



An Evaluation of Graduates' Employment of Courses and Vocational Training Institutions

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ABSTRAK

Evaluasi ketenagakerjaan lulusan Lembaga Kursus dan Pelatihan Kejuruan (LKP) sangat penting untuk dilakukan, sebagai langkah untuk mendapatkan umpan balik terhadap program atau kebijakan yang telah dilaksanakan oleh LKP SMK di Indonesia. Namun, data serapan lulusan LKP SMK hingga saat ini belum terdata dengan baik. Oleh karena itu penelitian ini bertujuan untuk menganalisis pencapaian target kinerja pada Direktorat Kursus dan Pelatihan (Dit-Suslat), Kementerian Pendidikan dan Kebudayaan. Penelitian ini menggunakan model evaluasi program Goal-Oriented Evaluation dari Ralp W Tyler. Hasil analisis menunjukkan bahwa target persentase lulusan kursus dan pelatihan dalam satu tahun yang mendapatkan pekerjaan atau berwirausaha belum mencapai target yang ditetapkan. Sebagian besar lulusan LKP terserap di bidang perdagangan, industri manufaktur, serta pelayanan kesehatan & kegiatan sosial. Tenaga kerja yang dibutuhkan di masa depan sangat besar dari sektor kesehatan, konstruksi, manufaktur dan retail. Pekerjaan klerikal, rutin, dan berulang mulai digantikan oleh robot dan mesin cerdas. Pelaksanaan LKP SMK harus bertransformasi dalam menjalankan link and match secara menyeluruh.

ABSTRACT

Evaluation of graduates' employment of Courses and Vocational Training Institutions (LKP) is very important to conduct, as a step to obtain feedback on programs or policies that have been implemented by vocational LKP in Indonesia. However, the absorption data for vocational LKP graduates has not been properly recorded at the present. Therefore the aims of this study is to analyze achievement of performance targets at the Directorate of Courses and Training (Dit-Suslat), Ministry of Education and Culture. This study using the Goal-Oriented Evaluation of program evaluation model from Ralp W Tyler. The results of the analysis point out that the target percentage of courses and trainings graduates in one year who get a job or become an entrepreneur has not reached the set target. Most LKP graduates are absorbed in the trading sector, manufacturing industry, as well as health services & social activities. Future needed labor are massively from the sectors of healthcare, construction, manufacturing and retail. Clerical, routine and repetitive jobs start to be replaced by robots and intelligent machines. The implementation of vocational LKP must be transformed in carrying out link and match as a whole.

1. INTRODUCTION

Education plays an important role in developing human resources that lead to sustainable economic development, anticipating the global era by preparing competent human resources to be able to compete in the global labor market (Herlinda, Hidayat, & Djumena, 2017) (Hanushek & Woessmann, 2010; Munthe, 2020; Nugroho, 2014). Previous study state Indonesia employment report and notes reveal that Indonesia's labor productivity level is not as good as expected when compared to other countries in the ASEAN region (Herlinda et al., 2017). It is a very heavy burden for the government if it turns out that there is an enormous number of unemployed as well as people of productive age graduates who do not continue to a higher level can have an impact on the emergence of social problems such as crime, drug abuse, promiscuity and especially the weak competitiveness of the nation (Prasetyo, 2021; Ramadhan et al., 2022; Siregar, 2020). One of the solutions to overcome the problem of unemployment and low labor productivity is by providing an access to education that is broad, easily accessible to the community, and practical in nature by directly providing added value to the knowledge, the skills and the competencies of the community, that is through courses and trainings held at vocational LKP in Indonesia (Farida, 2022; Peters, 2017).

The Course and Training Institution (LKP) is one of non-formal educational institutions which is currently being transformed as a counterweight and a supporter of formal education in the context of

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preparing qualified human resources. LKP is a non-formal education unit that functions as a substitute, addition to, and/or complement to formal education in supporting a long-life education. Courses and trainings are organized for people who need the provision of knowledge, skills, life skills, and attitudes to develop themselves, to develop their profession, to work, to be independent businesses, and/or to continue their education to a higher level (Ariyanti et al., 2020; Hadi, 2012; Herlinda et al., 2017). The Directorate of Courses and Training (Dit-suslat) as the guidance of vocational LKP in Indonesia since 2020 has become a work unit under the coordination of the Directorate General of Vocational Education (Ditjen Diksi) in line with the Minister of Education and Culture Regulation Number 9 of 2020.

Vocational LKP graduates are expected to be as an alternative solution to reduce the open unemployment rate in Indonesia. Vocational education functions to improve the quality and the competence of the community (Ifeoma Obidile, 2018; Lawitta et al., 2017; Widayanto et al., 2021). The competencies become sufficient provision for the community to be able to work or be entrepreneurial in accordance with the development trends of the working field. The preparation of labor in this globalization era must bring about a new paradigm, namely the preparation that is based on users' needs (*demand driven*), and the training education process as a means of preparing the labor is carried out by using an approach of *competency based training* (CBT) (Hall et al., 2020; Hapsari, 2016; Shrestha, 2016). Hence, the industrial world will get benefit directly when using competent workers from LKP graduates, because there is no need to pay more to provide training to workers, prospective workers have proven competent by having a competency certificate that is tested by a competency certification institute affiliated with those industrial sectors.

Like Eka Mulya LKP located in Semarang, Central Java, established since 2003, it provides solutions for job seekers who want to work and distributes them to various factories or the Garment and Textile Industry around Semarang area, Central Java. Eka Mulya LKP applies a training learning strategy based on training needs analysis, competency-based training, certification and work placement. Courses graduates' work placement can be implemented, because Eka Mulya is trusted by surrounding industries (garment factories or textile industries) to be able to produce graduates who are competent and immediately ready to work so that reducing the burden on the company in preparing the prospective workers it recruits. For its role, Eka Mulya LKP was designated as a Private Employment Placement Agency (LPTKS) from the Office of Manpower and Transmigration of Central Java Province because it has contributed to incubating around 45,000 unemployed people in Central Java. Similar to IDeA Indonesia LKP in Lampung Province, since its establishment in 2009 it has implemented a thorough *teaching factory* in accordance to the standards and procedures that apply to the tourism and hospitality industry, so that it has helped more than 4,500 alumni to work in the tourism sector, hotels, cruise ships, restaurants and the creative economy.

Labor is created, not born so that programs at Vocational LKP must be developed according to the demands of the job market and industry needs, Strategic Plan of Directorate General of Vocational Education (Hadi, 2012; Sujanto, 2016). Therefore, LKP must be flexible in organizing training packages according to industry needs. Because the presence of LKP plays an important role in eradicating poverty and unemployment in society, as evidenced by the increased skills possessed, the lower the unemployment rate in society (Raji, 2019; Slamet, 2011). The implementation of vocational LKP must focus on graduates who are truly able to achieve the set competency standards and focus on the graduates' employment either as workers or as entrepreneurs. At least the role of vocational LKP is able to improve the learners' life skills which include personal skills, social skills and vocational skills, as happened to Dilla LKP in Serang Banten in 2017 who have received assistance from the implementation of the Work Skills Program (PKK) for training in making level 1 wedding goods, for work or independent business (Herlinda et al., 2017; Sujanto, 2016).

LKP management continues to be improved from the aspect of quality assurance, both the quality of organizers, the quality of institutions, the learning process and the quality of graduates. In particular, the quality of LKP graduates must be intensively monitored by the LKP from which the graduates originate and from the government as the main supervisor of LKP throughout Indonesia (Herbert et al., 2018; Mason, 2020; Sylte, 2020). Through tracing graduates, the quality of graduates can be monitored as seen from the level of employment they are engaged in either as employees or independent entrepreneurs. However, the activity of tracing graduates (*tracer study*) has not become entrenched (becoming as the main agenda) on a regular and sustainable basis in every Vocational LKP, so that the employment data of vocational LKP graduates is not well organized (Fitrihana et al., 2014; Liang et al., 2022). The success of identifying labors' behavior (such as suitability of skills with jobs and wages received) provides a basis for formulating policies that lead to more efficient economic management. The neo-classical economic paradigm explains that the level of labor's productivity is not only a function of wages because of wage increase without being followed by improvements in organizational management, will reduce the labor's *marginal effort* (Brozova, 2015; Mankiw, 2011).

Thus, it is necessary to evaluate the employment of vocational LKP graduates in Indonesia as a bridge for the formulation of vocational education policies and programs in preparing graduates who are competent, excellent and immediately work and or become entrepreneurs. LKP forms the skills alignment, the placement of vocational LKP positions in the community, and management of increased productivity that can be pursued by vocational education for future development directions. Therefore the aims of this study is to analyze achievement of performance targets at the Directorate of Courses and Training (Dit-Suslat), Ministry of Education and Culture.

2. METHODS

This research employed the program evaluation model *The Objectives-Oriented Evaluation* from Ralph W Tyler to analyze the achievement of the objectives of a program at the Directorate of Courses and Training (Dit-suslat), Ministry of Education, Culture, Research and Technology in 2020, namely the percentage of courses' graduates and training in one year who got a job or became an entrepreneur in 2020, of which was 55.10%.

The gap between expectations and what was observed as input or consideration for the shortcomings of the orientation program activities by stressing on the specific achievements of an activity as part of the results of those program's achievements (Fitzpatrick et al., 2011). The steps to determine the extent to which the objectives of program or activity have been achieved are show in Figure 1.

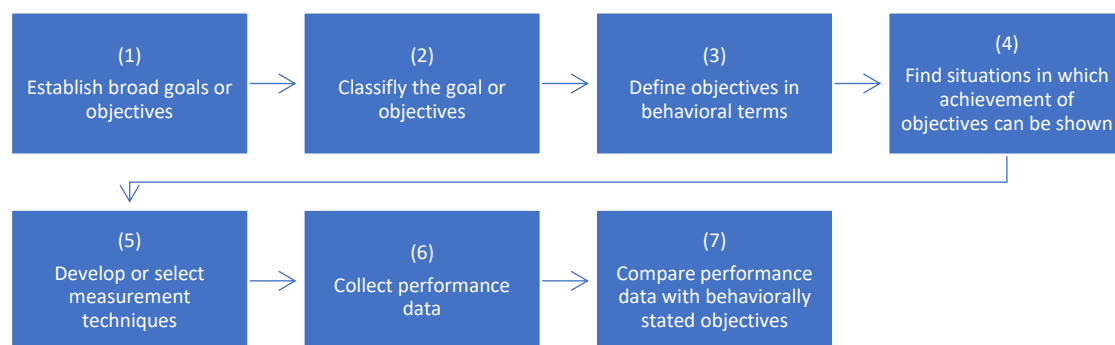


Figure 1. Stages of the Objectives-Oriented Evaluation from Tyler

Carrying out goal-oriented evaluation started from identifying the goals of a program, indicators of achieving those goals, using measurement tools to comparing performance data with predetermined program goals. The results of this evaluation were used to correct program deficiencies. Program evaluation documents that were collected as data in determining whether or not the evaluation *Goal* was achieved, coming from: (1) Strategic Plan of the Directorate General of Vocational Education 2020-2024, (2) Performance Report of the Directorate of Courses and Training 2020, and (3) Results report on *tracer study* of vocational education 2020. Vocational education *tracer study* activities were carried out by the Secretariat of the Directorate General of Vocational Education in September-November 2020, using a questionnaire as a data collection tool. Research respondents were graduates of vocational LKP in the last 1st year, and who had attended the Work Skills Program (PKK) and the Entrepreneurial Skills Program (PKW).

The evaluation goal criteria (standard) was said to be achieved and successful, when the program or vocational education policy packages had a positive impact on fulfilling the employment percentage of vocational LKP graduates in Indonesia within 1 year after graduates getting a job and or becoming entrepreneurs reached 55.10%. The results of the tracer study data analysis provided a clearer picture as a categorization of respondents' status from vocational LKP graduates into the following four categories as show in Table 1.

Table 1. Category of Tracer Study Respondent Status

Category	Criteria
Working	Working (<i>full time/part time</i>)
Entrepreneur	Entrepreneur or Entrepreneurship
Unemployed	Not working but looking for work, Not yet possible to work, Not yet possible to be entrepreneur

The variables of analysis include the profile/the identity of vocational LKP graduates with status from the LKP with A and B accreditation that organizes PKK and PKW programs, waiting time from graduation to getting a job, salary/income earned from working or being entrepreneur.

3. RESULT AND DISCUSSION

Results

This *objectives-oriented* evaluation answers the Program Performance Indicators for the Strategic Plan of the Directorate General of Vocational Education for 2020-2024, particularly in the Directorate of Courses and Training (Dit-suslat), namely: The percentage of courses and trainings graduates in one year who get a job or become an entrepreneur in 2020 is 55.10%. Data from *tracer study* results of vocational LKP graduates represented from 23 (twenty three) provinces/regions in Indonesia. The sample selection uses a *purposive sampling* method, meaning that the sample and respondents are selected purposively based on the Basic Education Data (Dapodik) *data base* of the Ministry of Education, Culture, Research and Technology.

The sample areas are selected based on the Green Zone criteria in determining the Covid-19 pandemic area. Meanwhile, the selection of graduates from vocational LKP units with accredited criteria A and B that organizes the PKK and PKW programs. Considering that the collection of *tracer study* data in Indonesia is currently in a condition of the Covid-19 pandemic so that the implementation of data collection is not possible through face-to-face interviews but with application media developed by the Secretariat Directorate General of Vocational Education (Setdijen-Diksi). The results of the 2020 tracer study data analysis point out that the status of respondents who graduated from vocational LKP is dominated by graduates who are not working, followed by graduates who are working, as can be seen from the status of respondents who graduated from vocational LKP, which is presented in the [Figure 2](#).

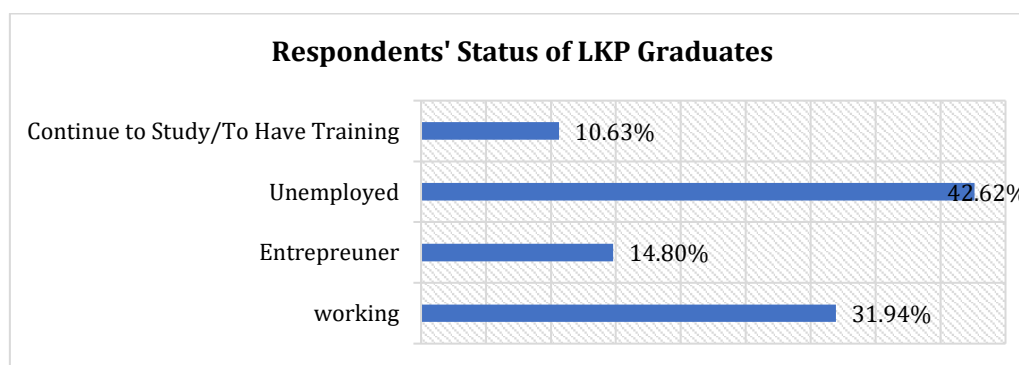


Figure 2. Respondents' Status of Vocational LKP Graduates in 2020

[Figure 2](#) indicates that 31.94% of vocational LKP graduates are working (*full time/part time*), while 14.80% are entrepreneurs, so that the total number of LKP graduates who are working and entrepreneurship in 2020 is 46.74% indicating that they have not met the target of Program Performance at the Directorate of Courses and Training (Dit-suslat). When compared to unemployed graduates, the percentage of graduates who are already working and self-employed is still higher. The data on graduates who are unemployed is still high as many as 42.62%, while respondents who state that they continue their education or continue to join training have quite a high value at 10.63%.

Working is an economic activity carried out by a person with the intention of obtaining or helping to obtain income or profit, at least 1 hour (uninterruptedly) in the past week. These activities include patterns of unpaid worker activities that help in a business/economic activity. While what is meant by open unemployment in the BPS version consists of: those who are unemployed and looking for job, those who are unemployed and preparing a business, those who are unemployed and are not looking for job, because they feel it is impossible to get a job, and those who already have a job, but have not started working yet. Moreover, from the distribution of regions in Indonesia, the grouping of the status of vocational LKP graduates spreads in Java-Bali (from the provinces: Banten, DKI Jakarta, West Java, Central Java, Daerah Istimewa of Yogyakarta, and East Java) and non-Java-Bali vocational LKP (from the provinces: Aceh, North Sumatra, West Sumatra, Riau, Kep. Riau, Jambi, Bengkulu, South Sumatra, Lampung, Bangka Belitung, North Sulawesi, Gorontalo, Central Sulawesi, Southeast Sulawesi, West Sulawesi and South Sulawesi). Work status of vocational LKP graduates by location is show in [Figure 3](#).

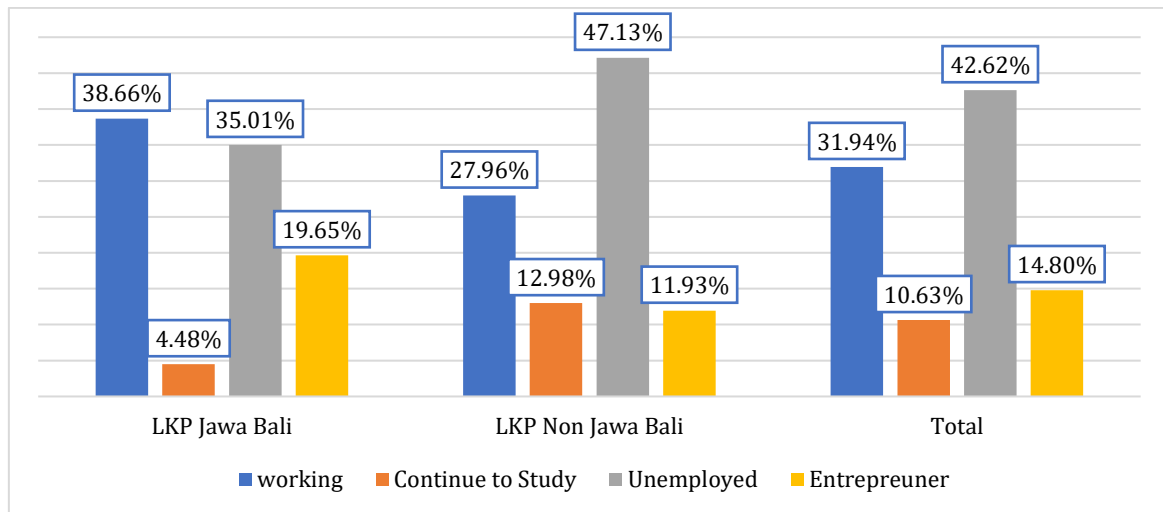


Figure 3. Work Status of Vocational LKP Graduates by Location

Figure 3 shows that vocational LKP graduates in Java-Bali islands have a higher employment rate (38.66%) than non-Java-Bali regions (27.96%), as well as the status of graduates who are entrepreneurs in the Java-Bali regions are higher (19.65%) compared to non-Java-Bali regions (11.93%). Those data present the level of certainty after attending courses and training programs in Java-Bali that they are more quickly absorbed into the work field and entrepreneurship. There are two groups of graduates of the vocational LKP program, that is, graduates of the Work Skills Program (PKK) and the Entrepreneurial Skills Program (PKW). Although each of these programs is aimed at increasing the ability to get a job and entrepreneurship according to the program title, the proportion of unemployed graduates in both programs is quite high at 45.30% for PKK graduates and 36.43% for PKW graduates as shown in Figures 4.

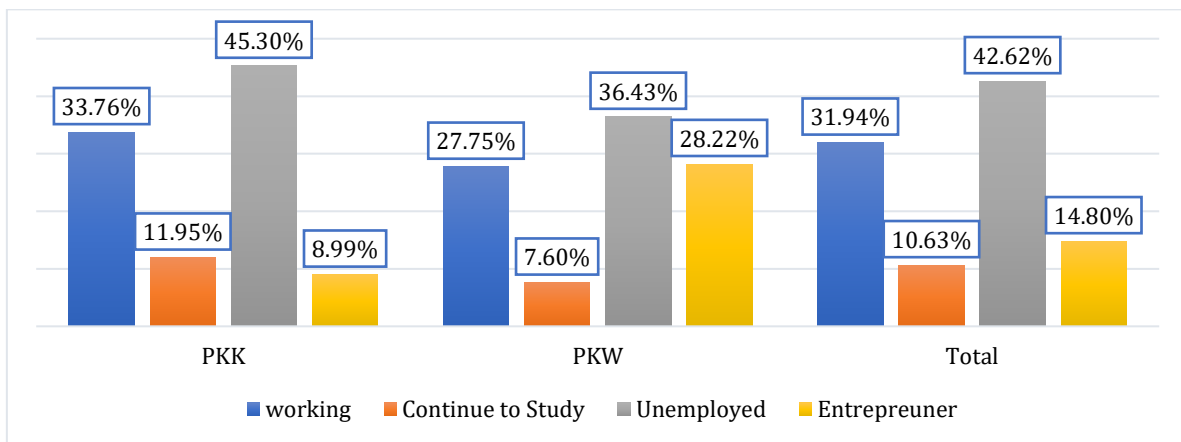


Figure 4. Work Status of Vocational LKP Graduates by Program

Figure 4 also shows that according to the name of the program, the proportion of PKW graduates who are self-employed is higher than those who work as much as 28.22% compared to 27.75%. Meanwhile, PKK graduates who work are also higher than those who are self-employed. Data from the Central Statistics Agency (BPS) also conducts the National Labor Force Survey (Sakernas) for 2020-2021, many vocational graduates who have attended courses are absorbed in 3 business fields, namely: trade, manufacturing industry as well as health services and social activities. Percentage of vocational graduates who have taken courses is show in Table 2.

Table 2. Percentage of Vocational Graduates Who Have Taken Courses

Business Fields	August 2020	February 2021
A Agriculture, Forestry and Fisheries	8.97	8.57
B Mining and Excavation	1.32	1.29
C Processing Industry	14.12	16.82

Business Fields	August 2020	February 2021
D Procurement of Electricity and Gas	0.85	0.89
E Water Procurement, Waste Management, Waste and Recycling	0.25	0.49
F Construction	3.59	3.87
G Wholesale and Retail Trade; Car and Motorcycle Repair and Maintenance	19.80	20.99
H Transportation and Warehousing	5.03	4.98
I Provision of Accommodation and Food-Drink	6.77	6.66
J Information and Communication	1.43	1.69
K Financial Services and Insurance	3.04	2.31
L Real Estate	0.46	0.43
M,N Company Services	2.63	2.49
O Government Administration, Defense and Compulsory Social Security	8.47	7.79
P Education Services	7.75	6.47
Q Health Services and Social Activities	10.68	10.46
R,S,T,U Other Services	4.84	3.79
Total	100.00	100.00

Base on [Table 2](#), the percentage of vocational graduates who have taken courses and been absorbed in the trading sector ranges from 19-21 percents, while for the processing industry it ranges from 14-17 percents and for the health services and social activities sector it is around 10-11 percents. On the other hand, the business fields that absorb the least labor of vocational graduates who have attended courses are in the category E, namely water procurement, waste management, waste and recycling, and category L or real estate.

The results of the *tracer study* also detect the perceptions of the competency level possessed by graduates and are then re-categorized based on the educational unit/institution. At the LKP level, the perception of the competence level possessed by graduates can be seen in [Table 3](#).

Table 3. Perceptions of Competency Levels of Vocational LKP Graduates

Graduates Competence	Ethics	Expertise in Science	English/Foreign Language Proficiency	Utilization Capability of IT	Communication Skills	Teamwork Skills	Self-Development Skills
Very good	23.00	14.66	5.77	16.44	20.00	23.84	18.22
Good	65.57	65.85	38.45	59.77	63.00	62.39	65.34
Fair	10.91	17.99	39.25	21.36	16.02	13.21	14.71
Less	0.52	1.50	16.53	2.43	0.98	0.56	1.73
Total	100	100	100	100	100	100	100

Base on [Table 3](#), it can be seen that graduates of vocational LKP have the perception that when they graduate they have good competence in the fields of: (1) ethics, (2) expertise in Science, (3) English/foreign language proficiency, (4) utilization capability of information technology/IT, (5) communication skills, (6) teamwork skills and (7) self-development skills. However, most LKP graduates feel/have the perception that they are still not good in terms of mastering English/foreign language proficiency. The competence of an employee can be a guide for the company to find out how far he/she is able to present himself/herself and to provide optimal work results for the company. In this present research, there are 7 competency variables that serve as benchmarks for respondents, comprising of: (1) ethics, (2) expertise in Science (professionalism), (3) English/foreign language proficiency, (4) the use of information technology, (5) communication, (6) teamwork, and (7) self-development. Percentage of perceptions of vocational LKP competency required in employment/entrepreneurship is show in [Table 4](#).

Base on [Table 4](#), the average respondents in the vocational LKP Education unit affirm that the seven competencies are needed in the work field/entrepreneurship. The average LKP respondents' perception of the need for competency mastery in the work field /entrepreneurship. Most of respondents (51.80%) state that expertise in Science is needed in the work field /entrepreneurship.

Table 4. Percentage of Perceptions of Vocational LKP Competency Required in Employment/Entrepreneurship

Graduates Competence	Ethics	Expertise in Science	English/Foreign Language Proficiency	Utilization Capability of IT	Communication Skills	Teamwork Skills	Self-Development Skills
Very required	48.90	34.47	17.13	38.58	47.70	46.39	41.88
Required	40.08	51.80	46.39	48.10	44.89	45.49	48.80
Neutral	10.32	12.63	29.86	11.82	6.41	6.62	8.42
Not required	0.20	0.60	5.62	0.19	0.50	0.50	0.40
Very not required	0.50	0.50	1.00	0.32	0.50	1.00	0.50

Discussion

Working and Self-Employed Graduates is Higher than Unemployed

Tracer study is one form of empirical studies that provide valuable information to evaluation to evaluate the results of the education and training of a particular institution education (Hazaymeh & Dela Pena, 2017). In addition to information on the relevance of the knowledge and skills acquired by graduates to the needs in the workplace, the professional successes of graduates are also traced such as career paths, employment status, and income. In addition, graduate job satisfaction is an important indicator of the success of a program (Cabreta et al., 2008; Hazaymeh & Dela Peña, 2017).

Performance measurement is needed because it is useful for all parties. The performance indicators are aspects that become a measurement in assessing performance (Lüftenegger et al., 2019; Suseno, 2020). The results of the tracer study research show that the number of Vocational LKP graduates in the last year for those who are working or entrepreneurship is 46.74%, which is still below the 55.10% rate, meaning that the performance indicators for the 2020 Dit-Suslat Program have not been achieved well. The unavoidably Covid-19 pandemic is the main factor in not achieving employment rates for Vocational LKP graduates, besides that the coordination of coaching for the implementation of LKP between the regional government (district/city) and the central government (Dit-suslat) needs to be stronger so that it encourages the implementation of the program to run smoothly good.

The implementation of LKP must continue to ensure that all processes carried out must be *accountable* supported by authentic data on educational processes that are correct and valid. LKP organizers focus on fulfilling the seven Input components, namely: (1) a curriculum developed with industry; (2) industry standard organizers and instructors; (3) facilities and infrastructure in accordance with the developments in the industry; (4) the learning process is carried out with the industry; (5) evaluation by LKP with industry; (6) apprenticeship of students in the industry (suited to the program held); and (7) obtaining financial support from industry (Sucipto & Sutarto, 2015; Sujanto, 2016).

Industry-based curriculum approach is the best training strategy. Previous study states that a training strategy is defined as a complete curriculum with an approach that combines training content and methods into a comprehensive training intervention (Weaver et al., 2010). However, previous study argues that the more realistic the experience-based training, the more resources are needed to properly support (Trevisan, 2004). The direct training component (financial, personal resources, increased time to prepare project options, supervise students, manage relationships and maintain commitment from client Institutions, etc). Conversely, the training that uses simulations and role-playing requires significant preparation time and usually does not require additional resources.

The application of practical courses and training forms positive experience and professional attitudes growth, mainly if students are directly involved in evaluating the training they attend. Based on experiences within a pedagogical framework, using powerful mentoring, and building formative students' assessment practices will increase meaningfulness for them and increase their achievement and professional competency. As the training from the aviation community in the USA, the training is designed to increase team reliability and to reduce errors, that is by optimizing teamwork to benefit maximum use of available resources. Target results in the form of behavior from communication, assertiveness, leadership, and decisions to make situational awareness and adaptability. The graduated training participants have mastered all the competencies taught by the instructor properly and benefit the training results so that they have the provisions to compete in the work field in the industrial and business world

(Meyer et al., 2019; Widayanto et al., 2021). So that course graduates will quickly get a job and or start a business rather than being unemployed.

PKK Encourages Working, and PKW Encourages Entrepreneurship

PKK program is an education and training service program oriented towards the development of work skills that is given to students so that they have competence in certain skill areas at the level of operators and technicians who are competency certified that can be used as provisions to work in the formal sector in accordance with available *job opportunities*. The output of PKK program is an increase in the competence of students as indicated by the ownership of a certificate for each graduate. The benefits of work competency certification for the industry are helping the industry convince its clients that their products/services have been made by competent workers, assisting the industry in recruiting and developing competency-based manpower to increase the efficiency of the Human Resources Development (HRD) division in particular and national efficiency in general, and assisting the industry in competency-based career development and labors' remuneration systems and increasing productivity (Hapsari, 2016; Herlinda et al., 2017).

The application of certification is based on priority demands from stakeholders, in this case, industry, professional associations, educational institutions, training institutions, government development programs, as well as demands for harmonization between business partner countries. Thus, there are 3 (three) types of implementation of competency certification, that is, *compulsory* certification, *advisory* certification and *voluntary* certification. Compulsory competency certification is carried out by a competent authority according to the technical field. The compulsory certification implementation is based on matters related to *safety, security*, and/or has the potential for major *disputes* in society, and should be notified to the WTO, because it applies not only to Indonesian labors, but also foreign labors who enter Indonesia. Several fields of certification that have been compulsory implemented at this present time are tourism, banking risk management, forestry supervisors, agricultural extension officers, household management, fisheries extension officers, food safety inspectors and food safety educators (Hapsari, 2016; Rahmah & Muslim, 2019). Advisory competency certification assigned for accelerated development programs, in this program the government provides incentives if the society participates in this certification program, such as certification assistance, institutional development assistance and so forth. Voluntary competency certification is a certification which is carried out entirely by initiation from the society, both industry and professional society, this type of industry is the most commonly carried out by Professional Certification Institutions.

PKW program aims to provide provisions of knowledge, skills, attitudes and entrepreneurial mindset through training in line with the market needs, as well as motivating and creating new start-up business including the assistance to be able to develop and be able to have partnership with Micro, Small and Medium Enterprises (UMKM)/Business World, capital, and marketing (Ramadhan, Rusli, and Karlina, 2022), LKP graduates also have new ideas that can be used to open a business (Istiyani & Utsman., 2019; Ramadhan et al., 2022). Previous study reveals that if someone wants to be a successful entrepreneur, then apart from having basic entrepreneurial qualities, they must also have strong entrepreneurial instrumental qualities, namely mastery of scientific disciplines, both mono-disciplines (Economy, Management, Mathematics, etc.), interdisciplinary science (Company Management, Agricultural Economy, Industrial Psychology, and forth), as well as across disciplines (environment, population, and so on) (Slamet, 2011).

Developing an entrepreneurial spirit through the following stages: step 1, conduct a self-evaluation of the level/level of entrepreneurial ownership, with the results of filling in the instrument/list/answer to become an entrepreneurial self-profile, step 2, self-evaluation results (entrepreneurship profile) is then pursued through various efforts called "learning", step 3, studying entrepreneurship can be done through various efforts, for example self-thinking, reading (books, journals, internet/web-sites), apprenticeships, short courses, learning from successful entrepreneurs, direct field observation, having a dialogue with successful entrepreneurs, attending seminars, inviting successful entrepreneurs, listening to entrepreneurship programs on television, or other ways that are considered appropriate for themselves to learn about entrepreneurship. Entrepreneurship programs provide opportunities for the community to be knowledgeable, it is hoped that social capital will emerge, namely prosperous people who have a work ethic, entrepreneurial mentality in comprehensive and sustainable community empowerment (Dumilah & Rahayu, 2020; Fauzi & Widiastuti, 2018).

Business Field Absorption for Vocational LKP Graduates

BPS noted that the most vocational graduate labors who had attended courses were mostly absorbed in 3 sectors, namely trading, manufacturing industry, as well as health services & social activities. Trading is indeed as a primary business in Indonesia, both wholesale and retail trading. This is in line with

the results of research by previous research on 920 students in Jakarta (Insana & Suseno, I., 2022). The types of business that are most in demand are businesses based on the creative economy, including online businesses (*digitalpreneur*), culinary, fashion, handicrafts, printing, content creators, health product especially herbal concoctions and medical appliances related to Covid 19 pandemic (hand sanitizers, masks, disinfectants, hand washing soap), educational services and grocery stores.

This is symmetrical with the results which states that there are 12 sectors of types of skills that need to be developed and scrutinized in the ASEAN Economic Community (MEA), which consists of 8 (eight) sectors of trade in goods and 4 (four) sectors in services (Hapsari, 2016). The goods trading sector covers agriculture, fisheries, rubber industry, wood industry, textile and clothing industry, automotive, electronics as well as information and communication technology. Meanwhile, the services trade sector includes the health sector (with sub-sectors of general medical, dentistry and nursing), tourism, air transportation and logistics. On the other hand, the business fields that absorb the least labors of vocational graduates who have attended courses are category E, namely water procurement, waste management, waste and recycling, and category L or real estate. LKP organizes training that is suited to the needs and goals of the learning community, in addition to obtaining competence according to certain fields it is hoped that students will have self-confidence and be more confident in the abilities they already have (Istiyani & Usman, 2019) competitive and acceptable to working (Dumilah & Rahayu, 2020; Putri & Aini, 2020; Ruiz-Moral et al., 2019). For participants in communication skills training, through experiential learning it is effective in improving students' communication skills.

LKP Transformation

Education is an investment that has the goal of increasing the capacity and capability of human resources in increasing the productivity of a country. Previous study prove empirically that there is strong evidence that the cognitive abilities of the population will result in stable economic growth (as the basis for economic development) in the long term (Hanushek & Woessmann, 2008). The neo-classical economic paradigm explains that the level of labor's productivity is not only a function of wages because wages increase alone, without being followed by improvements in organizational management will reduce the labors' marginal effort of the workforce (Brozova, 2015; Mankiw, 2011).

Organizational performance is the accumulated results of all the organization's work processes and activities. The organizational performance of the course and training institutions is indicated by an indicator of the increasing number of participants taking courses and training from the government (Komalasari et al., 2021; Robbins & Coulter, 2012). Building LKP to be existed and encouraging graduates to get jobs quickly (Ariyanti et al., 2020; Dumilah & Rahayu, 2020), through forms of partnership including: (a) cooperation in preparing course curricula, aiming for students after graduation to be accepted by users, (b) cooperation in teaching students, so that there is a transfer of knowledge from the user, so that it will be easier for the user to choose good prospective employees for students at LKP (c) cooperation in on the job training, on job training method activities can be in the form of: job instruction training, performance aids, job rotation, apprenticeship programs, coaching, and mentoring, and (d) cooperation in the placement of LKP graduates to the industry, which is carried out by actively participating in professional organizations and the entrepreneur community, this will facilitate the placement of LKP graduates into the work field.

Hence, the implementation of vocational LKP must continue to be encouraged, transformed, and collaborated with partners in the work industries in carrying: aligning curriculum and joining on the job training with industry partners; administering competency certification; strengthening the publication/branding of graduates' good practices; carrying out graduates' tracer study so that it is easy to track and to encourage graduates' employment; and distribution of incentive funds for PKK and PKW programs as optimally as possible in harmony with the development of priority vocational fields according to the needs of the labors' market.

The implications of this research provide an overview related to the Evaluation of Graduates' Employment of Courses and Vocational Training Institutions. The implementation of SMK LKP must continue to be encouraged, transformed, and collaborated with work industry partners in carrying out: aligning curriculum and participating in on the job training with industrial partners. Implementation of competency certification. Strengthening good practice publication/branding of graduates. Organizing tracer studies of graduates so that they are easy to trace and encouraging graduates to work and channeling incentive funds for the PKK and PKW programs as optimally as possible in line with the development of priority vocational fields according to the needs of the labor market.

4. CONCLUSION

The results of the 2020 vocational LKP graduates' employment evaluation show results that are not yet encouraging, that is, from the target percentage of course and training graduates in one year who get a job or start a business. Most LKP graduates are absorbed in the trading sector, manufacturing industry, as well as health services & social activities. Estimation of future laborers' requirements is from the sectors of healthcare, construction, manufacturing and retail. Efforts to achieve LKP graduates must be directed at fulfilling both soft and hard skills competencies that are aligned with industry needs and also encourage the spirit of independent entrepreneurship.

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