



Labor Absorption Analysis of Vocational High School Graduates on Employment at Southeast Sulawesi Province

La Ode Muhammad Harafah, Marlina, Rosnawintang

Faculty Economics and Business, Halu Oleo University, Kendari Indonesia

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Representative e-Mail: harafahprof@gmail.com

ABSTRACT

The purpose of this study was to find out and analyze the absorption of vocational high school graduates in Southeast Sulawesi Province according to areas of expertise and employment. The object of this research is SMK graduates in Southeast Sulawesi Province. The type of data used in this research is secondary data. Secondary data were obtained from the Southeast Sulawesi BPS, the Southeast Sulawesi Education Office, the Southeast Sulawesi Special Employment Exchange and the Southeast Sulawesi Provincial Labor and Industry Office. Data analysis method used is descriptive analysis. The results of this study indicate that the areas of expertise in Technology and Engineering, Information and Communication Engineering, Business and Management, Tourism, and Arts and Creative Industries are areas of expertise that are mostly absorbed in employment, namely the trade sector, each of which is 4.56% Technology and Engineering, 7.98% Information and Communication Engineering, 9.63% Business and Management, 7.63% Tourism, and 6.8% Industrial and Creative Arts. For the field of expertise in Energy and Mining, much is absorbed in the mining sector, which is 15.72%. Health and Social Worker expertise is mostly absorbed in the Service sector, namely 4.71%. The Agribusiness and Agrotechnology Expertise Fields and the Maritime Expertise Fields were mostly absorbed in the Agriculture sector, respectively 5.18% and 14.35%. On the other hand, the absorption of labor for SMK graduates in Southeast Sulawesi Province is employment with a percentage of 0%.

Keywords: Areas of Expertise; Jobs, SMK Graduates;

I. INTRODUCTION

Vocational High School is a form of formal education unit that organizes vocational education at the secondary education level as a continuation of SMP/MTs or other forms of equivalent or continuation of learning outcomes that are recognized as equal/equivalent to SMP/MTs. Vocational High School is one of the providers of formal education that has a special pattern of training to direct students to become graduates who are ready to work professionally in the world of work. Vocational High School (SMK) as a vocational education institution is one of the economic and social drivers in society. The existence of Vocational High Schools is expected to be able to create a multiplier effect, which is to encourage the educational attainment of citizens while also contributing directly to economic growth, especially through informal activities.

There are various majors in Vocational High School in Indonesia. The Vocational School major is regulated by the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture No. 6 of 2018 concerning the SMK/MAK Expertise Spectrum. These regulations serve as a reference in opening and administering expertise fields/programs/competencies at Vocational High Schools. Currently, there are 9 areas of expertise, namely: 1) Engineering Technology Expertise, 2) Energy and Mining Expertise, 3) Information and Communication Technology Expertise, 4) Health and Social Work Expertise, 5) Agribusiness and Agrotechnology Expertise, 6) Maritime Expertise 7) Business and Management Expertise, 8) Tourism Expertise, 9) Arts and Creative Industry Expertise. Each area of expertise is divided into several types of expertise programs, and each expertise program is subdivided into several types of expertise competencies. Currently there are 146 kinds of Skills Competencies spread across all Vocational High Schools throughout Indonesia. The description from area of expertise to program of expertise-to-expertise competency is referred to as the Expertise Spectrum. The spectrum of expertise is adjusted in line with the demands of curriculum development, science, technology, art, the dynamics of global developments and the needs of the world of work.

The number of Vocational High School graduates in Southeast Sulawesi Province during the 2018-2020 period has fluctuated. Where in 2018 the number of Vocational High School graduates (SMK) in Southeast Sulawesi Province was 9,511 people, increasing in 2019 to 9,687 people then in 2020 it decreased to 6,618 people. Based on the field of expertise, the largest number of Vocational High School (SMK) graduates in Sulawesi Province in the 2018-2020 period is the Information and Communication Engineering field of expertise. In 2018 the least number of graduates was in the field of Industrial and Creative Arts, in 2019 and 2020, namely in the field of expertise in Energy and Mining.

According to BPS Sulawesi Tenggara (2020), the highest unemployment rate (TPT) in February 2020 was Vocational High School compared to other levels of education, which was 7.66%. The next TPT is the high school education level, which is 6.90%. In other words, there is an excess supply of labor, especially at the SMA and SMK levels. Those with low education tend to be willing to accept any job. Therefore, the TPT for SD level and below is the smallest, namely 1.30%. This is in stark contrast to the objectives of SMK education where the purpose of Vocational High School education is to prepare students to become productive human beings, able to work independently, to fill job vacancies in the business world and the industrial world as a middle-level workforce in accordance with competence, but in fact the education level of Vocational High School is the contributor to the highest unemployment rate.

Contribution of Vocational High School graduates to the number of unemployed in Indonesia is partly due to the lower special skills or *soft skills* of SMK graduates compared to SMA graduates. However, this case is not found in SMKs whose educational quality has been tested. Unemployment usually occurs because the number of people looking for work is not proportional to the offers of jobs in the field. This is a challenge for the government to be able to overcome the problem of unemployment, especially at the Vocational High School (SMK) level.

In order to improve the quality of Vocational High School education, the government continues to actively synchronize the curriculum with the needs of the business world. In addition, the quality of Vocational High School graduates can be improved through close cooperation and developing competencies that are needed by the world of work and the industrial world. The labor market in Indonesia has a gap in the skills aspect. The expertise of graduates from educational institutions is not in accordance with the needs of the industry.

Labor conditions are also related to all business fields in the economy. The number of people working in each category of business field shows the ability of that business field to absorb labor. The Indonesian economy is grouped into 9 sectors, namely; 1) Agriculture, animal husbandry, forestry, fishery and maritime affairs. 2) Trade in restaurants and accommodation services. 3) Processing Industry. 4) Construction. 5) Transportation, Warehousing and Communication 6) Mining and quarrying. 7) Electricity, gas and clean water. 8) Community, social and individual services. 9). Finance, real estate and corporate services. Vocational High School (SMK) graduates who are absorbed into jobs in Southeast Sulawesi Province in 2020 are mostly in the trade, restaurant and accommodation services sector (6.66%) followed by the transportation, warehousing and communication sector (3.11%) and the social and individual community services (3.02%). On the other hand, graduates of Vocational High Schools who are least absorbed into employment opportunities in Southeast Sulawesi Province are in the electricity, gas and drinking water sectors (1.08%). The areas of expertise that were mostly absorbed in the field in Southeast Sulawesi Province were the areas of expertise in Information and Communication Technology (6.23%), Business and Management (5.84%). On the other hand, there are areas of expertise that have an employment absorption rate of 0% in several employment sectors, namely Health and Social Worker expertise in the mining and quarrying sector, the financial institution sector and the leasing business, and the agricultural sector at 0%. The Tourism Expertise sector has an absorption rate of 0% in the construction sector, the mining and quarrying sector and the agriculture, livestock, forestry, fisheries and maritime sectors by 0%. Furthermore, the Industrial and Creative Arts expertise in the mining sector is 0% and, in the electricity, gas, drinking water (LGAM) sector is 0%.

II. LITERATURE REVIEW

Law Number 13 of 2003 concerning employment, labor is defined as everyone who is able to carry out work both inside and outside the employment relationship in order to produce goods and services to meet the needs of society. The Central Bureau of Statistics defines manpower as the entire population of working age (15 years and over) who has the potential to produce goods and services.

According to Artoyo (1999) The definition of labor in general is everything that is contained in humans that is associated with utilization in various existing business activities. The workforce (manpower) consists of two groups, namely the workforce (labor force) and not the labor force (unlabor force). The labor force is the workforce or residents of working age who work or have jobs but are temporarily not working or looking for work. While not the labor force (unlabor force) is the workforce or residents of working age who are not working, do not have a job and are not looking for work, such as people whose activities go to school (students, students), take care of the household (housewives, who are not career women), as well as those who receive income but are not direct compensation for their work services.

Mukhadis (2017) states that the workforce is defined as residents who are of working age (15 years and over) who have the potential to produce goods and services. The workforce is defined as residents who are at working age, namely aged 15-64 years who are able to do work to produce goods and services both to meet their own needs and those of the community. Labor is every man or woman who is in and or will do work, both inside and outside the employment

relationship to produce goods or services to meet the needs of the community. Harafah (2008: 7) states that understanding the economics of human resources (labor) is trying to explain how to make the best use of human resources in order to produce goods and services to meet the needs of human life.

Based on the various definitions above, it can be concluded that manpower can be concluded that all residents aged 15-64 years who can produce goods and services and are involved in economic activities to meet personal and community needs in an economic system. The government sees manpower as one of the centers of national development, because manpower is essentially a development worker who plays a large role in the success of national development, including in the manpower sector itself. Developing the quality of the workforce, the government is expected to be able to compile and determine manpower planning. Manpower planning is intended to be used as a reference and basis in formulating policies related to manpower. Manpower development is directed at increasing the quality and contribution to national development and protecting rights and interests in accordance with human dignity. Manpower development is carried out on the basis of the principles of integration and partnership.

Vocational High School (SMK) is a vocational education unit that equips students with the skills and competencies to be ready to enter the world of work. Yulius (2017: 26) argues that Vocational High School (SMK) is a formal education that organizes vocational education at the secondary education level as a continuation of junior high school or equivalent formal education. This definition is in accordance with the explanation of Article 15 of the 2003 National Education System Law which states that: Vocational High School (SMK) is secondary education that prepares students specially to work in certain fields. Vocational education has the general objective of increasing the faith and devotion of students to God Almighty and developing the potential of students to have noble character, knowledge and insight into noble nationalism, and has a specific objective of preparing students with knowledge, competence, technology and art. to become productive human beings, as well as work independently, to fill job vacancies in the world of business and industry as middle-level workers according to their competence.

The description above explains that Vocational High Schools (SMK) have a close relationship with the world of work or the industrial world as emphasized by the government in the elucidation of Government Regulation no. 29 of 1990 Article 29 paragraph 1 as follows: Collaboration between Vocational High Schools (SMK) and the business world is intended to jointly utilize the facilities and infrastructure that exist on both parties and to better ensure compatibility between the curriculum and the demands of the available field. The description shows that Vocational High Schools (SMK) are implementing educational programs that are closely related to employment.

According to Sofyan (2015) stated that based on experience in the field, the abilities and skills of the workforce in Indonesia have a very large variance even though they are at the same level, both primary, secondary and tertiary education. In this regard, the government has issued competency and skill standards that are compiled based on job qualifications in the world of work. The regulation issued is Government Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI). In the administration of education, the Field of Expertise is a collection of several expertise programs. Each expertise program consists of several competency skills with more specific skills education. Fields of expertise in this research include: 1) Technology and Engineering, 2) Energy and Mining, 3) Information and Communication Technology, 4) Health and Social Worker, 5) Agribusiness and Agritechnology, 6) Maritime Affairs, 7) Business and Management, 8) Pariwisata, 9) Industrial and Creative Arts.

Employment is the field of activity of work/business/company/office where a person works. Jobs in this study are grouped into 9 sectors, namely: 1) Agriculture, Livestock, Forestry, Fisheries and Maritime. 2) Trade in restaurants and accommodation services. 3) Processing Industry. 4) Construction. 5) Transportation, Warehousing and Communication. 6) Mining and Quarrying. 7) Electricity, Gas and Clean Water. 8) Community, Social and Individual Services. 9) Finance, Real Estate and Corporate Services.

Research on employment absorption has been carried out by several previous researchers. The following are several studies on employment absorption using different variables, including Arie Wibowo Khurniawan, Gustrida Erda and Muh. Abdul Madjib, 2019 (Profile of Vocational High School Graduates on the Absorption Rate of Labor in Indonesia in 2018/2019) concluded that most Vocational High School graduates work in the trade and manufacturing sectors with the main jobs as production workers, transportation equipment operators and manual laborers. Vocational High School graduates also choose formal jobs over non-formal ones which indicates that the Vocational High School graduates prefer activities with business employment status assisted by permanent workers/paid workers and employment status as laborers/employees/employees, both by male and female graduates. On the other hand, other researchers absorbed female workers who graduated from vocational schools faster than the absorption of male workers, the majority came from mechanical engineering majors, while female workers came from finance majors.

III. RESEARCH METHOD

3.1 Research sites

This research is located at a Vocational High School (SMK) in Southeast Sulawesi Province. The reason for choosing this location was based on considerations of ease of finding data and information.

3.2 Research design

The type of research used is descriptive qualitative research. This study aims to find data, descriptions/circumstances regarding the absorption of Vocational High School (SMK) graduates into employment according to the areas of expertise that Vocational High School (SMK) graduates are engaged in in Southeast Sulawesi

Province. The object of research in this study were graduates of Vocational High Schools (SMK) in Southeast Sulawesi Province

3.3 Data Types and Sources

The type of data used in this research is secondary data. Secondary data was obtained from the Southeast Sulawesi Central Bureau of Statistics, the Southeast Sulawesi Education Office, the BKK (Special Job Exchange) of the Southeast Sulawesi Province and the Southeast Sulawesi Provincial Labor and Industry Office.

3.4 Data collection technique

To obtain the necessary data, the authors use data collection with documentation, namely data collection through reports and documents that are already available at the BPS of Southeast Sulawesi Province, the Office of Education and Culture of Southeast Sulawesi Province, BKK (Special Job Exchange) for Vocational Schools of Southeast Sulawesi Province and the Department of Labor and Industry of Southeast Sulawesi Province.

3.5 Data analysis technique

Data analysis used in this study is descriptive analysis. Descriptive analysis is part of statistics that summarizes, presents and describes data in an easy-to-read form so as to provide more complete information. Descriptive statistics are methods related to the collection and presentation of data so as to provide useful information. Descriptive statistics can be presented in the form of graphs, pictures, tables, or diagrams, according to the requirements needed (Sugiono, 2015)..

IV. RESULT AND DISCUSSION

4.1 Result

4.1.1 Analysis of Labor Absorption of Vocational High School (SMK) graduates in Southeast Sulawesi Province

The number of Vocational High School (SMK) graduates by district/city in Southeast Sulawesi until 2020 will reach 82,405 people spread across 17 (Seventeen) regencies/cities and 9 (nine) areas of expertise namely 1) Engineering Technology, 2) Energy and Mining, 3) Information and Communication Technology, 4) Health and Social Work, 5) Agribusiness and Agrotechnology, 6) Maritime, 7) Business and Management, 8) Tourism and 9) Industrial and Creative Arts.

4.1.2 Number of Graduates of Vocational High Schools (SMK) by Gender and Field of Expertise in Southeast Sulawesi Province.

Vocational High School graduates (SMK) according to gender and area of expertise in Southeast Sulawesi Province for the 2018-2020 period, showed an increase from 2018 to 2019 (9,511 people to 9,687 people) then decreased in 2020 to 9,618 people. This can be seen in the following table:

Table 1. Number of Vocational High School (SMK) graduates by Expertise and Gender in Southeast Sulawesi Province in 2018-2020.

No	Areas of expertise	2018 year			2019 year			2020 year		
		Gender		Amount	Gender		Amount	Gender		Amount
		L	P		L	P		L	P	
1	Technology and engineering	1968	85	2053	1954	92	2046	1896	101	1997
2	Energy and Mining	114	28	142	108	35	143	128	31	159
3	Tech. Information and Communication	1,238	1,216	2,454	1,292	1,213	2,505	1,330	1,115	2,445
4	Health and Social Worker	185	512	697	158	447	605	125	323	448
5	Agrobinism and Agrotechnology	485	496	981	601	533	1,134	519	466	985
6	maritime	469	49	518	493	81	574	582	38	620
7	Business and management	588	1,382	1970	510	1,388	1898	653	1,331	1984
8	Tourist	58	511	569	69	415	484	80	274	354
9	Industrial and Creative Arts	27	100	127	76	222	298	86	540	626
Total		5,133	4,379	9,511	5,261	4,426	9,687	5,399	4,219	9,618

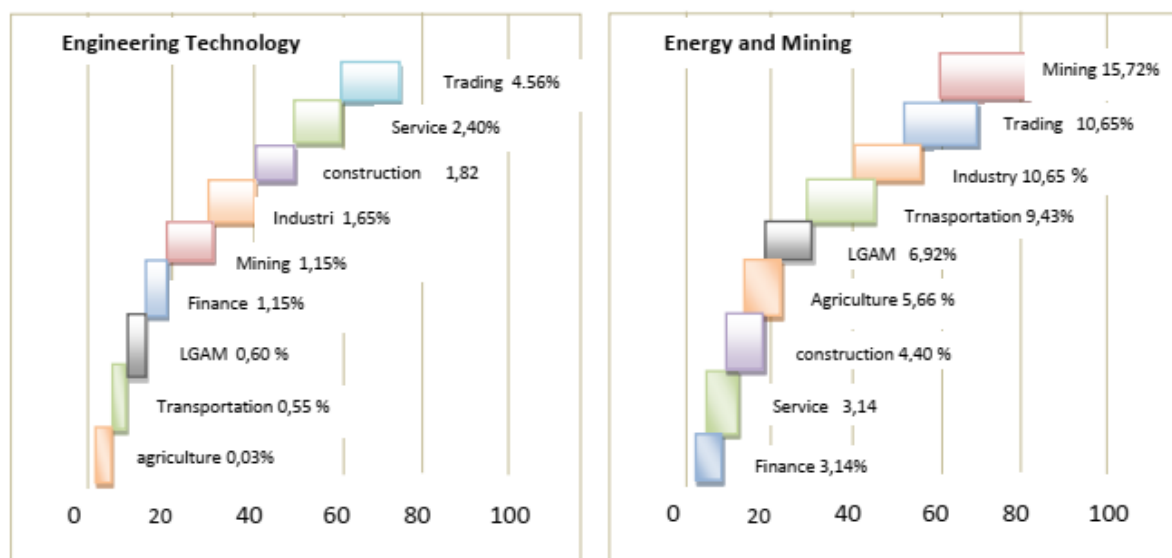
Source: Southeast Sulawesi Education Office, 2018-2020

Based on Table 1 above, the number of Vocational High School graduates (SMK) by field of expertise and gender in 2018 totaled 9,511 people and the Information and Communication Technology area of expertise was the field of expertise with the most graduates, namely 2,454 people. The second largest is Engineering Technology with 2,053 people. And the third most is the field of expertise in Business and Management as many as 1,970 people. 2019 showed an increase to 9,687 people with the largest number of graduates in the Information and Communication Technology expertise field with a total of 2,505 people (an increase compared to the previous year). The second largest was in the Technology and Engineering area of expertise, with 2,046 people, a decrease compared to the previous year and the third largest, namely Business and Management expertise, with 1,898 people also decreased compared to the previous year. In 2020 the number of Vocational High School graduates by field of expertise decreased to 9,618 people and the field of expertise in Information and Communication Technology was the field of expertise with the most graduates, namely 2445 people, an increase compared to 2018 and 2019, following the field of Engineering Technology expertise with 1,997 people and the third largest number, namely Business and Management, is 1,984 people. This can

be interpreted that the 3 areas of expertise with the greatest number of graduates in the 2018-2020 period are the areas of expertise in Information and Communication Technology, Engineering and Business Technology and Management although the number fluctuates from year to year.

4.3 Analysis of Labor Absorption of Vocational High School Graduates according to Employment and Field of Expertise

Classification of graduates of Vocational High Schools according to employment is needed to see the magnitude of employment absorption of graduates of Vocational High Schools (SMK) based on areas of expertise in the economic sector. An overview of the employment of Vocational High School (SMK) graduates by field of expertise in 2020 can be seen in the following figure:



Picture 1

employment of Vocational High School graduates according to the field of expertise in Engineering Technology and Mining Energy

Source: Southeast Sulawesi Special Employment Exchange (BKK).

Based on Figure 1 above, it shows that the field of Engineering Technology expertise is mostly absorbed in the trade, restaurant and accommodation services sector as much as 4.56%, followed by the service sector as much as 2.40% and the construction sector as much as 1.82% while the least amount is absorbed in the construction sector. agriculture by 0.03%. This can be interpreted that graduates of Vocational High Schools (SMK) in the field of Engineering Technology are dominant in the trade, restaurant and accommodation service sectors and are less dominant in the agricultural, plantation, forestry, livestock, fishery and marine sectors.

Furthermore, the field of Energy and Mining expertise is mostly absorbed in employment in the mining and quarrying sector, namely 15.72%, followed by the trade, restaurant and accommodation services sector and the manufacturing industry sector with 10.65% and the transportation, warehousing and communication sector with 9.43%. On the other hand, graduates of Vocational High Schools (SMK) in the field of Energy and Mining expertise are at least absorbed in employment in the social and personal services sector and the financial institutions, real estate and rental business sectors. This can be interpreted that graduates of Vocational High Schools (SMK) in the field of Energy and Mining expertise are absorbed the most in accordance with their areas of expertise. This happened because in Southeast Sulawesi Province there are mining companies and some of their employees were recruited from graduates of Vocational High Schools (SMK), one of which is the field of expertise in Energy and Mining. In addition to the mining and quarrying sector, graduates of the Vocational High School (SMK) are dominant in the trade, restaurant and accommodation service sector but are less dominant in the social and individual community services sector and the financial institution sector, real estate and rental business

Furthermore, the employment absorption of graduates from Vocational High Schools (SMK) in the Information and Communication Technology area of expertise and Health and Social Worker expertise can be seen in the following figure:

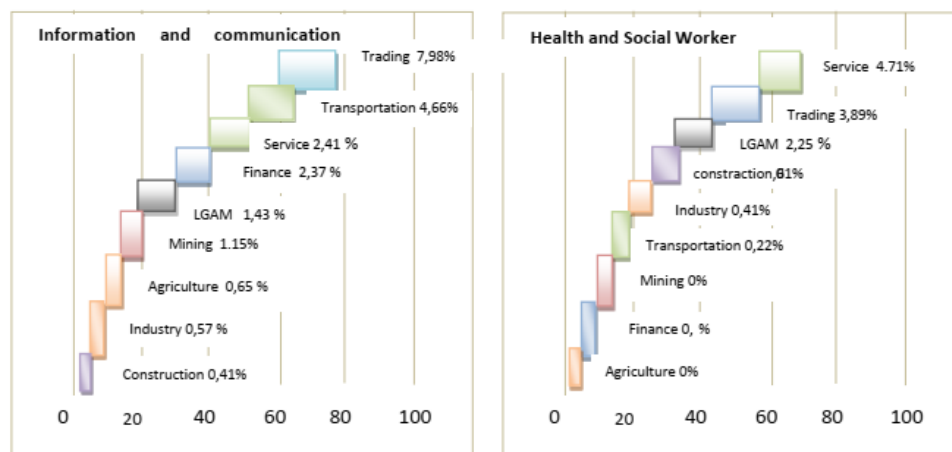


Figure 2

employment of graduates from Vocational High Schools according to the field of expertise in Information and Communication Technology and Health and Social Worker Expertise

Source: Southeast Sulawesi Special Employment Exchange (BKK).

Based on Figure 2 above, it shows that the field of Information and Communication Technology expertise is mostly absorbed in the trade, restaurant and accommodation services sector as much as 7.98%, followed by the Transportation sector as much as 4.60% and the Services sector as much as 2.41% while the least amount absorbed in the construction sector by 0.41%. This can be interpreted that graduates of Vocational High Schools (SMK) in the field of Information and Communication Technology are very dominant in the trade, restaurant and accommodation services sector and less dominant in the construction sector.

Furthermore, the Health and Social Worker expertise is mostly absorbed in employment in the social, social and individual service sector, namely 4.71 %, followed by the trade, restaurant and accommodation services sector and the manufacturing industry sector with 3.89 % and the electricity sector. gas, water and minerals (LGAM) as much as 2.25 %. On the other hand, graduates of Vocational High Schools (SMK) in the field of Health and Social Worker expertise have jobs with an absorption rate of 0%, namely in the mining and quarrying sector, the financial institution sector, real estate and the agricultural, plantation, forestry, animal husbandry sectors. fisheries and marine. This can be interpreted that graduates of Vocational High Schools (SMK) in the field of Health and Social Worker expertise are very dominant in the social and individual community services sector, the trade sector, restaurants and accommodation services, and the electricity, gas and drinking water sectors but are not equally interested. once in the mining and quarrying sector, the financial institution sector, real estate and the agricultural, plantation, forestry, animal husbandry, fishery and marine sectors. Absorption of workforce graduates from Vocational High Schools (SMK) in the Agribusiness and Agrotechnology area of expertise and Maritime expertise can be seen in the following figure:

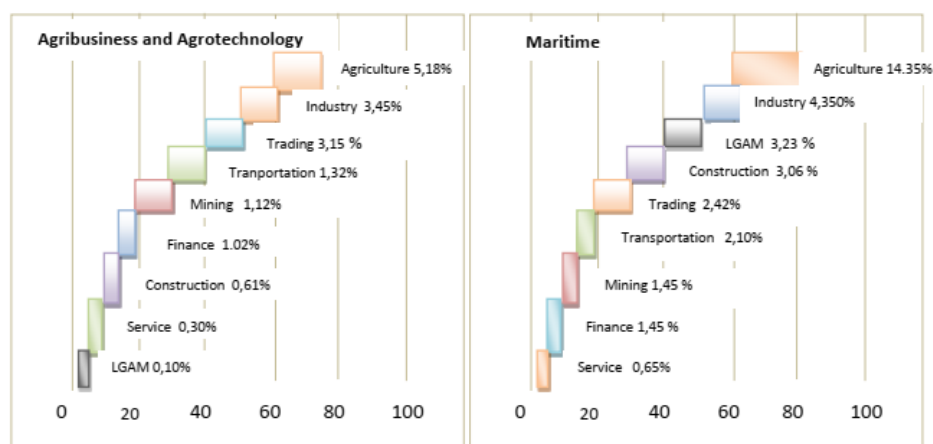


Figure 3

employment of Vocational High School graduates according to the Agribusiness and Agrotechnology and Maritime Sector expertise

Source: Southeast Sulawesi Special Employment Exchange (BKK).

Based on Figure 3 above, it shows that the areas of expertise in Agribusiness and Agrotechnology are mostly absorbed in the agriculture, plantation, forestry, animal husbandry, fishery and marine sectors. accommodation 3.15% while the least amount absorbed in the LGAM sector is 0.10%. This can be interpreted that graduates of Vocational High Schools (SMK) in the field of expertise in Agribusiness and Agrotechnology are very interested in the agriculture, plantation, forestry, animal husbandry, fishery and marine sectors, the processing industry and trade sector, restaurants and accommodation services but are less interested in the electricity sector. , gas, water, drink.

Furthermore, Maritime expertise is mostly absorbed in employment in the sector, namely agriculture, plantation, forestry, animal husbandry, fisheries and maritime affairs by 14.35%, followed by the trade, restaurant and accommodation services sector by 4.35% and the electricity, gas, water and minerals (LGAM) by 3.23%. On the other hand, Vocational High School (SMK) graduates in the field of Maritime expertise are absorbed at least in the social and individual services sector, namely 0.65%. This can be interpreted that graduates of the Maritime Vocational High School (SMK) are very interested in the agriculture, plantation, forestry, animal husbandry, fisheries and marine sectors, the trade sector, restaurants and accommodation services, and the electricity, gas and drinking water sectors. LGAM) but less interested in community, social and personal services.

Absorption of workforce graduates from Vocational High Schools (SMK) in the Business and Management area of expertise and the Tourism area of expertise can be seen in the following figure:

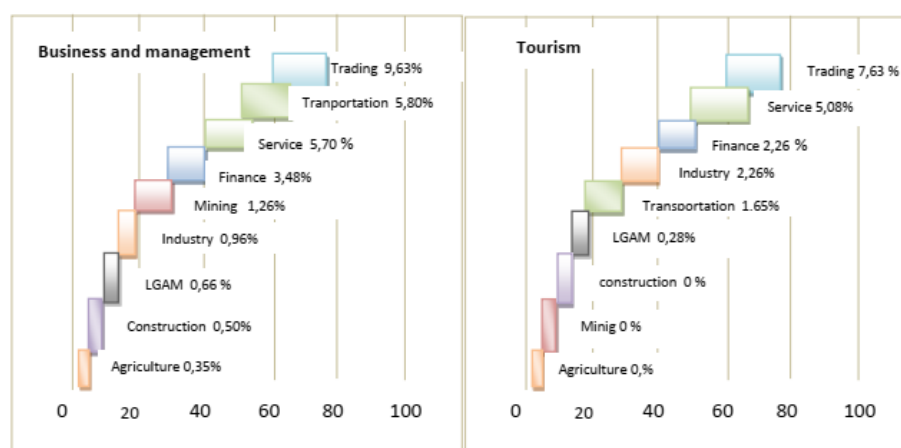


Figure 4

employment of Vocational High School graduates according to areas of expertise in Business and Management and Field of Tourism Expertise

Source: Southeast Sulawesi Special Employment Exchange (BKK).

Based on Figure 4 above, it shows that the fields of expertise in Business and Management are mostly absorbed in the trade, restaurant and accommodation services sector with 9.63%, followed by the transportation, warehousing and communication sector with 5.80% and the community social and individual services sector with 5.70% while the least amount absorbed in the agricultural sector is 0.35%. This can be interpreted that graduates of Vocational High Schools (SMK) in the field of Business and Management expertise are very dominant in the trade, restaurant and accommodation services sector, the transportation, warehousing and communication sector and the social, social and individual service sector but are less interested in the agricultural sector. plantation, forestry, animal husbandry, fishery and maritime affairs.

Furthermore, the field of tourism expertise is mostly absorbed in employment in the trade, restaurant and accommodation services sector, namely 7.63%, followed by the community, social and individual services sector at 5.8% and the financial institution, real estate and rental business sectors by 2.26%. On the other hand, graduates of Vocational High Schools (SMK) in the field of Tourism expertise have 3 sectors in employment that are absorbed by 0%, namely the construction sector, the mining and quarrying sector and the agricultural, plantation, forestry, animal husbandry, fishery and marine sectors. This can be interpreted that graduates of Vocational High Schools (SMK) in the field of Tourism expertise are very dominant in the trade, restaurant and accommodation services sector, the community, social and individual services sector and the financial institution sector, real estate and rental businesses. However, he has no interest at all in the construction sector, the mining and quarrying sector and the agriculture, plantation, forestry, animal husbandry, fishery and marine sectors.

Furthermore, the employment absorption of graduates from Vocational High Schools (SMK) in the Industrial and Creative Arts expertise can be seen in the following figure:

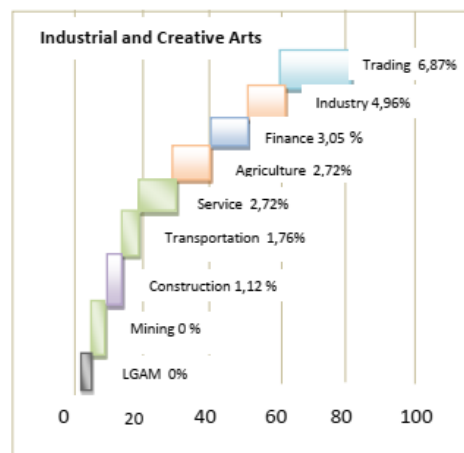


Figure 5
employment of Vocational High School graduates according to areas of expertise
Industrial and Creative Arts

Source: Southeast Sulawesi Special Employment Exchange (BKK).

Based on Figure 5 above, it shows that the areas of Industrial and Creative Arts expertise are mostly absorbed in the trade, restaurant and accommodation services sector with 6.8%, followed by the manufacturing industry sector with 4.96% and the financial institution, real estate and rental business sector with 3. .05%. On the other hand, there is also an amount absorbed of 0%, namely the mining and quarrying sector and the electricity, gas and drinking water sector of 0%. This can be interpreted that graduates of Vocational High Schools (SMK) in the field of Industrial and Creative Arts are very dominant in working in the trade sector, restaurants and accommodation services, the manufacturing industry sector and the financial institution sector, real estate and rental business but are not at all interested in the mining and quarrying sector and the electricity, gas, drinking water sector. Workers who graduated from Vocational High Schools (SMK) in Southeast Sulawesi Province according to Main employment status can be seen in the following figure:

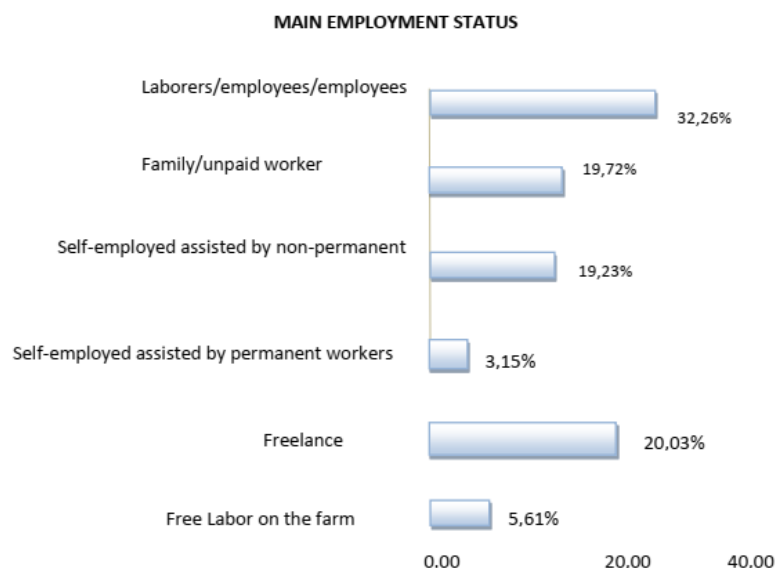


Figure 5
employment of Vocational High School graduates according to Main Employment Status

Source: Southeast Sulawesi Special Employment Exchange (BKK).

Based on the status of the main job mentioned above, workers who graduated from Vocational High Schools (SMK) who work can be categorized into formal and informal activities. Workers in formal activities include those who work with the help of permanent workers and workers/employees/employees, while the rest are categorized as informal activities (self-employed, trying to be assisted by temporary workers/unpaid workers, casual workers and family workers/unpaid). Based on this identification, 35.41 percent of workers who graduated from Vocational High Schools (SMK) in Southeast Sulawesi Province worked in formal activities and 64.59 percent in informal activities.

4.2 Discussion

4.2.1 Absorption of Labor Graduates of Vocational High Schools (SMK) according to Employment and Fields of Expertise.

Classification of graduates of Vocational High Schools (SMK) according to employment is needed to see the magnitude of employment absorption of graduates of Vocational High Schools (SMK) based on areas of expertise in the economic sector. The number of workers who graduated from Vocational High Schools (SMK) in Southeast Sulawesi Province in 2020 who are absorbed into employment by district/city is mostly absorbed first in the independent business sector, second in the Corporate/private sector and third in the Government Agencies sector. This shows that Vocational High School (SMK) graduates are more interested in independent businesses and corporate/private businesses than the government agency sector. On the other hand, there are also districts/cities that absorb labor for Vocational High School (SMK) graduates with a total of 0, namely North Kolaka, North Konawe and West Muna districts. district/city work as well as at the Southeast Sulawesi Province Vocational Special Job Exchange (BKK). Furthermore, the absorption of workers from Vocational High School (SMK) graduates according to areas of expertise, the 3 (three) areas of expertise that are most absorbed in employment are the first in the field of Information and Communication Technology expertise, the second most in the field of Business and Management expertise and the third most area of expertise, namely Engineering Technology. while the areas of expertise that are the least absorbed by employment opportunities are the areas of expertise in Health and Social Worker and the areas of expertise in Agribusiness and Agrotechnology.

This is in line with research conducted by Arie Wibowo Kurniawan, et al.. The results of this study explained that nationally, the five vocational majors that contributed the most to unemployment in 2018 to 2019 were graduates from the majors in automotive engineering, mechanical engineering, computer engineering and informatics, administration, and finance. Even though the mechanical engineering, automotive engineering, finance and administration majors are the majors that contribute the largest number of unemployed vocational school graduates, it turns out that these four majors also play a role as the majors that produce the highest number of workers. This indicates that the four majors are the most popular majors and have high competitiveness. On the other hand, besides working, graduates of Vocational High Schools (SMK) continue their education (College). This is in accordance with the understanding of Vocational High Schools (SMK) based on Permendikbud No. 6 of 2016 where Vocational High Schools (SMK) are a form of educational unit whose orientation is to provide students with the provision to enter middle-level employment and continue their education to a level according to their specificity (vocational).

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Graduates of Vocational High Schools (SMK) in Southeast Sulawesi Province in the 2018-2020 period, the number fluctuated. Where in 2019 it increased compared to 2018 and decreased in 2020. Graduates of Vocational High Schools (SMK) who are absorbed into employment according to the most dominant areas of expertise are the trade, restaurant and accommodation services sector, and there are 3 (three) areas of expertise Vocational High School graduates (SMK) are widely absorbed in employment namely the Information and Communication Technology area of expertise, the Business and Management area of expertise and the Engineering Technology area of expertise. There is an area of expertise in absorbing labor for graduates of Vocational High Schools with a percentage of 0%

5.2 Suggestion

The Provincial Government of Southeast Sulawesi through the Office of Manpower and Industry should pay special attention and care to the economic sector with the lowest employment rate. The Provincial Government of Southeast Sulawesi through the Office of Education and Culture, especially in the field of Vocational High Schools, continues to actively synchronize the curriculum to suit the needs of the world of work and the industrial world. The Provincial Government of Southeast Sulawesi through the Office of Employment and Industry of the Province of Southeast Sulawesi, graduates of Vocational High Schools (SMK) can be empowered in the form of special trainings for SMK graduates to support economic growth in society

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