

BKK Management at Vocational School in Semarang

Joko Widodo¹,
Murwatiningsih²,
Nina Oktarina³,
and Hengky Pramusinto⁴

Faculty of Economics,
Semarang State University, Indonesia

¹jokowidodounnes@gmail.com

²murwati.fe@gmail.com

³ninaoktarina7@gmail.com

⁴masjengki@yahoo.co.id

Abstract - The aim of this research is to know how the implementation of BKK management which includes planning, organizing, implementing, and evaluation as well as the constraints faced by BKK in the placement of graduates. This study is a qualitative research in which data are collected through documentation, observation, and interviews with the managers of BKK specifically. The results showed that: (1) Planning Management of BKK in SMK has not been systematically, (2) organizing BKK yet well structured, (3) the placement of graduates is still closed not use of the school web, (4) there is no regular evaluation, and (5) the constraints faced by BKK related to funding, personnel, communication, and promotion.

Keywords - BKK Management, Vocational School, School Web

I. INTRODUCTION

Education has a very important function and as a strategic instrument in the development of human resources. The implementation of vocational education is now entering an important phase, namely the phase of vocational education graduates will stake his readiness in the world of employment in the region of Asia as well as the demands of zero mistake and high quality. Labor quality problems require handling and settlement

multidimensional positioning labor factor becomes very important in the context of globalization, in the middle of the free market, both in the context of the Asean Free Trade Association (AFTA) and the ASEAN Free Labor Association (AFLA). Nationally, SMK is still the largest contributor to the open unemployed workers. Until August 2009, the percentage of unemployed workers open based graduate education: (1) SMK: 14.59%; (2) SMA: 14.50%; (3) Diploma: 13.66%; and (4) 13.08% university [3]. This suggests that high school graduates nationally is still ranked highest in power openly unemployed, and vocational graduates into the biggest contributor. To anticipate these problems required for marketing services on labor is an event to bring together labor (job seekers) with the employer (the workforce) so that workers can obtain employment suitable to their talents, interests and abilities as well as employers obtain labor as needed. Marketing service workers can not only be done by government alone but needs the involvement of all parties in a coordinated manner.

Therefore, the necessary implementing agency marketing workforce not only from government agencies responsible in the field of employment, and private institutions are legal entities but marketing services employment was also carried out by the unit of secondary education and vocational called Special Job Fair (BKK) which in charge of

marketing services employment for vocational school graduates in particular. Special Job Fair (BKK) is a unit of work are schools that have great potential in marketing graduates. Often there is no unfilled job opportunities, while job seekers who have not got a lot of work. One indicator of the success of a vocational school is not only based on a high graduation rates, but also determined how much graduates who can be absorbed in the world of work [4]. Therefore, in addition to having the value of benefits for graduates, BKK has economic value to the school.

II. SPECIAL JOB FAIR (BKK)

Special Job Fair (BKK) is a unit of work are schools that have great potential in marketing graduates [2]. Often, there is no unfilled job opportunities, while job seekers who have not got a lot of work. One indicator of the success of a vocational school is not only based on a high graduation rate. Special Job Fair (BKK) is a strategic institution that requires good management and accountability in accordance with the principles of other organizations as well as in the permanent placement services to graduates based on the basic principles of the system work [1]. Management required includes Planning, Organizing, Actuating, and Controlling. Components of special job fair based on interviews with informants include: 1) Human Resources, 2) Institutional, 3) Administration, and 4) Funding.

III. THE IMPLEMENTATION OF SPECIAL JOB FAIR

The results of this research showed that management of special job fair in vocational school has not been optimizing the utilization of IT. Database related to students, human resource management, finance, and administrative mechanisms still managed manually. To facilitate the distribution of vocational school graduates to Du / Di, BKK should have a database that contains profiles of each student. Database creation is done by the manager of BKK. This is so that students can be placed in accordance with its

competency skills.

A database that will be used by Du / Di as consideration in finding and choosing vocational graduates to work in its place. In addition, students also need information about Du / Di. It is intended that students acquire enough information about Du / Di to be addressed before work. Information about the profile of Du / Di must be owned by BKK. Database Du / Di, these partners which will be offered to students. Therefore, disclosure of information between the vocational school graduates with Du / Di that facilitated by BKK will facilitate the distribution of manpower vocational graduates so that both sides benefit.

But the reality in the field shows that BKK only has a list of students and list Du / Di which be partner without having the profile of both. A complete profile and clearly will be very helpful both in job placement because it has been known competency skills of the students and the field that was involved Du / Di. Besides managing the database the data is still manually yet not online. This is due to the lack of competence of the manager of BKK and financial problems.

IV. THE MODEL OF BKK MANAGEMENT BASED ON IT

Components that are involved in the management of BKK at vocational school based on research results, there are four, namely Human resources, Administrative, Institutional, and Financial. The management of the four components has not been optimal. Related to human resources are still many who do not have sufficient competence in the management of BKK. This is due to there BKK manager who doubles as a lab technician, manager of BKK there are not too familiar with IT. Then, it is also associated with the school administration database mostly just have a list of students and the list of Du / Di.

Based on the result of this research revealed that the management of BKK at vocational school has not been optimally exploit

technological advances. It can be seen from the three research subjects have not optimizing the use of websites to special job fair. The improving service of BKK use of IT is indispensable. IT utilization will accelerate data flow and communication between BKK with students, students with Du / Di and BKK with Du / Di. Therefore, it needs to be made to BKK at vocational school website by implementing IT. The model of BKK management based on IT can be seen in Fig. 1 below.

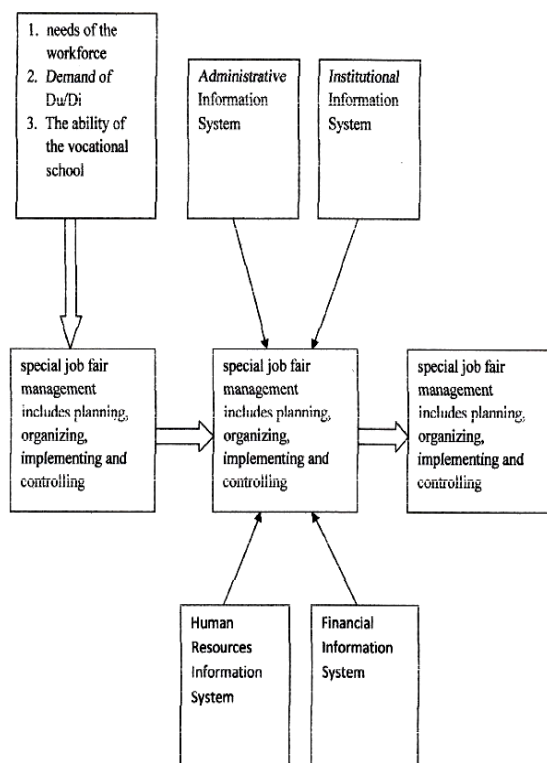


Fig 1. The Model of BKK Management based on IT

V. CONCLUSION

The results showed that: (1) Planning Management of BKK in SMK has not been systematically, (2) organizing BKK yet well structured, (3) the placement of graduates is still closed not use of the school web, (4) there is no regular evaluation, and (5) the constraints faced by BKK related to funding, personnel, communication, and promotion.

REFERENCES

(Arranged in the order of citation in the same fashion as the case of Footnotes.)

- [1] Bartetzko, A. (2004). "Key competencies, Employability Skills and The New Training Organisation; Knowledge Tree e-journal".
- [2] Depdiknas. (2008). "Development of Vocational Education in Jakarta: General Director of Primary and Secondary Education".
- [3] Kemenakertrans. (2010). "Number Data of Labor and Unemployment".
- [4] Samsudi. (2005). "The Model development of Curriculum Program Synchronization at vocational school productive Sector in Engineering. Competitive grant reports Higher Education".