jiang, Z. (2017). "Proactive Personality and Career Adaptability: The Role of Thriving at Work," *J. Vocat. Behav.*, vol. 98, pp. 85–97.
- Khurniawan. (2016) *Grand Design Pengembangan Teaching Factory Dan Technopark di SMK*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah.
- Knowledge, D., & Hausburg, T. (2015). *School-Community Collaboration: An Approach for Integrating and Democratizing Knowledge*. *Penn GSE Perspectives on Urban Education*, 1–5.
- Listiana, D. (2019). Manajemen Bursa Kerja Khusus dalam Upaya Peningkatan Penyaluran Lulusan SMK ke Dunia Kerja. *Media Manajemen Pendidikan*. Volume 2, No. 2. 325-338.
- Mangkunegara, A. P. (2009) *Manajemen Sumber Daya Manusia Perusahaan*. Bandung: PT Remaja Rosdakarya.
- Masaong, A. K., & Tilome, A. A. (2011) *Kepemimpinan Berbasis Multiple Intelligence (Sinergis Kecerdasan Intelektual, Emotional dan Spiritual untuk Meraih Kesuksesan yang Gemilang)*. Bandung: Alfabeta.
- Masdonati, J., Fournier, G., & Lahrizi, I. Z. (2017). The Reasons Behind a Career Change Through Vocational Education and Training. *International Journal for Research in Vocational Education and Training*, 4(3), 249–269.
- Mawangi, P. A. N., Yoto, & Solichin (2017) Kerjasama SMK dengan Industri dalam Pelaksanaan Rekrutmen Tenaga Kerja melalui Bursa Kerja Khusus di SMK. *Jurnal Teknik Mesin*, Tahun 25, NO. 1, 69-79
- Morrar, R., Arman, H., & Mousa, S. (2017). The Fourth Industrial Revolution (Industry 4.0): A Social Innovation Perspective. *Technology Innovation Management Review*, 7(11).
- Ozer, M., & Perc, M. (2020). *Dreams and Realities of School Tracking and Vocational Education*. Palgrave Communications, 6(1), 1–7.
- Pambayun, N. A. Y., & Wagiran (2014) Kinerja Bursa Kerja Khusus (BKK) SMK Negeri Bidang Keahlian Teknologi dan Rekayasa di Kabupaten Sleman. *Jurnal Pendidikan Vokasi*, Vol 4, Nomor 2, 246-261
- Prayoga, Y. (2018) Peranan Industri Batu Bata Terhadap Tingkat Kemiskinan di Kecamatan Rantau Selatan Kabupaten Labuhan Batu. *Jurnal Ecobisma* Vol 5, (2), 47-53.
- Rintala, H., & Nokelainen, P. (2020). Vocational Education and Learners' Experienced Workplace Curriculum. *Vocations and Learning*, 13(1), 113–130.
- Rivai, V., & Murni, S. (2010) *Education Management Analisis Teori dan Praktik*. Jakarta: Rajawali Pers.
- Senarath, S., & Patabendige, S. (2014) Job-Education Mismatch Among the Graduates: A Sri Lankan Perspective. *Ruhuna Journal of Management and Finance*, 1(2), 1–16.
- Suharsaputra, U. (2010) *Administrasi Pendidikan*. Bandung. Refika: Aditama.
- Tonder, A. H., and Aspoy, T. M. (2017). When Work Comes First: Young Adults in Vocational Education and Training in Norway. *Int. J. Res. Vocat. Educ. Train.*, vol. 4, no. 3, pp. 270–288.
- Undang-Undang Republik Indonesia nomor 3 tahun 2014 Tentang Perindustrian.
- Utami, A. P. K., & Widodo, J. (2014) Perencanaan Penyaluran Tenaga Kerja oleh Bursa Kerja Khusus (BKK) SMK MIGAS Cepu. *Economic Education Analysis Journal* 3 (3), 418-422
- Wibowo. N. (2016) Upaya Memperkecil Kesenjangan Kompetensi Lulusan Sekolah Menengah Kejuruan dengan Tuntutan Dunia Industri. *Jurnal Pendidikan Teknologi dan Kejuruan*, Volume 23, (1), 45-50.
- Yoto, dkk. (2013) Partisipasi Masyarakat Industri dalam Rekrutmen Tenaga Kerja Lulusan SMK dengan "Sistem Ijon". *Jurnal Pendidikan Profesional*, Volume 2, No 3. 109-123
- Yusuf, A. Z., & Ali, A. M. T. (2020) Evaluasi Bursa Kerja Sekolah Menengah Kejuruan pada Kompetensi Keahlian Otomotif di Sleman. *Jurnal MEDIA ELEKTRIK*, Vol. 17, (2), 33-45.
- Zenda, R. H., & Suparno. (2017) Peranan Sektor Industri Terhadap Penyerapan Tenaga Kerja di Kota Surabaya. *Jurnal Ekonomi & Bisnis*, Volume 2, (1). 371 – 384.
- Zulkarmain, L. (2020) Analisis Mutu Input Proses Output di Lembaga Pendidikan Islam MTs Assalam Kota Mataram Nusa Tenggara Barat. *Journal of Islamic Education Research*. Vol. 1 (03), 239-251.