

Job Seeking in the Era of Globalization: “SMK Bisa” Slogan

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Abstract: In the era of globalization, youth transition from education to the world of work becomes uncertainty about prospect of jobs and the future for them. The fear of being unemployment makes youth had to face the risk even when they have planning. This study aims to reveal youths who graduated from vocational educations with “SMK BISA” slogan (ready to work, smart, and competitive) but still find difficulties in early stages of labour market. This study applied descriptive qualitative approach with literature review method. The data collection used common reference sources, including theoretical books, previous research journals, observations, news from printed and online media. The data were analyzed using poststructuralist and supporting concepts. The results show that vocational graduates always had to face the risk by the educational decision they took. The risk began when they started the process of education, graduation, and job seeking. In the other hand, vocational education provides skills required in the workplace but also produces the largest educated unemployed youths in Indonesia. The fact reveals that government legalized neoliberal system which narrowed not only the opportunity of youths to enter the world of work but also provides working-class young people. Vocational schools should be in accordance with region potential and job vacancy. However, amount of vocational schools always increase year by year with many institution and specific skills. Compulsory education program through vocational school has been commoditized. This article concludes that Indonesian youth in vocational schools have had to deal with the uncertainty and risks.

1 INTRODUCTION

In the era of globalization today, youth transition from education to the world of work is seen as a way to social mobility. The United Nations defines youth as those persons between the ages of 15 and 24 years. Youth is understood as a period of transition from the dependence of childhood to independence of adulthood. During the youth stage, a number of social and economic events may occur, such as education and preparation for entrance into the world of work (Chan, 2010). In the Indonesian context, the successful of an individual's education-work transition represents an adulthood's independence. It is expected to will be able to bring young people had been carried on the social class the best of what they.

Indonesia is the state rounded out the top five with a population of the under the age of 30 years. Based on the data from Badan Pusat Statistik, youth population between the ages of 15 and 24 years in the year 2017 over 43 million. Great a population youth give benefits in the form of a demographic dividend which is potential in the multitude of your the number of working age. Labor force data August 2017 from

Badan Pusat Statistik noted the Indonesian labor force aged 15-24 years old by more than 20 million.

However, the number of jobless at the ages of 15 and 24 years as much as 20,44%. Data from Badan Pusat Statistik of 2016 put the number of jobless at currently has a total of age group 67,60% from the number of jobless people in Indonesia. Level of open unemployment largest based on the level education is high school.

Vocational education seen as an alternative solutions these problems. One contention is that vocational education can benefit youth by offering skills that will be of value in local labor markets (Ainsworth & Roscigno, 2005). The “vocational effect” as the effect on the success of an individual's education-work transitions of taking vocational education (Iannell & Raffe, 2007), can reduces precariousness during the youth transition from education to the world of work (Korpi, Graaf, Hendrickx, & Layte, 2003).

Not surprising if the number of vocational shools increased in period for 5 years (2011/2012 to 2015/2016) sebesar 23,43%. In the same year period of students increased sebesar 7,86 % .Type and majors also increased varied, for example animation,

multimedia, pharmacy, culinary, fashion, automotive techniques, engineering electronics, hospitality, tourism, accounting, administration office, banks, and marketing.

Attention the government back up on vocational schools the bigger since published Presidential Instruction 9/2016 on Revitalization of Vocational Schools. "SMK BISA" slogan (ready to work, smart, and competitive) produces the human capital of young workers who in accordance with the regulations industries. Many vocational programmes have been rolled out by to boost vocational schools. Vocational schools was an topic of the medium through his achievement namely ESEMKA car.

However, until now vocational schools have not been able to meet the hopes. Who had been under the car ESEMKA proud of is no audible again. There are indications that general education may be more beneficial. This is because vocational graduates to contribute to the largest unemployment in the country over the last five years. According to Badan Pusat Statistik in 2017, vocational graduates is the biggest contributor to the number of unemployment in Indonesia is about 11,41 %.

This study aims to reveal youths who graduated from vocational educations with "SMK BISA" slogan (ready to work, smart, and competitive) but still find difficulties in early stages of labour market. The condition is difficult for young people in the period of transition from education to the world of work because the Indonesian government does not provide security social welfare. The number of vocational graduates always increased every year, but not followed the provision of employment.

Youth transition from education to the world of work becomes uncertainty. The transition problematisations are constructed as the responsibility of the individual, because youthful subjects are constructed as responsible for future life chances, choices and options within institutionally structured risk environments (Kelly, 2001). Youth has to experience reduction of the state role both in education services and jobs opportunity (Sutopo, Social Generation, Class and Experience of Youth Transition in Indonesia, 2014). Family increasingly responsible to support education for their children as a cultural capital to enter the world of work. The risks and insecurities in the institutional settings of science, class, politics, employment, and the family increasingly define the state of late modernity (Allen & Henry, 1997).

In the neoliberal era, the government policy provides two options for young people. First, the government legalized neoliberal system which

potentially narrowed the opportunity of youths to be in the labour market career. Moreover, precarious labour market entry for young people is often believed to have potential repercussions in terms of increased psychological distress, delayed family formation, increased criminality and a general lack of social integration (Korpi, Graaf, Hendrickx, & Layte, 2003). Second, it may help young people to avoid unemployment but its effect on other labour-market outcomes (Iannell & Raffae, 2007) such as occupational status, wages, and working time.

2 METHODS

This study applied descriptive qualitative approach with literature review method to reveal youths who graduated from vocational educations with "SMK BISA" slogan (ready to work, smart, and competitive) but still find difficulties in early stages of labour market. As a qualitative approach, its potential to transform large segments of descriptive data into quantified categories (Marvasti, 2004). The data collection used common reference sources, including theoretical books, previous research journals, observations, news from printed and online media. Triangulation source of data was undertaken through an election various data sources credible. The method of analysis the data used was analysis the contents of or method of the analysis documents that is testing theoretical to increase the understanding of data to filter information into category related. The data were analyzed using poststructuralist and supporting concepts as a framework think in the following analysis of vocational schools as contributor largest unemployment in Indonesia. The next stage is interesting this final conclusion based on the data have already been displayed.

3 RESULTS

3.1 Uncertainty and Risks

Vocational schools have "SMK BISA" slogan (ready to work, smart, and competitive) who prepares graduates with high capability to enter the world of work. Undang-undang 20/2003 on The National Education System Indonesia speaks to the role of vocational schools as an educative medium sized who prepares all of their students to work in a particular field. A graduate of a vocational schools expected to be able to fill the basis of their structures on the

workforce for individuals is skilled at industry for increasing the economic growth rate.

Vocational schools have education curriculum differently from general high schools to produce graduates that ready to work, smart, and competitive. Vocational schools can be conceived of in two basic ways, (1) as education for jobs; a direct link between the curriculum and actual jobs in the labour market, and (2) as education about work; the curriculum ranges over important facets of work life (Lewis, 1998). Vocational schools presence has to do with various routes to print a number of experts in a given field. On the other hand, vocational schools also made a program apprentice or internships partnership using one industries. The program will bring the could provide the opportunity for a student to a fuller knowledge of the world of work under the supervision of the school.

Based on The Education And Culture Ministry (Kemdikbud), the number of students at a high school in 2016/2017 are 4.682.913 students of vocational schools and 4.659.542 students of general schools. Based on the data represent more youth vote vocational schools. Vocational schools an alternative to more easily accepted in the world of work compared with general schools. Vocational schools is seen as a short cut to entering the workforce without having to continuing on to college.

However, vocational school graduates still find difficulties in early stages of labour market. Vocational schools graduates always had to face the risk by the educational decision they took. The risk began when they started the process of education, graduation, and job seeking. When youth choose vocational school means they were dealing with the risks of opportunities accepted at the university. Vocational schools are not chartered to prepare students for college and simply do not teach the material required of college candidates (Arum & Shavit, 1995). When they the process of education, they also must face with the risks of academic achievement. Academic achievement could serve a more central role in the lives (Gerard & Buehler, 2004). They must fight during the process education to get minimum value in accordance the standard of graduation. They must also obey school's regulation. This is because the assessment system of education schools in Indonesia not only based on the aspect of cognitive and psychomotor, but also affective. Some of vocational schools provide partnership program with industries for graduates who have a good academic achievement. Recommendations shall not apply for those who received low academic achievement. After they

graduated, vocational school graduates are faced with the risk of being unemployed. In the other hand, vocational education provides skills its required return in the workplace but also produces the largest educated unemployed youths in Indonesia. In fact employment opportunities not comparable with the labor force. For those who successfully through this process, the risk is not subsequently stop. Vocational schools create working-class young people and socialize them into subordinate economic roles (Iannell & Raffe, 2007). Vocational school graduates occupy positions lowest level in industries. Many of them are working with various risk, for example contracting, outsourcing, over work, and under paid.

3.2 Vocational Schools in the Neoliberal Era

In Indonesian, globalization present since the days of old order characterized by the relatively the act of Undang-undang 78/1958 on Foreign Capital Investment. Globalization is getting felt his presence since the reign of new order. The reign of new order in Undang-undang 1/1967 on Foreign Capital Investment even give assurance looseness of existing taxes and other charges. The mining industry in old order period more closed for foreign capital, but in the era of new order granted permission. The new order government more intensively in pulling foreign investors to invest capital in Indonesia. Unfortunately, the government policy not cover a welfare for their peoples. The government began to provide job opportunities for foreign citizens. A period of time foreign capital investment extended from the beginning of the 20 year to 30 years. The government also ensure will not do nationalizing and are willing to give compensation to companies. Illustrate that it is assistance policy were closely foreign financial institutions like the World Bank and IMF directly engage in a system of Indonesian economy. A western country strengthen its role as the actor and the developing states, Indonesia, only able to perform as an institution to legalized the interests of expansion market by policies that made, as well as the exploitation as a target (Giddens, 2005).

Globalization in Indonesia assumed as the opening of neoliberalism era. Capitalism characterized by expansion of multinational company in Indonesia. The direction of development began emphasis on economic growth, infrastructure development, and industries. Late modernity seems to be producing a new kind of capitalism, a new kind of labour, a new kind of global order, a new kind of society, a new kind of nature, a new kind of

subjectivity, a new kind of everyday life and a new kind of state (Beck, Bonss, & Lau, 2003). Level of urbanization continues to increase, especially youth, to work in industrial areas. However, increasing amounts of educated young people are let down by the inability of the government to provide jobs, with the result that this generated a climate of uncertainty about prospect of jobs and the future for young people (Sutopo, Social Generation, Class and Experience of Youth Transition in Indonesia, 2014).

Vocational schools which all expected as a short cut to entering the workforce is part of the inability of the government to provide jobs. In fact the government only provide education but gave no warranty employment opportunities for vocational school graduates. Vocational school designated by the government to ceate ready to work labor in private companies. So far there has no government engagement with a private about security and protection for ready to work labor. Vocational school graduates are prone to be printer labor grassroots level with a low wage that interests foreign investors to establish companies in Indonesia. However, the number of an industry that there is could not offset the total labor force. This will cause the postion fresh vocational school graduates getting down in labour market.

3.3 In a World Where Education is a Commodity

Vocational effect does not apply fully in Indonesia. Vocational schools has not been successful to reduce unemployment. Vocational school graduates increased the number of jobless people secondary education level there has been increased. This is supported by the number of students and schools has been increasing from year 2011/2012 to 2015/2016. The number of vocational schools increase from year to year. Field of study yang offered more vary as animation, multimedia, pharmacy, culinary, fashion, automotive techniques, engineering electronics, hospitality, tourism, accounting, administration office, banks, and marketing. However, various field of study is often not in accordance with the local potential. Vocational schools should be in accordance with the region and vacancy potential job. Some field of specific study reserved, but not in accordance with a vacancy that is in the area. Some vocational school graduates even can access work as cleaning service do not reflect the field of study them. Another problem is the number of school and the students who rush into not followed the number of teachers. Badan

Pusat Statistik put the number of teachers decreased by 24,80% of 2014/2015 to 2015/2016.

Various problems pertaining to vocational education reflect the condition of education system in Indonesia these days. Education in Indonesia are experiencing distortion, particularly in terms of quality. Education have not been able to meet the society necessity. While in the aspect of quality, happened distortion because of a lack of thorough analysis in apply a education policy. Education is currently a prospects for many people, starting from institutions education providers to regime of self-government. Commodification in the world current education is to commercialize textbooks, stationery, and school uniforms. The number of students vocational schools in the year 2017 based on the data from Badan Pusat Statistik at times be more than 4 million. This is market opportunities to gain more more revenue for education providers. The demands of the market encourage the educational institutions to offers a lot of a new field of study to obtain students. Educational costs is getting higher. Some of a field of studies that is considered to be prestigious and favorite colect educational costs more higher. The direction and purpose education in Indonesia depend on the regime. Education is the extension of government for the benefit of several parties. In the New order era, education is dominated by the doctrine Pancasila. In addition, Indonesia is repeatedly changed the curriculum start of Kurikulum 1947-1952-1964-1968-1975-1984-1994 and Suplemen Kurikulum 1999, Kurikulum 2004 (Kurikulum Berbasis Kompetensi), 2006 (Kurikulum Tingkat Satuan Pendidikan), and the last Kurikulum 2013 (K-13). ESEMKA's car are the product of the regime. The stakeholder should be aware of their role in the success of education system, especially the government. However, it is seen as a utopian today.

4 DISCUSSION

The fundamental problem of vocational education in Indonesia located on the outcome. Vocational education produces the largest educated unemployed youths in Indonesia. In the other hand, vocational education also provides working-class young people. It puts this youth is at dilemma between unemployment and insecure employment.

Vocational education as an alternative solutions to reduce unemployment rate did not operate effectively in Indonesia. Vocational education problems in indonesia are more complex. Financial limitations made it difficult to access higher education (Sutopo

& Azca, *Transisi Pemuda Yogyakarta Menuju Dunia Kerja: Narasi dan Perspektif Dari Selatan*, (2013). Vocational education from the beginning of serve as a bridge between these problems. Vocational education have an appeal very strong for youth that are in the middle to low social class. This is because they do not have the ability to access higher levels of education. They chose vocational education in an effort to reduce the risk of being unemployment. In addition, vocational education also synonymous with the second choice. Students of vocational schools mostly having academic achievement not as good as general schools. Instead, among those who do become unemployed there are indications that general education may be more beneficial (Korpi, Graaf, Hendrickx, & Layte, 2003). Vocational education a lot boarded interests, from institutional education providers and regime of self-government. It makes youth always faced with uncertainty and risks.

Youth at risk are assessed of two things which is reciprocal. First, the risk of understood as time to producing uncertainty. Second, identification of the risk factors understood as an effort to make a choice and responsible. The risk of a major problem now facing youth was a part of the transaction from the dependence of childhood to independence of adulthood. Adulthood achieved not only based on the aspect of psychological but also aspects concerning the achievement of independence in economic status. Individualization provoke responsibility of young people, and the families of them to be careful to manage them self. In the neoliberal era, the role of the state to grow weak, individual must be responsible for uncertainty and the risks. Management of risks can be done by actively respond to risk or face the risks in quick and direct. The role of family cannot be ignored in this case. Youth and family, free to make the choice, responsible independently in the late modernity era. Youth who refused to tending, so they become more risky. New forms of responsibility on young people and their families within the institutionalised risk environments of the risk society—a problematisation that would look to ways of refusing risk as signifying individual pathology or deficits (Kelly, 2001).

5 CONCLUSIONS

Youths who graduated from vocational educations still find difficulties in early stages of labour market. Difficulties in the early stages of a labour market career was caused by youth always dealing with uncertainty and risks, and they live in the neoliberal

era where education is a commodity. Youth in vocational schools have had to deal with the uncertainty and risks. Youth who refuse the uncertainty and risks to be marked as pathology or deficits.

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