**THE PARTICIPATION OF INDUSTRIAL SOCIETY IN THE RECRUITMENT OF VOCATIONAL SCHOOL GRADUATES AS POTENTIAL LABOR FORCE**

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**Abstract:** Vocational schools refer to secondary education programs aimed at preparing skillful, creative, innovative, and productive employees to develop the industrial society, at producing independent and quality entrepreneurs, and at preparing students to continue their study to higher level of education. Vocational education bridges school life and work life. Job placement becomes such a crucial part for vocational education since this marks the success of the whole education process. Job recruitment may be done efficiently through several ways: (1) recruitment at school through BKK, (2) recruitment by industries, and (3) recruitment through industrial partnership.

**K eywo rds:** participatio n, ind ustr ial society, recr uitment, wo r kfo r ce

Vocational education is a strategic program aimed at producing quality middle-class workforce and at guiding the educational policy as to make it in line with the ones established by the government (Uno, 2008; Mursanyoto, 2013; Djojonegoro, 1997). As a part of the national education system, senior vocational high schools have experienced changes in paradigms (Depdikbud, 1999), they are: (1) from *supply driven* to *demand driven,* (2) from *academic oriented* to *job (occupation) oriented*, and (3) from *school based program* to *dual based program*. According to Finch dan Crunkilton (1989), vocational education possesses these characteristics: (1) the standards used in determining students’ success at school are based on performance expected by the world of work, (2) students’ success are not limited to their performance during school, but it goes beyond their work and career later in their life, (3) vocational curriculum must be responsive to the continuous changes in the world of work as to prepare graduates

to be able to compete in the world of work, and (4) huge funding is needed in the curriculum of vocational education, since equipment needs continuous maintenance and practices need continuous flow of fund.

The goal of secondary vocational education focuses on: (1) preparation to enter the world of work, choices of career, and competence development suitable with students’ skills (Billett, 2011; Rivai & Murni, 2010). In the Ministerial Decree by the Minister of Education and Culture of the Republic of Indonesia Number 0490/U/1992 Chapter 2, it is written that secondary vocational schools are aimed at improving the skills of students so that they can develop themselves in line with the advancement of knowledge, technology, and arts; and at preparing students to enter the world of work and to develop work professionalism.

Priowirjanto (2001:18-19) suggests on the implementation of competency based training or CBT at senior vocational high schools. CBT refers to education and training emphasizing on mastery of knowledge and specific skills as well as attitude needed in and suitable with the demand of the world of work. To achieve this goal, educational facilities become such crucial part in the process as well as cooperation between schools and industries in order to provide students with excellent education and training.

Snedden (in Hyslop & Marginson, 2004) proposes a model of vocational education focusing on one type of work demanded by industries. In his proposed scheme, a learner is transformed into a worker with certain skills based on the demand of the industry. In line with Snedden’s proposal, school based industry (SBI) is proposed by Reksoatmodjo (2010:252-253), a more realistic approach in preparing students to understand the operational management of certain companies. For example, students from automotive program are involved in the maintenance or assembly of motorcycles or machines in automotive industry or garage; students from machinery program are involved in the making of products in manufactures or metal industry and so forth.

The arguments proposed by Snedden (2004), Reksoatmodjo (2010) and Priowirjanto (2001) illustrate the roles vocational education play in producing quality middle-class employees who are able and are willing to compete in the

world of work suitable with their skills, are able and are willing to adapt to their work environment, and are creative and innovative in doing their job. However, without such good and proper job recruitment, no matter how good the quality of the graduates, things would just be useless. Thus, the distribution and assignment of the graduates become another crucial part of the vocational education system and process.

Recruitment becomes such big task and responsibility for senior vocational high schools in distributing and assigning their graduates. Recruitment is actually a process of selecting and assigning graduates job to which they are suitable, and the result is a group of candidates ready to be chosen as new employees; in other words, recruitment is a process to get a number of new and qualified employees to fill in certain positions in a company (Rivai dan Sagala,

2010: 148). The success of vocational education does not simply lay on its ability in educate and train as well as in shaping attitudes of their learners, yet it also lies on its ability to distribute its graduates to companies and industries needing the skills mastered by these graduates.

As claimed by Miller (1985), almost all parties agree that job recruitment is the responsibility of the institution of vocational education; the job recruitment and placement is seen as a real measure of the success of the process in vocational education. The Board of the National Reform of Secondary Education in America, as explained by Smith (1974) in Miller (1985:52), states that secondary vocational schools must establish an employment service office which is managed by career counselors and administration staff of the schools.

In term of job recruitment and placement for vocational school graduates, senior vocational high schools in Indonesia is assisted by an organization knows as Bursa Kerja Khusus (BKK). BKK work is based on the decree issued by the Director General of Domestic Job Recruitment Number Kep-49/DPPTKDN/2003 on the guidance of BKK implementation. BKK is an organization which runs the function of job recruitment, that is to help job seekers to find employers and the vice versa. The roles BKK play in accordance with vocational education existence according to Dwinastiti (2013) are to: (1) give information related to market labor,

(2) registry job seekers, (3) provide assistance and guidance related to job and position, and (4) do job recruitment and placement.

This study aims at exploring job recruitment process for senior vocational school graduates. This study is expected to (1) give comprehensive description and data on the participation of the industrial society in the recruitment of vocational school graduates and (2) to create a theoretical framework as well as abstraction of data collected throughout the study on the participation of the industrial society in the recruitment of vocational school graduates; all of these are to be done in such meaningful and natural context.

Based on the afore presented explanation, the focus of the study is on examining the participation of the industrial society in job recruitment of vocational school graduates (a case study at SMK Negeri 1 Singosari Malang, SMK Negeri 3 Tulungagung, and SMK Negeri 1 Sidoarjo). These three senior vocational high schools are chosen for several reasons: (1) those schools are the first vocational school to establish in each of the regions, (2) all of them have the certificate of quality management system ISO 9001:2008, (3) they have engineering program, (4) they do job recruitment through BKK at their schools, (5) they build industrial partnership with industries having jobs suitable with the skills students learn at schools, (6) they implement a dual-based program and is applied through internship for their students in which the students are given a chance to apply the skills they learn at schools, (7) the graduates of these schools can find a job (70% - 80%) after they finish school, can become an entrepreneur (20% - 30%), and can continue their study to higher education (10%) (Source: BKK data processed 2013).

The focus of this present study on the participation of the industrial society in the recruitment of vocational school graduates are elaborated as follows: (1) the recruitment process through BKK at schools, (2) the recruitment process of vocational school graduates through tests conducted by industries, and (3) the recruitment process through evaluation of internship program done at industries.

**RESEARCH METHOD**

The study employed a qualitative approach under the multiple case studies design. The subjects of the study were chosen through a purposive sampling method, that were the schools and the industries becoming the place for students of SMK Negeri 1 Singosari Malang, SMK Negeri 3 Tulungagung, and SMK Negeri 1 Sidoarjo to do internship. Data was collected through interviews, documentation, and observation.

Data was analyzed during data collection stage when the researcher was in the field and after data collection by referring to the theory from Miles & Huberman (1992), Bogdan & Biklen (1982), and Lincoln & Guba (1985). The analyses were done using a method for individual case study consisting of (1) persistent observation, (2) triangulation of data sources, methods, and documents, (3) peer reviewing, and (4) referential adequacy checks.

**RESULTS AND DISCUSSION**

Based on the observation, interviews, and documentation through data triangulation, it was found out that there were three ways employed by industries in order to get qualified employees from vocational school graduates, those ways were: (1) cooperation with BKK at schools to recruit candidates, (2) tests conducted by industries, and (3) the evaluation of internship performance, in which good performance would lead students to be chosen as employees when they graduated—this is known as “Ijon” system.

**Recruitment through Cooperation with BKK at Each School**

Recruitment is the process of searching, finding, and attracting professional job seekers to be employed in a certain organization (Siagian,

2004:102). According to Handoko (1987: 69), *recruitment* is a process of searching and attracting a group of candidates applying as employees, and the result is a group of selected new employees. Singodimedjo (1999:40) states that recruitment is a process of searching, finding, and attracting job seekers to be

employed in a certain organization. Yoto (2003) explains that recruitment is a process of searching candidates by industry or company through certain methods to get employees having skills suitable with the position offered by the industry or company so that the new employees can work professionally and help the company to achieve effective and efficient performance.

Sources of job recruitment (Handoko, 1987; Singodimedjo, 1999 and Yoto, 2003) are advertisement, job agencies, educational and training institutions, (SMK, politechnics, universities / institutes, training centers, and so forth), labor organization, professional associations, and open house.

Vocational schools have BKK, an organization which is responsible for distributing graduates of vocational schools to industries and companies needed them. BKK functions to meet the demand of industries with the supply of vocational school graduates. The roles BKK play in vocational education context, according to Dwinastiti (2003) and Mursanyoto (2013) are to: (1) give information related to market labor, (2) registry job seekers, (3) provide assistance and guidance related to job and position, and (4) do job recruitment and placement.

BKK cooperates with industries in placement of vocational graduates and in the implementation of internship programs. In choosing industrial partnership, BKK considers industries offering jobs related to the skills taught at schools. Through BKK, SMK Negeri 1 Singosari, Malang cooperated with many national scale industries such as PT. Pindad Persero Malang, PT. Molindo Raya Industrial Malang, PT. Boma Bisma Indra (BBI) Persero Pasuruan, PT. Astra Internasional Tbk Jakarta, PT. Trakindo utama Jakarta, PT. Altrak Jakarta, PT. Freeport Tembagapura, PT. Kobexindo Tractors Jakarta, PT. Rexplast Sidoarjo, PT. Kayaan Putra Unggul Coal Samarinda, etc. Within the same plan, SMK Negeri 1

Sidoarjo cooperates with PT. Aneka Banu Sakti Sidoarjo, PT Prima Alloy Steel Tbk Surabaya, PT. Aweco Indosteel Perkasa Pasuruan, PT. Kosky Cartoning Sidoarjo, etc. Menawhile, SMK Negeri 3 Tulungagung cooperates with CV. Logam Indonesia Tulungagung, PT. Niaga (*Engineering and Machine Construction)* Tulungagung, CV. Kalitelu Teknik Tulungagung, PT. General

Motor Indonesia Chevrolet Jakarta, PT. Mojopanggung Tulungagung, PT. Pindad

Persero Malang, PT. Petrokimia Gresik, PT. Rexflas Surabaya, etc.

In the effort to place the graduates, BKK of each school takes the following steps: (1) listing graduates who are looking for jobs (job seekers), (2) informing partner industries, companies, and other cooperating links on the supply available, (3) receiving job application, (4) conducting selection of candidates together with representatives from industries and companies at school: written tests, psychological tests, interview, and medical check-up at hospitals, clinics, or other health centers, (5) conducting performance tests as required by industries or companies, which can be conducted at school or at work place, (6) announcing the results of the selection, and (7) assisting and guiding graduates before they enter the work place and the world o0f work.

According to the Law of the Republic of Indonesia Number 13 Year 2003

Chapter 32, employees must be placed in position suitable with their skills, abilities, talents, and interests by considering their dignity and human rights as well as legal protection; job placement must also be done by considering the principle of equal employment opportunities and both the local and national demand of employment.

The distribution and placement of senior vocational school graduates by BKK is a part of responsibilities of the educational institutions. This is in line with an argument by Miller (1985) stating that: (1) job placement must become an integral part of vocational education system for those who plan to enter the market labor after they finish school, (2) right placement, in which graduates are placed in a position suitable with the skills they learned during school, is the benchmark to determine the success of vocational education.

Recruitment conducted by BKK brings several advantages for students, some of which are: (1) students already get a job before they graduate, (2) students have shorter lead-time, that is for graduates who are not yet able to get a job before they graduate, and (3) it helps improving the sense of pride to their alma mater.

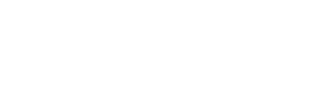
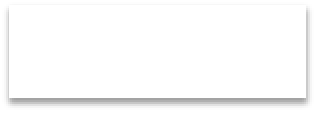
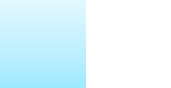
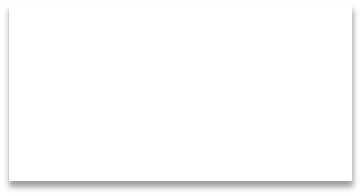
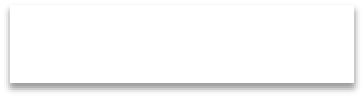
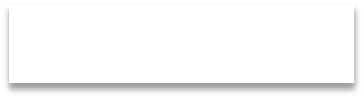
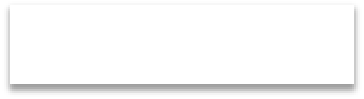
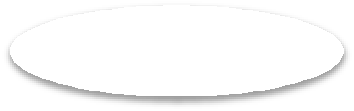
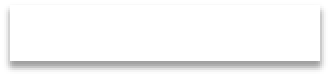
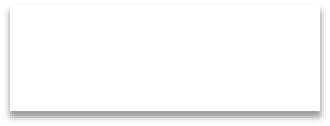
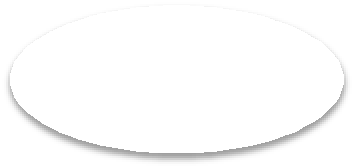
Students register through

BKK

Students of senior vocational schools semester VI

|  |  |  |
| --- | --- | --- |
|  | |  Written tests   Psychological test   Interview   Medical check-up   Performance test  (If necessary) |
| Tests are conducted by BKK in cooperation with the industrial partners |  |
|  |
|  | |

Final evaluation



Work for those who have graduated (64.60%)

Graduate

Lead time 1-6 months (23.55%)

Continue to higher education

(11.85%)

Figure 1. Recruitment Process of Senior Vocational Graduates through BKK

The data from BKK on the level of graduates accepted in industries for students from mechanical engineering program can be seen on Table 1.

**Recruitment of Graduates through Tests Conducted by Industries**

In order to strengthen the implementation of dual system education, vocational schools cooperate with industries in the implementation of internship. Internship is a learning process done in the work place with the guidance and assistance from industries and teachers at school (Depdikbud, 1994). The goal of internship is to let students experience the real world of work, to understand and appreciate work itself, to develop self-discipline and responsibility toward work, to appreciate time, and to have experience and ideas on entrepreneurship. Internship is normally done in 3 to 4 months, depending on the situation and the condition of the industry or company and the mutual understanding between the school and their industrial partners.

Internship may be done when industries are willing to become the partner of the school in implementing the dual education system; thus, vocational schools must have initiative to approach industries and to build cooperation with them as

to have them become their partner. In this kind of cooperation, both parties must gain mutual benefits, so the programs can be done in their best ways possible under the mutual understanding of both parties (Depdikbud, 1994). The cooperation of vocational schools and industries must be based on the principles of mutual benefit and complementary for the sake of both parties. Based on these principles, the dual education system supported by the internship program will give benefits to those in cooperation.

Based on field observation and interviews with the industries, the implementation of internship brings such real values for industries. First, there is a chance for industries to know the quality of the students doing internship. If the company thinks that the students are good, they can later recruit them; on the other hand, if the company thinks that the students are not good enough, then the company has no necessity to employ them. Second, the students normally are involved actively in the production process, and this means that to certain extent, the students have brought some benefits for the company. Third, during the internship program, the students are more disciplined and behave better, such as obeying the rules of the company, and this means that the attitude of the students can be shaped as needed by the company. Fourth, the company may assign students to apply the knowledge on technology advancement they learn at school, and the company can later implement the advancement. Fifth, there will be certain pride and prestige for the company as they are involved in the process of educating the young generation of the country.

Vocational students may get many advantages from the dual education system supported by the internship program, such as (1) meaningful learning, since the students will possess certain professional skills when they leave school, (2) shorter lead-time for them to develop their skills—when they leave school, they will not need to get into trainings since they already master certain skills, and (3) increasing self-confident—the skills they get during internship will help to increase their self-confidence, which later can become their baseline in improving their professionalism.

According to Miller (1985:51), vocational education is designed to bridge relationship between school and the world of work. The assumption is that vocational education will help to prepare students to find their job and this is seen as the requirement for it; thus, the education system must be conducted in such practical and productive atmosphere.

The recruitment process through the test in industries can be explained through the following steps: (1) the industry sends letter asking for candidates for certain position to the school, (2) the alumni possessing the criteria needed for the position sends application to the industry, individually or collectively through the school, (3) the industry selects the applications, (4) the industry conducts the test, (5) the industry announces the results of the test, (6) the industry conducts training for the candidates accepted, and (7) candidates are ready to be placed in their position.

There is always a certain contract signed by industries and the school through BKK dealing with the demand of workers, in which industries will always inform the school whenever they open up job recruitment. When there is one, BKK informs students or alumni to sign up for the job recruitment. According to Miller (1985:53), vocational schools that provide this kind of information and opportunity will likely to achieve the goals of: (1) being responsible to the needs of the students and the graduates, (2) bridging school life and work life, and (3) providing data on the needs of industries.

Job / position analysis

Work force provided by vocational schools: graduates and twelfth graders who fulfill the criteria listed by industries

Industry

Selection of application letters

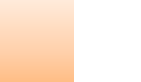
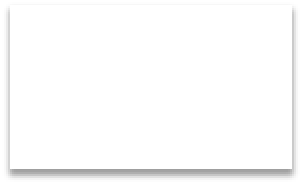
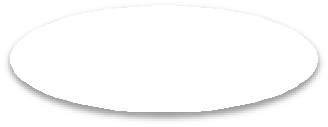
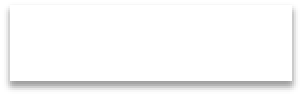
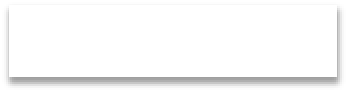
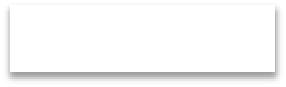
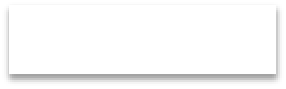
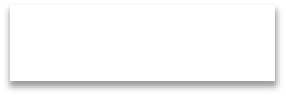
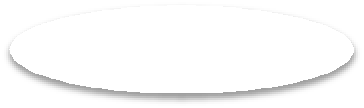
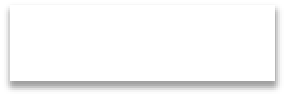
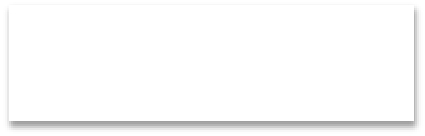
Graduates / Students send application

Tests

 Written test

 Psychological test

 Interview



 Medical check-up

 Others

Announcement

Training

Job placement

Figure 2. Recruitment of Vocational Graduates through Tests at Industrial Partners

**Recruitment of Graduates through Industrial Partnership**

During the internship program, students are assisted by teachers and representatives from the industry or company where they work. Students will be guided, assisted, assessed, and evaluated on their daily performance at the work place by the representatives of the industry. Assistance, guidance, and assessment from the school teachers will be done periodically during the four-month internship, in which the teachers will come around 4 times, that is at the first day of internship, during monitoring (two times), and at the last day of internship. Thus, the representatives of the industry will know better about the performance, attitude, and skills the students have and show during the internship.

Assessment done to students doing internship consists of technical and non-technical assessment (Pedoman Praktik Industri SMK, 2013). The technical aspect scores their ability to perform the job (productive skills) with the score ranging from 0-100, while the non-technical aspects include discipline, responsibility, cooperation, initiative, tidiness, and cleanliness done through quantitative assessment (very good, good, fairly good, need improvement).

During the internship, evaluation is done in by the industry as to really see the best ones. Through this system, known as “Ijon”, the industry can ask the school to send only students having good achievement at school, thus making it easy for the industry to guide them. With such good guidance and assistance, the internship program will produce good and qualified worker-to-be having sound knowledge, good attitudes and skills, and they are ready to take their place in the world of work. Thus, when they graduate they can directly be recruited by the industry.

In this system, students are seen as an asset, educated and skilled workers of the future who are ready to enter the world of work. Internship program can be a good way for companies to educate quality and qualified future workers— meaning that these students will be recruited soon after they graduate. In addition, companies and industries also get other benefit from the internship program, in which they can employ “skillful workers” “freely”, and they can also recruit these “workers” soon after they finish school, and this reduces the cost for training.

Table 1: The Number of Vocational School Graduates Accepted by Industry or Business from the

Mechanical Engineering Program

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Vocational Schools** | **Accepted before**  **graduating** | **Accepted with Lead**  **Time of 1-6 Months** | **Continue to Higher**  **Education** |
| 1 | SMK Negeri 1 Singosari Malang | 60.87% | 26.09% | 13.04% |
| 2 | SMK Negeri 3 Tulungagung | 72.00% | 18% | 10% |
| 3 | SMK Negeri 1 Sidoarjo | 60.94% | 26.56% | 12.50% |
|  | Average | 64.60% | 23.55% | 11.85% |

Sumber: BKK SMK Negeri 1 Singosari Malang, SMK Negeri 3 Tulungagung, dan SMK Negeri 1 Sidoarjo (2013)

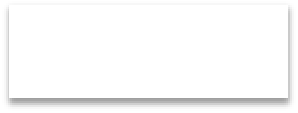
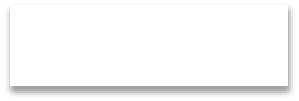
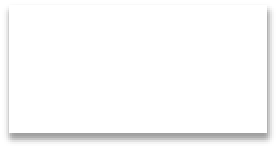
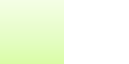
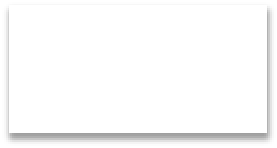
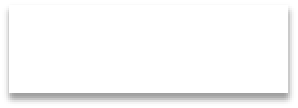
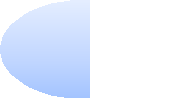
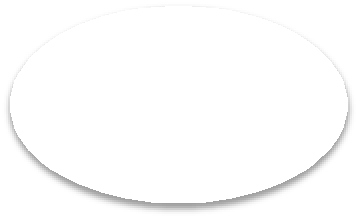
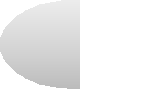
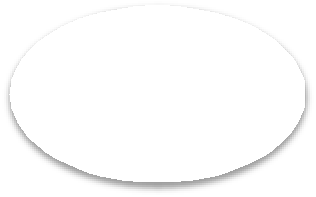
Vocational school students

Good achievement

at productive skills

Guided and assisted by school and industry

Internship in industry



Industry evaluates students’ performance during internship

Students perform well during internship are recruited by the industry

Students do final assessment

Students’ performance are ranked based on the results of the internship and evaluation

Figure 3. Job Recruitment of the Vocational School Graduates through the Internship

Evaluation System

(Source: Research and Development Board of SMK Negeri 1 Singosari Malang, BKK SMK Negeri 3 Tulungagung, and SMK Negeri 1 Sidoarjo)

Some of the industries using the internship process as their baseline in job recruitment are PT. Rekplast Sidoarjo, PT. Toyota Astra Jakarta, PT Kayaan Putra Unggul Coal Samarinda, PT. Prima Sakti Malang, PT. General Motor Indonesia Chevrolet Jakarta, PT. Altrak Jakarta, PT. Freeport Tembagapura, PT. Boma Bisma Indra Pasuruan, and many others. The advantages of this system are: (1) the industry will surely get skillful and ready-to-work employees, (2) the industry does not need to pay for the recruitment, (3) it can reduce the cost of training for employees, (4) it can reduce the cost for machine maintenance and accident at work for the employees are all qualified and skillful, (5) it can improve the performance and productivity of the industry, and improve work morale due to good communication among members of the industry.

**CONCLUSION AND RECOMMENDATIONS Conclusion**

1. The job recruitment through BKK at school gives so many advantages for the

industries, schools, and students. Those advantages are: (1) industries will always be sure that they get qualified employees through the selection done in cooperation with schools, and the selection process also helps to reduce the cost industries need to pay for job recruitment, (2) schools experience such satisfaction and pride for they can help their students find the suitable job, in addition to trust schools gain from students, parents, and the industrial society, (3) students will get a job immediately after they graduate and this will help them grow more respect and gratitude to their alma mater.

2. Recruitment through the industrial partnership brings several advantages, such as (1) alumni will directly know the industry for which they will work, (2) it helps industries in building confidence on the quality of the candidates since the tests are free from any outside interests, (3) collusion and nepotism can surely be avoided since all the test committee comes from the industry, and (4) the test results will show the true ability and skills of the candidates or the vocational school graduates.

3. Recruitment through the internship has been found as the most effective and efficient way to know how much the students master the skills, since internship requires students to perform the skills they learn at school.

**Recommendation**

For their graduates to be accepted by industries and companies, to be able to be independent entrepreneurs, and to be able to continue their study to higher education, thus senior vocational schools must take some strategic steps to be implemented in the education process at school. Those steps are: (1) curriculum must be developed in line with the demand and advancement of industries, (2) facilities and infrastructure, as well as tools needed for practice, must be provided well, (3) educators and school staff must keep up with the advancement of technology and knowledge, (4) funding must be made continuous and present in enough amount, (5) school principals must be visionary, active, creative, and innovative, (6) learning process must be made conducive, (7) school atmosphere must be made harmonious, and (8) learning environment must support learning process.

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