



## **UNEMPLOYMENT MANAGEMENT STRATEGY POLICY SECONDARY EDUCATION GRADUATES IN BANTEN PROVINCE**

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### **ABSTRACT**

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Banten Province has the highest Open Unemployment Rate (TPT) for Vocational High School (SMK) graduates in Indonesia, becoming a serious concern in the world of education and employment. This study aims to analyze the policy strategy for overcoming unemployment for SMK graduates in Banten Province. Using a qualitative method with a descriptive design, data was obtained through interviews and documentation studies from various sources with a purposive sampling technique. The research locus covers 8 districts/cities in Banten with a sample of 80 informants from state and private SMKs. The results of the study show that the five majors that are most absorbed by the business world and industry (DUDI), namely informatics engineering, automotive engineering, graphic design, accounting, and health. The three main factors causing the high TPT of SMK graduates are limited productive teachers, suboptimal education quality, and the mindset of students who are only ready to work without relevant skills readiness. The policy gap can be seen from the lack of integration between vocational education policies and the real needs of DUDI in the regions. Recommendations include formulating policies for vocational schools based on superior vocational skills, equalizing vocational schools across all sub-districts, and strengthening graduates' soft skills and hard skills that are relevant to industry needs.

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**Keywords;** Policy, Unemployment, Vocational School Graduates

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### **A. INTRODUCTION**

Research on strategies for dealing with unemployment for secondary education graduates in a province requires collaboration between regional governments, city districts, the private sector, educational institutions and the community. In addition, adequate budget allocation and supervision of program implementation are very important to ensure this policy is effective and has a positive impact on overcoming unemployment of secondary education graduates in Banten Province (Anggitaningsih et al., 2024).

Currently, Banten Province consists of four districts and a city which is the 30th province out of 38 provinces in Indonesia. Establishment of Banten Province based

on Law Number 23/2000 concerning Banten Province with the Central Government of Serang City. The population of Banten Province, based on the Ministry of Home Affairs report for the second semester of 2020, is 11,637,637 people. In 2023 it will increase to 12,381,098 people. Meanwhile, Banten Province's Regional Original Income (PAD) is IDR 8,877.57 billion with a total of 14,000 companies or the Business and Industrial World (DUDI) (Choi, 2021).

This research takes the main problem based on a survey conducted by the Central Statistics Agency (BPS) of Banten Province in 2023 (based on statistical data Number 58/11/36/Th.XVII, dated 6 November 2023) which states that Banten Province has the highest unemployment rate at 7.5 percent (around 448,430 people) in Indonesia. This figure has decreased by 0.57 percent compared to August 2022. The Open Unemployment Rate (TPT) for Vocational High School (SMK) graduates in Banten contributed the highest figure compared to graduates of other levels of education, namely 11.91 percent. When compared with the national (Indonesia) Open Unemployment Rate (TPT) as of August 2023 of 5.3 percent and in 2022 of 5.86 percent or 8.42 million people. Meanwhile, the TPT for vocational school graduates reached 9.42 percent (2.49 percent difference with the National TPT). There are three causal factors, namely: (1) Limited productive or vocational teachers, in terms of quantity and quality; (2) The quality of vocational schools is still relatively low; (3) the majority of vocational school graduates are projected to work immediately after graduating (Disas, 2018).

If you look at the Medium Term Development Plan (RPJMD) for the 2022-2027 period of Banten Province, which is a development direction guide for the Banten Regional Government and is also a strategic document containing the vision and mission of the regional head, strategy and direction of development policy, formulation of issues strategic, general policies and priority development programs, formulation of main performance indicators (Duguet et al., 2023).

The Medium-Term Development Plan (RPJMD) is also a guideline for making the 2024 Regional Development Work Plan (RKPD) for the current year. Meanwhile, the vision of the Governor and Deputy Governor of Banten is, "a Banten that is advanced, independent, competitive, prosperous and has good morals. Apart from that, there are five (5) missions of regional heads, namely (1) creating good governance, (2) building and improving the quality of infrastructure, (3) increasing

access and equality of quality education, (4) increasing access and equal distribution of quality health services, (5) improving the quality of economic growth and equality (Jo et al., 2023).

Banten, which is located close to the capital, is a strategic area which also supports the development of Jakarta. Development problems in Jakarta are usually closely related to problems in adjacent areas, which are some of the overflow problems of the capital. Of the approximately 25,000 workers from outside the region who are allowed to enter Banten. There are quite a lot of foreign workers coming in, reaching 10,000 people. There are around 14,000 companies in Banten, which should be able to absorb a large workforce, but it turns out that data from the Central Statistics Agency (BPS) records that in 2024, Banten Province occupies the highest position with the highest total unemployment in Indonesia (Muslim, 2019).

Based on data from the Central Statistics Agency as of February 2024, the number of labor force based on the National Labor Force Survey (Sakernas) in February 2024 was 6.05 million people, down 53.63 thousand people compared to February 2023. The Labor Force Participation Rate (TPAK) fell by 1.00 percentage point compared to February 2023. While the working population is 5.63 million people, an increase of 8.03 thousand people from February 2023. The business field that experienced the biggest increase is education, amounting to 78.93 thousand people (Pardede & Novriyenni, 2017). And a total of 2.83 million people (50.27 percent) worked in formal activities, down 3.27 percentage points compared to February 2023. The percentage of underemployed rose by 3.23 percentage points, while the percentage of part-time workers fell by 0.30 percent points compared to February 2023.

Meanwhile, the Open Unemployment Rate (TPT) in Banten is 7.02 percent or around 452,000 people, this figure is down by 0.95 percentage points compared to February 2023 (down 0.57 percent) of 8.09i percent. The open unemployment rate (TPT) for vocational school graduates is the highest compared to graduates of other levels of education, namely 11.91 percent. This indicates that Banten education is not sufficient for the needs of the industrial market. Therefore, the development problems that arise in Banten are closely related to the problems that also arise in the Jakarta City Region, because it is the supporting province, namely: (1) flooding in the city of Jakarta; (2) welfare problems (Sulistiobudi & Kadiyono, 2023); (3)

mobilization of residents who work in Jakarta but live in Greater Tangerang; (4) the problem of car and motorbike tax, namely living in Greater Tangerang but using a Jakarta or B series car plate. So the tax income goes to Jakarta.

The problems that arise in Jakarta are closely related to the problems that arise in Banten Province because it is a supporting area for Jakarta. Because it is interconnected with the problems that exist in Jakarta, the root of the problem must be looked at holistically or comprehensively from the problems that exist in the area causing the factors, namely Jakarta. For example, the problem of flooding in the city of Jakarta will be related to the Cisadane River between Jakarta and Tangerang, one of the cities in Banten Province. Another problem concerns tax income from cars and motorbikes who live in Tangerang or South Tangerang, but work in Jakarta and use B number plates. If we look at it from a positive perspective, then the population growth rate is accompanied by an increase in the quality of education and an increase in skills. Adequate and ready-to-use work will become a potential productive workforce (M. Suroto et al., 2017).

A problem arises as well as the focus of work for the Regional Government of Banten province in 2024, namely that the open unemployment rate (TPT) of vocational school graduates (S. Suroto et al., 2023) is the highest in contributing TPT, compared to graduates of other levels of education, namely 11.91 percent (based on statistical data Number 58/11 /36/Th.XVII, 6 November 2023). Meanwhile, the Central Statistics Agency in 2023 stated that the national Unemployment Rate (TPT) reached 5.32 percent, this figure decreased by 0.54 points or 9.21 percent compared to February 2023 which was still 5.86 percent.

The number of National Labor Force (Sakerna) in August 2023 will be 5.97 million people. The Labor Force Participation Rate (TPAK) fell by 0.28 percentage points. The working population is 5.52 million people, while the jobs that absorb the most workers are wholesale and retail trade, repair and maintenance of cars and motorbikes, amounting to 1.19 million people (Suseno et al., 2021). A total of 2.96 million people (53.69 percent) worked in formal activities, an increase of 1.64 percentage points compared to August 2022. The percentage of underemployed increased by 0.53 percentage points, while the percentage of part-time workers decreased by 1.85 percentage points compared to August 2022. The open

unemployment rate (TPT) in August 2023 was 7.52 percent, decreased by 0.57 percentage points compared to by August 2022.

Meanwhile, the number of working residents in February 2022 was 5.51 million people, an increase of around 273 thousand workers compared to the situation in February 2021. Based on employment status, the majority of Banten residents work as workers/employees (2.9 million people). The number of formal workers in Banten is higher than informal workers. The percentage of formal workers has decreased from 59.73 percent in February 2020 to 55.54 percent (4.19 percent) in February 2021. The business fields that absorb the most workers in Banten are the trade sector and the industrial sector, each at 26.56 percent and 20.47 percent (M. Suroto et al., 2017).

From the description above (Strategi Pemasaran Digital Pada Siswa Smk Pembangunan Nasional Sukoharjo Irwan Christanto Edy et al., 2022), the author took the problem formulation question with the question: "What is the policy strategy for overcoming secondary education unemployment in Banten Province?" Meanwhile, the aim of the research is how Vocational High School (SMK) graduates in Banten Province are needed by the Business and Industrial World (DUDI) in Banten Province with a number of around 14,000 companies.

Policy gap analysis of the vocational high school (SMK) system in Banten Province reveals that, despite a high concentration of industrial firms, Banten lacks a coherent vocational education policy that directly connects SMK curricula with regional labor market demands. The existing education policy framework does not effectively coordinate between the Provincial Education Office, industry stakeholders, and the vocational school management. This lack of integration has led to a gap where vocational graduates are ill-equipped for job-specific requirements in DUDI. The absence of region-specific skill mapping, insufficient investment in teacher training, and limited support for on-the-job training programs exacerbate the disconnect. These policy gaps hinder SMKs from becoming viable engines for employment (Desrinelti et al., 2021).

The main barriers to effective implementation include bureaucratic inertia, lack of synergy between education and industry actors, and uneven quality across SMK institutions (especially between public and private schools). Challenges include overcoming outdated curricula, limited digital integration, and low accreditation

scores in many SMKs. Proposed solutions involve establishing industrial-vocational councils at the district level, incentivizing dual education systems (school-industry), and upgrading infrastructure in SMKs through performance-based funding and accreditation incentives (Aan Setiadarma & Ahmad Zaki Abdullah, 2024).

In conclusion, the strategic management of unemployment among SMK graduates in Banten Province requires multi-stakeholder involvement, data-driven policy design, and integration with industrial development strategies. Bridging the gap between vocational education and labor market needs will be essential for reducing unemployment and enhancing the region's economic competitiveness.

## **B. METHODS**

The research method is qualitative with interviews and secondary data from references from various sources using purpose sampling data collection techniques and descriptive research design. By taking the locus at Vocational Schools in Banten Province, the population of which is 748 Vocational Schools, consisting of 96 State Vocational Schools and 652 Private Vocational Schools (Bambang & Setiarso, 2020). Vocational school graduates in Banten average 85 thousand people/year. The research sample was 10 people from 8 vocational schools in each city district (total 80 people). Data was obtained using purpose sampling, through observations and interviews in the field (Hasan, 2020).

Qualitative research is a research approach that emphasizes the disclosure of phenomena according to the perception of research subjects whose position is related to the research object and understands the problem and is competent to describe the research object in depth. This reasoning explains: Equally, all qualitative research traditions give as much attention to the inner as well as the outer states of human activity, for instance, noting the "subjective perceptions," "emotions," "reflective interpretations," and "mental standards," that can be included within the "characteristics" of qualitative research (Noor, 2021).

Research is carried out with the following views: (a) Qualitative researchers are the concerned primarily with process, rather than outcomes or product; (b) Qualitative researchers are interested in meaning – how people make sense of their lives, experiences, and their structures of the world; (c) The qualitative researchers are the primary instrument for data collection and analysis (Sandu, 2019). Data are



mediated through this human instrument, rather than through inventories, questionnaires, or machines; (d) Qualitative researchers involve fieldwork. The researcher sprucely goes to the people, setting, site, or institution to observe or record behavior in its natural setting; (e) Qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through world or picture; and The process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypotheses, and theories from detail (Sandu, 2019).

## **C. RESULT AND DISCUSSION**

### **Regional Development Theory**

Regional development theory is closely related to the implementation of education in a region, including in Banten Province. Regional development is a process of deliberate economic, social and cultural transformation through policies and strategies towards the desired direction, especially educational aspects. There are regulations regarding education, especially the relationship between schools, teachers and student graduates, namely Banten Province Regional Regulation Number 7 of 2012 and Government Regulation 74 of 2018, concerning teachers ("Manajemen Strategi Pemerintah Kota Yogyakarta Dalam Mengurangi Angka Pengangguran Lulusan Smk Di Kota Yogyakarta," 2017).

In Regional Regulation (Perda) Number 7/2012 of Banten Province concerning secondary education states: Secondary education is a level of education on the formal education pathway, which is a continuation of basic education, in the form of High School, Madrasah Aliyah, Vocational High School, and Vocational Madrasah Aliyah or other forms. another equal, Djemari Mardapi (2018). Meanwhile, based on Government Regulation Number 74 Government Regulation (PP) of 2008 concerning Teachers, Article 17 stipulates that permanent teachers holding educational certificates are entitled to a professional allowance if they teach in an educational unit where the minimum ratio of the number of students for MTs is 15:1 and SMA is 20:1.

An explanation of this will be presented in three tables, namely: Table 1 regarding the number of vocational schools based on city districts throughout Banten; Table 2 Number of Schools, Students, Teachers, and High School Student-Teacher Ratio by Regency or City for the 2015 to 2017 Period and Table 3 Number of SMTA-(SMK) Graduates and Ratio of High School Students and Teachers-(SMK) for the 2022-2023 period se Banten Province. The relationship will be explained below (Amira et al., 2022).

The number of Vocational High Schools (SMK) in Indonesia (Andiani et al., 2024)in 2023 will be 14,318 public and private vocational schools (with a total of 4,977,210 students), while the number of vocational schools in Banten Province will be 342 schools (246,840 vocational school students) or around 2.40 percent of the number of vocational schools or 4.59 percent of the national total. Meanwhile, the existence of vocational schools in Banten Province based on city districts is shown in Table 1 below.

**Table 1. The number of vocational schools is based on city districts in Banten Province**

Regency/City	Senior High School (SMA/MA)			Vocational High School (SMK)		
	Public	Private	Total	Public	Private	Total
Lebak Regency	30	58	88	5	19	24
Pandeglang	21	64	85	7	35	42
Serang Regency	30	116	146	9	52	61
Tangerang Regency	75	176	251	10	100	110
Cilegon City	7	32	39	2	10	12
Serang City	6	-	6	-	-	-
Tangerang City	17	86	103	6	87	93
South Tangerang City	-	-	-	-	-	-
Total	186	532	718	39	303	342

(Source: Banten Province Central Statistics Agency 2023)

Table 2 explains the number of schools, students, teachers, and high school student-teacher ratio according to district/city for the period 2015 to 2017, where the student teacher ratio in high school respectively from 2015 (15.81); 2016 (10.79) and 2017 (10.79). It is very clear that since 2016 and 2017 the ratio of students to



teachers was 10.7. This means that one teacher guides 10.7 students. Meanwhile, Table 3 explains the number of schools, students and teachers and the student-teacher ratio of middle schools according to Banten city district for the 2015 to 2017 period, where the number of high school (SMK) graduates was 86,845 students with the number of high school (SMK) being 976 or 89 to one (Anggitaningsih et al., 2024).

The comparison figure is far from the regulations of PP 47/2008 which places a ratio of 20:1. Likewise in 2023, with the ratio of the number of students increasing to 94,024 while the number of SMA/SMK) remains 976, so the ratio will increase to 97:1. Meanwhile, in 2022 the number of private high school (SMK) graduates was 59,912 with the number of high school (SMK) being 5,579 and in 2023 the number of graduates decreased to 54,561 with the number of high school (SMK) remaining at 5,579. The total number of state and private schools is in a ratio of 55:1 in 2022 and 44:1 in 2023. Even though the comparison figure has decreased, it is still far from the figure set by the government based on PP 47.2008 of 20:1.

**Table 2. Number of Schools, Students, Teachers, and Middle School Student-Teacher Ratio According to City Districts in Banten Province for the Period 2015 to 2017**

Regency/City	Number of Schools, Students, Teachers, and High School Student-Teacher Ratio by Regency/City											
	School			Student			Guru			Student-Teacher Ratio		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Pandeglang Regency	34.0 0	34.0 0	34.0 0	16490. 00	16590. 00	16590. 00	633.0 0	1255.0 0	1255.0 0	26. 05	13. 22	13. 22
Lebak Regency	51.0 0	51.0 0	51.0 0	17098. 00	18998. 00	18998. 00	1020. 00	1020.0 0	1020.0 0	16. 76	18. 63	18. 63
Tangerang Regency	154. 00	154. 00	154. 00	34572. 00	34772. 00	34772. 00	3404. 00	4731.0 0	4731.0 0	10. 16	7.3 5	7.3 5
Serang Regency	76.0 0	76.0 0	76.0 0	18964. 00	19895. 00	19895. 00	849.0 0	1288.0 0	1288.0 0	22. 34	15. 45	15. 45
Tangerang City	90.0 0	90.0 0	90.0 0	27020. 00	27220. 00	27220. 00	1316. 00	2690.0 0	2690.0 0	20. 53	10. 12	10. 12
Cilegon City	22.0 0	22.0 0	22.0 0	6604.0 0	6804.0 0	6804.0 0	606.0 0	1401.0 0	1401.0 0	10. 90	4.8 6	4.8 6
Serang City	30.0 0	30.0 0	30.0 0	9201.0 0	9401.0 0	9401.0 0	784.0 0	980.00 0	980.00 0	11. 74	9.5 9	9.5 9
Tangerang Selatan City	75.0 0	75.0 0	75.0 0	20934. 00	21134. 00	21134. 00	934.0 0	986.00 0	986.00 0	22. 41	21. 43	21. 43
Banten Province	532. 00	532. 00	532. 00	150883 .00	154814 .00	154814 .00	9546. 00	14351. 00	14351. 00	15. 81	10. 79	10. 79

(Source: Banten Province Central Statistics Agency (BPS) 2023)

This table also explains the number of schools, students, teachers and the student-teacher ratio of Madrasah Ibtidaiyah (MI) according to districts and cities in Banten Province. From Table 2, it is stated that the number of high school (SMK)

(Choi, 2021) in each city district is 1008 with a total of 163,430 students and a total of 7,445 teachers. So the ratio of teacher to student ratio of 21 students to one teacher (21;1) is still close to the ideal number as regulated in PP 47/2008 concerning teachers and students, but if you look at the number of high school (SMK) schools and the number of students, you can find a figure the ratio of 162 students occupying one high school (SMK) or 612:1. This number is still very far from the figure that should have been determined.

**Table 3. Number of SMTA-(SMK) Graduates and Ratio of SMTA-(SMK) Students and Teachers Period 2022-2023 in Banten Province**

High School	2022	Percentage	2023	Percentage
Government High School	86.845	89 : 1	94.924	97 : 1
	976		976	
Private	59.912	11 : 1	54.561	10 : 1
	5.579		5.597	
Total	360.870	55 : 1	291.572	44 : 1
	6.573		6.573	

(Source: Banten Province Central Statistics Agency (BPS) 2023)

### Acceptability of Vocational High School (SMK) Education in Banten Province

In overcoming the problem of acceptability and equitable distribution of education, the Banten Provincial Government already has Regional Regulation (Perda) Number 7/2012 concerning Education and has been included in the Governor's mission as contained in the Regional Medium Term Development Plan (RPJMD) for the 2022-2027 Period (Jo et al., 2023). Namely to anticipate problems of acceptability and distribution of quality education services with six program targets in point one, namely: (1) Improving Accessibility and Quality of Secondary Education; (2) Realizing cultural preservation; (3) Increasing the quality of youth roles and sports achievements; (3) Improving the institutional quality of PUG (Gender Mainstreaming) and PUHA; (4) Increasing public interest in reading; (5) Increased orderly, neat and reliable management of regional government archives, as well as the availability of reliable and high-quality statistical documents (Maftuhah & Suratman, 2017).

Former Governor of Banten Wahidin Halim and former Deputy Governor of Banten Andika Harzummy of Banten Province in a meeting with the Regional

Representative Council (DPRD) of Banten Province firmly stated that in the first year the 2018 RKPD document states: there are three main things that are development priorities, as stated in expressed by Najafian, M. et. al. (2020), namely first, the acceptability of improving the quality of education quality standards by meeting the education cost element of 20 percent in accordance with the National Education System Law, Second, the acceptability of improving health status through improving facilities and infrastructure as well as improving the quality of health service standards and providing financial support health of the Agency (Social Security Administering Agency (BPJS) from the 2018 pure APBD. Third, increasing investment and productive economic activities in Banten Province by increasing micro-economic and entrepreneurial business activities.

As well as improving road infrastructure belonging to the Banten Regional Government as a means of supporting the implementation of wheeled transportation activities economy. The Governor's concrete proposal regarding the acceptability of education is to increase the implementation (Marginean, 2019), of formal and non-formal education needed by the trade and industrial sectors. This was stated by the former Head of the Banten Manpower and Transmigration Service, Al Hamidi, who said there were more than 14,000 companies in Banten. With such a large number, ideally the unemployment rate would be small. Unfortunately, this is not the case, the Indonesian Central Statistics Agency (BPS) noted that Banten is in the highest position in Indonesia with a figure reaching 7.75 percent or the equivalent of 462 thousand people.

Then, the highest contribution rate is Vocational High School (SMK) graduates with an open unemployment rate (TPT) of 11.9 percent, compared to graduates of other levels of education (based on statistical data No. 58/11/36/Th.XVII, 6 November 2023). And the facts on the ground confirm that the absorption capacity of vocational school graduates in the teaching process is still in the low category (Pardede & Novriyenni, 2017). Hamalik, O. (2019), mentioned that vocational school graduates with an open unemployment rate of 11.11 percent, high school (SMA) 8.73 percent, diploma III 6.04 percent, Junior High School (SMP) 5.75 percent, University graduate 4.87 percent and Elementary School (SD) 2.88 percent.

This data is in accordance with what was released by the Central Statistics Agency (BPS) for the five-year period 2014-2019, stating that the number of

Indonesian workers as of August 2014 reached 182.99 million people. Of that number, 7.24 million people have open unemployment status. The highest levels (Maftuhah & Suratman, 2017) of open unemployment are graduates of vocational high schools (SMK), diplomas and universities. The number of unemployed vocational school graduates is 11.24 percent of the total number of unemployed. Unemployment for vocational school graduates rose slightly compared to August 2019, which reached 11.21 percent. The percentage of unemployed vocational school graduates is greater than the percentage of ordinary high school graduates which reaches 9.55 percent. Consecutively, Junior High School (SMP) graduates were 7.15 percent, and Diploma graduates were 6.14 percent.

### **Creating Vocational High Schools (SMK) with Superior Accreditation**

Information and data from the Banten Province Central Statistics Agency often confirms that the existence of vocational high schools (SMK) currently feels like there is no link and match between vocational school education and the World of Industry and Business (DUDI), which number 14,000 companies in Banten Province. It is time for Banten Province to seriously prepare the existence of Vocational Schools to be encouraged to become Vocational Schools with the vocations required by DUDI and have superior accreditation that is needed in society with good facilities and infrastructure and school fees that are affordable for the community. Drhinggs with superior accreditation can improve the quality and quantity standards of Vocational Schools, including improving three things, namely: (1) limitations of productive teachers, both quantity and quality; (2) The quality of vocational schools needs to be improved; (3) the majority of vocational school graduates are projected to go straight to work (need to change the starting point for entering vocational school) (Maftuhah & Suratman, 2017).

Vocational school graduates should immediately be able to work when they already have soft skills and hard skills when they graduate from Vocational School. Because he has skills in accordance with his skill competencies when he was studying at vocational school. One of the causes of low absorption capacity is because there is no link and match between the competencies of vocational school graduates and the skill qualifications needed by the industrial world in Banten, around 14,000 industries. With the above conditions, the low absorption capacity of vocational school graduates (Jo et al., 2023) in Banten, the Banten Provincial

Education Office should be encouraged to be more active in making changes and strengthening policy direction regarding the management of Vocational High Schools (SMK), one of which is continuing to modify the implementation of Dual System Education (PSG). In Dual System Education, Competency Based Education Curriculum students can interact both inside and outside.

Namely, in Vocational Schools, meaning in Vocational Schools, they carry out vocational (vocational) practices or education that are really needed by the world of work (especially the trade and industrial sectors), as a forum for providing job opportunities in Banten. Including practicing outside vocational school (Strategi Pemasaran Digital Pada Siswa Smk Pembangunan Nasional Sukoharjo Irwan Christanto Edy et al., 2022). Namely collaborating with the trade and industrial sectors to carry out field practices. This was confirmed by former Deputy Governor Andika Hazrumy's statement at the Banten community gathering and gathering: between the hopes and challenges of development in Banten, he said, the Banten Regional Government is actively working in the next three years to build new vocational schools and add new classrooms for students (Sulistiobudi & Kadiyono, 2023). Vocational school. Andika even mentioned the need for a more comprehensive mapping of the existence of vocational schools which must be adjusted to the needs of regional zones, for example, the potential area for the industrial and trade sectors is the Greater Tangerang area. Meanwhile, the agricultural zone is Pandeglang and Lebak Regencies.

### **Creating Vocational High Schools (SMK): Human Resources (HR) Competitive and Competent**

Building a superior school as stated in the SMK slogan is definitely possible and superior in all things, including producing Human Resources (HR) graduates who are competent and competitive in facing global competition and the Industrial and Business World (DUDI). So vocational schools must be able to produce young entrepreneurs in order to prepare ready-to-use workers. Therefore, there is a need for mapping and the importance of regional need zones for these vocational schools. This will create vocational school graduates who are ready to use and can continue on to college. In accordance with the basic understanding regarding Vocational Schools, they are superior schools (effective schools).

Means a high school that has advantages, goodness, superiority compared to others. So superior schools contain meaning, according to Suprpto. (2020). is a model school that can be referred to as an example for most other schools because of the advantages, goodness and virtues as well as the quality it has both academically and non-academicly and many students from superior schools can continue to college to improve their abilities (M. Suroto et al., 2017). The Indonesian Ministry of National Education and Culture sets the criteria that superior vocational schools must fulfill, namely:

- a. Input, namely students are selected strictly using certain criteria and accountable procedures. The criteria in question are as follows: (1) superior learning achievement with indicators of report cards and National Examination scores, as well as academic achievement test results; (2) psychological test scores which include intelligence and creativity (Marginean, 2019).
- b. Physical exam, if necessary. Other things are: (a) Facilities and infrastructure that support students' learning needs and channel their interests and talents, both in curricular and extra-curricular activities; (b) A learning environment that is conducive to developing potential excellence into real excellence in both physical and social-psychological environments; (c) Teachers and educational staff in charge must excel in terms of mastery of subject matter, teaching methods, and commitment to carrying out their duties; (d) The curriculum is trusted with maximum development and improvisation in accordance with the learning demands of students who have a higher learning speed; (e) The study period is longer than other schools. Because of this, there is a need for a dormitory to maximize training and accommodate students from various locations. In the dormitory complex there needs to be facilities that can channel students' interests and talents, such as libraries, sports equipment, arts and other necessary things; (f) Time allocation for developing soft skills within the life skills framework is highly emphasized, including productive work competencies and entrepreneurial practices; (g) The teaching and learning process must be of quality and the results can be accounted for both to students, institutions and society; (g) Excellent schools not only provide benefits to students at the school, but must have social resonance with the surrounding environment. In relation to the products produced, it is hoped that they will be based on the needs and



demands of the market/surrounding community so that the products produced will be accepted and can develop better, which has implications for students' self-development (Marginean, 2019).

Banten Province BPS data for 2020 shows that the number of public and private vocational schools in Banten is already significant at around 342 vocational schools, compared to the number of sub-districts of 155 in Banten. Ideally, the existence of vocational schools in Banten is spread evenly in every sub-district, there is one vocational school, either state or private, (Maftuhah & Suratman, 2017). It's just that if you look at Table 3 below, the existence of state and private vocational schools is not evenly distributed in each sub-district. This also causes the need to increase the acceptability of equitable distribution of secondary education.

The novelty of this research lies in its comprehensive integration of regional development theory with empirical vocational education policy gaps in Banten Province, providing a new lens to analyze the root causes of high unemployment among SMK graduates. Unlike previous studies which often generalize national vocational education challenges, this study emphasizes the misalignment between the spatial distribution of vocational schools and the industrial zoning in Banten. It introduces the concept of *“zone-based vocational alignment”*, where the establishment and development of SMKs are strategically planned according to regional economic strengths, such as manufacturing in Greater Tangerang and agriculture in Lebak and Pandeglang.

Furthermore, the research reveals a structural imbalance in the student-teacher ratio that exceeds national standards, thereby weakening the effectiveness of the learning process. This study also uncovers that despite the presence of over 14,000 industries in Banten, there is still no formalized mechanism for continuous “link and match” feedback between DUDI and vocational schools. This research contributes to policy innovation by proposing a regulatory framework for establishing SMKs with superior accreditation tailored to industry demands, combining the Dual System Education model and regional need mapping. This localized, industry-driven vocational policy design provides a significant contribution to the national discourse on reducing unemployment through targeted educational reform.



#### D. CONCLUSION

Several important conclusions in this writing regarding the existence of Vocational High Schools (SMK) are: (1) teaching resources (school principals and teachers); (2) a curriculum that meets the requirements of the Standards; (3) link and match between the existence of vocational schools and the world of employment which causes the absorption capacity of vocational schools to remain low; (4) the distribution of acceptability of vocational secondary school education in Banten which is not evenly distributed across sub-districts, regional zones to regions in Banten, such as the Greater Tangerang area as an industrial area, the western region of the government capital and the southern agricultural zone; (5) the need to increase the number of vocational vocational schools that absorb the industrial and business world and add new space for practice rooms for students.

So the recommendation and conclusion in writing the Strategy for Overcoming Unemployment for Menengah School Graduates from the prerequisites for selection of candidates for the Banten Province Education Supervisory Board, the initial stage that needs to be carried out is a basic mapping of the existence of Vocational Schools. After that, strengthen and increase the role of the acceptability of vocational school education which is needed by the market so that it has a high absorption capacity for the industrial and business world sectors. Ultimately, it is hoped that it can suppress or reduce the unemployment rate for high school graduates in Banten Province. Of course, this is a joint effort by all elements of the educational stakeholder components in Banten Province to reduce the open unemployment rate for vocational school graduates in Banten Province.

Seeing the encouragement factor from within Vocational High School (SMK) students who want to get better results, teachers and parents should be expected to provide more direction and encouragement in accordance with the students' wishes. Looking at the family environmental factors for vocational school graduates who want to get a job after leaving vocational school and there are also those who want to continue to tertiary level, the role of teachers and parents is more flexible in directing family desires and programs related to children's education.

Seeing that the school environment factor with the highest gain is alumni, apart from desire and encouragement, students must obtain a lot of information from related alumni. Further research is needed to look at other influencing factors. So

the number of success factors in continuing to higher education after graduating from vocational school will increase.

This study has several limitations that should be acknowledged. First, the research primarily uses qualitative data obtained from a limited number of vocational schools and informants in Banten Province, making it context-specific and potentially less generalizable to other regions with different industrial dynamics or socio-economic contexts. The study also focuses on the perspectives of internal stakeholders (students, teachers, and school administrators), while the voices of employers and industry actors, who play a critical role in shaping the employability of graduates, are not comprehensively represented. Additionally, the analysis of student-teacher ratios and vocational school distribution is constrained by secondary data sources, which may not reflect real-time conditions or recent policy interventions.

Future research should expand the scope by incorporating a mixed-methods approach that combines broader quantitative data with qualitative insights, involving a larger and more diverse sample, including industry representatives, policymakers, and alumni. Further investigation is also necessary to explore longitudinal outcomes of vocational education, such as employment sustainability, career progression, and adaptability to technological changes. Research could also examine the effectiveness of dual education systems and school-industry partnerships in different economic zones of Banten. Exploring gender dynamics, socio-cultural barriers, and digital skill integration within vocational curricula may also provide a more holistic view. These future directions will enhance policy relevance and support evidence-based interventions to strengthen the link between vocational education and labor market demands, ultimately contributing to a more resilient and inclusive workforce in Banten Province and beyond.

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