

The management of special job placement agencies (bkk) to improve graduate absorption in the labor market at smk negeri 1 pangandaran and smk negeri 1 padaherang, pangandaran regency

Finsa Muhamad Pratama ^{a.1,*}, Ricky Yoseptry ^{b.2}

^{*ab}Universitas Islam Nusantara, Indonesia.

^{*1} finsapratama@uninus.ac.id; ² rickyoseptry@uninus.ac.id.

^{*}Correspondent Author

Received: 14-10-2025

Revised: 16-11-2025

Accepted: 20-12-2025

KEYWORDS

*Educational Management;
Graduate Employability;
Special Job Placement
Agency (BKK).*

ABSTRACT

This research is motivated by the role of the Special Job Placement Agency (Bursa Kerja Khusus/BKK), which is reinforced by the Regulation of the Minister of Education and Culture Number 34 of 2018 on Vocational-Based Education, emphasizing the importance of integrating education with the business and industrial sectors. Through the BKK, students are expected to gain access to job vacancy information, skills training, and facilitation of recruitment processes by companies. The objective of this study is to describe and analyze the management of BKK at SMKN 1 Pangandaran and SMKN 1 Padaherang in Pangandaran Regency, with a focus on the implementation of the POAC management functions (Planning, Organizing, Actuating, Controlling) in enhancing graduates' employability. This study employs a descriptive qualitative approach with data collected through interviews, observations, and document analysis. The findings indicate that BKK planning is carried out systematically and based on labor market needs analysis, involving both internal school stakeholders and external partners from the business and industrial sectors. The organizational structure is clearly defined, with task distribution aligned to competencies, ensuring effective and well-directed program implementation. The execution of activities includes career days, soft skills training, CV preparation, interview simulations, industrial visits, and entrepreneurship training. Supervision is conducted regularly through internal evaluations and external monitoring by the Education Office and the Manpower Office, leading to continuous improvement. Despite differences in strategies resulting from geographical conditions and partner industry potential, both BKKs share a common commitment to improving graduates' employability.

This is an open-access article under the CC-BY-SA license.



Introduction

Education in Indonesia has entered the demographic bonus era since 2020, which is projected to peak during the period of 2030–2045. According to data from Statistics Indonesia (BPS, 2022), the working-age population reached 190.98 million people, or 69.25% of the total national population. This condition underscores the urgency of developing high-quality and competitive Human Resources (HR) as a key driver of economic growth. Nevertheless, the quality of Indonesia's human capital continues to face serious challenges. The Human Capital Index in 2020 was recorded at 0.54, below the ASEAN average (Handi, 2023). In addition, Indonesia's PISA 2018 scores remained below 400, and the country ranked 64th out of 130 nations in the Global Human Capital Report 2017 (Ramadhan, 2017), indicating a significant gap in education quality and workforce competence.

Vocational High Schools (SMK) are among the educational institutions expected to strengthen human resource quality. This aligns with Law Number 20 of 2003 on the National Education System, Article 15, which states that vocational education is designed to prepare students with work competencies relevant to their fields of expertise (Hidayati, 2015). However, in reality, SMK graduates remain the group with the highest unemployment rate compared to other educational levels. Data from BPS (February 2022) indicate that the Open Unemployment Rate (TPT) for SMK graduates reached 10.38%, higher than that of Senior High School (SMA) graduates at 8.35% (Mahmudan, 2022; Javier, 2023).

As a strategic effort to address this issue, the government established Special Job Placement Agencies (Bursa Kerja Khusus/BKK) within vocational schools. According to the Ministry of Manpower and Transmigration through the Directorate General of Binapenta (2001), BKKs are employment service units within secondary schools, higher education institutions, and training centers that function to conduct job seeker registration, career counseling, job guidance, as well as labor distribution and placement. BKKs serve as a bridge between schools and the labor market. Their role has been further reinforced by Minister of Education and Culture Regulation Number 34 of 2018 on Vocational-Based Education, which emphasizes the importance of integrating education with the business and industrial sectors (DUDI). Through BKKs, students are expected to gain access to job vacancy information, skills training, and company recruitment facilitation.

The Directorate of Vocational Development (2021) established three indicators of graduate employability: (1) the relevance of the job field to the graduate's area of expertise; (2) the speed of employment acquisition within six months after graduation; and (3) recruitment through formal pathways, either via BKK or school-industry cooperation. These indicators serve as benchmarks for the effectiveness of vocational education in bridging the gap between education and the labor market.

Nevertheless, preliminary studies at SMKN 1 Pangandaran and SMKN 1 Padaherang indicate that graduate employability remains suboptimal. Contributing factors include limited BKK networking with industries, weak personal branding skills among graduates, and insufficient local government support for strengthening BKK programs. Astuti (2020) identified limited networking as a primary barrier to graduate placement, while Purnomo (2019) emphasized low self-marketing ability as a constraint to workforce competitiveness.

Another challenge arises from the lack of synergy between BKKs, schools, industries, and government. Sutrisno (2021) highlighted weak school-industry collaboration as a key obstacle to improving graduate quality. Meanwhile, Pratiwi and Prawitasari (2022) stressed the importance of soft skills training as essential non-technical competencies in enhancing work readiness. Although government policies support BKK optimization, implementation at the school level remains uneven. The Ministry of Education and Culture (2020) reported that institutional strengthening of BKKs has only been realized in a limited number of schools and is not yet supported by adequate infrastructure or resources.

Muhyadi and Qomariana (2016) affirmed that enhancing soft skills and expanding networks are key factors in improving graduate employability. However, there remains a gap between normative policy expectations and on-the-ground implementation. Empirically, research on BKK management strategies in Pangandaran remains limited, despite the region's distinctive economic and industrial characteristics, which are relevant for further investigation (Iskandar, 2023).

The management of vocational education programs, including career counseling and BKKs, requires a systematic managerial approach to prepare graduates for the labor market. Management, as the core of organizational administration, emphasizes achieving goals effectively and efficiently. George R. Terry (1953), in *Principles of Management*, defines management as a process encompassing planning, organizing, actuating, and controlling (POAC). This framework is relevant for designing strategies, implementing policies, and evaluating BKK performance.

The study of Defauzi et al. (2024) provides valuable insights through the application of the POAC framework in managing career counseling services in vocational schools, which can also be adapted to strengthen BKKs in SMKN 1 Pangandaran and SMKN 1 Padaherang. Handayani (2020) underscored the importance of local government involvement in supporting BKK effectiveness, while Wulandari (2021) demonstrated that active BKKs play a major role in the success of apprenticeship programs and in enhancing graduate employability.

Based on this background, SMKN 1 Pangandaran and SMKN 1 Padaherang were selected as research sites given that both schools have active BKK units yet still face challenges in graduate absorption (Effendy, 2019; Musril & Syahputra, 2022). This study aims to examine strategies for strengthening synergy among BKKs, industries, and local government in order to improve vocational school graduate employability in Pangandaran Regency (Sutama, 2021).

Method

This study employed a qualitative approach with the aim of understanding phenomena occurring within the school environment, particularly at SMKN 1 Pangandaran and SMKN 1 Padaherang in Pangandaran Regency. A qualitative approach was selected as it allows the researcher to explore information in depth and comprehensively, providing a more holistic picture of the research context. This aligns with Creswell's (2014) perspective, which asserts that qualitative research enables a deeper understanding of human behavior and its social context.

Qualitative research is characterized by procedures that generate descriptive data in the form of written or spoken words from individuals and observed behaviors. In this regard, the researcher interprets and explains data obtained through interviews, observations, and documentation, thereby providing detailed and clear answers to the research questions.

The methods used in this study included observation, in-depth interviews, and documentation, as these three techniques allowed the researcher to obtain richer and more detailed data regarding the studied phenomena. Observation was conducted by directly examining interactions and activities within the school environment, thereby providing broader contextual insights to support the interviews. In-depth interviews enabled the researcher to explore respondents' experiences, perspectives, and perceptions in greater detail. In line with Seidman (2013), in-depth interviews are suitable for investigating subjects comprehensively. According to Riduwan (2009, p. 31), document study is a method aimed at obtaining direct data from the research site, including relevant books, regulations, activity reports, photographs, documentary films, and other materials pertinent to the study. Documents serve as records of experienced events.

Data collected through observation, in-depth interviews, and document study were analyzed using a thematic analysis approach. The analysis process involved three main stages: data familiarization, coding, and theme identification. The first stage, data familiarization, was carried out by thoroughly reviewing all gathered information, including rereading interview transcripts, revisiting audio recordings, and reflecting on notes from observations and documentation, with the goal of gaining a comprehensive understanding of the research context. The second stage, coding, involved assigning labels to segments of data containing significant meaning in line with the research focus. Coding served to systematically organize the data, facilitating further analysis. The third stage, theme identification, entailed formulating key themes that emerged from the coding process and linking them with relevant theories or concepts to deepen the interpretation of findings and assess their relation to the research questions.

To ensure data validity, this study applied a triangulation technique. Sugiyono (2015, p. 83) defines data triangulation as a method of data collection that combines various techniques and sources to enhance the validity of research findings. In this study, source triangulation was employed by comparing the results of interviews, observations, and documentation to ensure consistency and coherence across the collected data.

Result

Planning of BKK Activities

The planning of BKK activities in both schools is carried out at the beginning of each academic year through a work meeting led by the Head of BKK and attended by the principal, vice principal for public relations, productive subject teachers, and BKK staff.

"We conduct BKK planning at the beginning of each academic year through a work meeting. This meeting is directly chaired by the Head of BKK and attended by the principal, the vice principal for public relations, productive teachers, and BKK staff." (Principal, interview, 2025)

The planning process begins with identifying labor market needs through job market surveys and consultations with the business and industrial sectors (DUDI).

"The first step is usually identifying labor market needs. We conduct labor market surveys and consultations with the business and industrial sectors (DUDI) to understand real demands in the field." (Principal, interview, 2025)

Subsequent steps include setting objectives, drafting the annual work program, assigning tasks, and determining the required budget.

"After that, we set objectives, design the annual work program, assign tasks, and determine the necessary budget. All of these are done to ensure that the program runs systematically and measurably." (Principal, interview, 2025)

The main planned programs include job fairs, career days, soft skills training, industrial visits, and entrepreneurship training. This planning process refers to the managerial framework of POAC, which emphasizes setting clear objectives, implementation methods, resource allocation, and success indicators.

"There are several main programs, including job fairs, career days, soft skills training, industrial visits, and entrepreneurship training. These programs are designed to prepare students to face the labor market or to pursue entrepreneurship." (Principal, interview, 2025)

Hidayat and Kusumawati (2018) emphasized that annual work meetings serve as strategic forums for determining policy directions, distributing tasks, and optimizing school potential to support the program. Prasetyo (2020) argued that planning based on labor market data is more adaptive to industry trends and equips graduates with relevant competencies. Overall, these perspectives highlight that successful BKK planning depends on stakeholder involvement, accurate data utilization, and strong partnerships with the labor market, leading to effective, relevant, and sustainable programs.

Organizing of BKK Activities

The organizational structure of BKK in both schools consists of a Head, Secretary, Treasurer, Industrial Relations Coordinator, Alumni Services Coordinator, and Technical Team. Task allocation is carried out in detail based on individual competencies.

"Tasks are divided in detail according to each member's competence. The Head of BKK is responsible for overall coordination, the Secretary handles administration, the Treasurer manages finances, the Industrial Relations Coordinator manages partnerships with companies, while the Alumni Services Coordinator is in charge of alumni data and follow-up. The Technical Team supports field implementation." (Principal, interview, 2025)

This organizational arrangement ensures that each program can be implemented effectively and with clear objectives.

"The goal is to make sure that every BKK program can be implemented effectively and targeted appropriately. With clear role distribution, coordination becomes easier and outcomes are maximized." (Principal, interview, 2025)

Rahmawati (2019) emphasized that organizing involving all relevant parties, including external stakeholders, strengthens networking and enhances program effectiveness. Pramono (2020) further argued that a flexible yet structured organization enables adaptation to changing labor demands. These findings suggest that BKK organizing in both schools reflects

modern management principles, including precise resource placement, clear division of labor, efficient coordination, and adaptability to labor market dynamics.

Actuating of BKK Activities

The implementation of BKK activities includes registering job seekers through the alumni database system and collecting job vacancy information from the business and industrial sectors (DUDI).

“Implementation of BKK activities includes several aspects. First, job seekers are registered through the alumni database system. Second, we search and collect job vacancy information from DUDI.” (Principal, interview, 2025)

Additional activities include career counseling, CV writing workshops, and job interview simulations.

“We routinely organize career counseling and guidance. In addition, we also provide CV writing workshops and interview simulations so that graduates are better prepared when applying for jobs.” (Principal, interview, 2025)

BKK also facilitates graduate placement in partner companies, organizes annual career days, conducts industrial visits, and provides entrepreneurship training for graduates who wish to pursue self-employment.

“We have partner companies ready to absorb graduates according to their competencies. Through this system, graduates can be directly placed in companies that require workers. Every year we also hold career days, where graduates meet employers directly, conduct interviews, and even secure job opportunities on the spot.” (Principal, interview, 2025)

Wijayanti (2019) noted that providing entrepreneurship training offers alternative career pathways while reducing dependency on formal job vacancies. Saputra (2020) highlighted that integrating placement programs with the alumni database facilitates graduate tracking, evaluation, and networking. These findings indicate that BKK implementation not only follows planned programs but also adapts to labor market needs, provides real workplace exposure, expands career options, and leverages technology to support program success.

Controlling of BKK Activities

Supervision is conducted through monthly evaluation meetings led by the principal. Evaluations cover graduate placement targets, encountered challenges, and corrective measures.

“Supervision is usually conducted through monthly evaluation meetings chaired directly by the principal. In these meetings, we discuss graduate placement targets, encountered challenges, and possible solutions.” (Principal, interview, 2025)

External supervision is carried out by the Education Office and the Manpower Office through monitoring and verification of job placement. Evaluation results are then used to improve planning for the following year.

“External supervision is conducted by the Education Office and the Manpower Office. They monitor and verify BKK job placement to ensure compliance and accountability. The evaluation results form the basis for improving next year’s planning. Any shortcomings in this period are addressed so that BKK programs can run better in the future.” (Principal, interview, 2025)

Halimah (2019) stressed that effective supervision not only measures performance but also provides feedback for program development. Putra (2020) argued that continuous monitoring creates a cycle of continuous improvement essential for program sustainability. These findings demonstrate that BKK supervision functions not only as control but also as a strategic tool for enhancing program quality through systematic evaluation, external collaboration, and continuous improvement practices.

Discussion

The findings of this study indicate that the management of the Special Job Placement Agency (BKK) at SMKN 1 Pangandaran and SMKN 1 Padaherang has implemented the core management functions within the POAC framework (Planning, Organizing, Actuating, Controlling). Field analysis suggests that these four functions are interrelated, forming a continuous cycle, with strategic differences influenced by geographical conditions and the potential for industry partnerships at each school.

Planning of BKK Activities

Planning at both schools is carried out systematically by involving the Head of BKK, the principal, the vice principal for public relations, productive subject teachers, BKK staff, and industry partners. This process is based on labor market needs analysis. As Ramdhani (2017) argues, work-oriented planning ensures that school programs remain relevant and adaptive to environmental changes. Lestari (2016) further emphasizes that well-structured planning serves as the foundation of program success, as it enables the effective allocation of resources toward predetermined objectives. The application of these principles is evident in the annual BKK programs, which include specific targets such as graduate employment rates, the implementation of career days, and entrepreneurship training. The early involvement of industry partners aligns with Sari's (2019) assertion that school-industry collaboration not only enhances program relevance but also builds employer confidence in graduates' competencies.

Organizing of BKK Activities

The organizational structure of BKK at both schools is clearly designed, with task distribution tailored to the competencies of each member. Fitriani (2018) states that a well-defined organizational structure is a prerequisite for program effectiveness, as it ensures that individuals understand their roles and responsibilities. Similarly, Wibowo (2018) highlights the importance of assigning human resources in accordance with their expertise. This principle is reflected in the appointment of coordinators for industry relations and alumni services based on their prior experience and skills. Furthermore, the inclusion of both internal and external stakeholders reinforces Rahmawati's (2019) view that multi-stakeholder involvement strengthens networking and enhances program implementation.

Actuating of BKK Activities

BKK implementation includes alumni registration, job vacancy information services, soft-skills training, career days, industry visits, and entrepreneurship programs. Handayani (2019) notes that program diversity—such as internships, industry visits, and entrepreneurship training—broadens students' career opportunities. Training sessions on CV writing and interview simulations also support Kurniawan's (2017) perspective that effective career guidance encompasses labor market information, job-search skills, and psychological preparation for selection processes. In addition, career day events, which connect graduates directly with companies, are consistent with Wijayanti's (2019) assertion that direct industry involvement increases employer trust in graduates' competencies.

Controlling of BKK Activities

Supervision is conducted internally through monthly evaluation meetings led by the principal, and externally by the Education Office and the Department of Manpower. Santosa (2016) emphasizes that supervision ensures activities align with established plans and standards. Regular evaluations allow for early detection of problems and timely solutions, as Wardani (2017) points out. Moreover, consistent monitoring supports the principle of continuous improvement, as highlighted by Putra (2020), who stresses the importance of ongoing program enhancement. Geographical conditions also influence patterns of industry partnerships: SMKN 1 Pangandaran,

located in a coastal area, collaborates with the maritime sector, while SMKN 1 Padaherang, situated inland, partners with the agricultural sector. This aligns with Sari (2020), who states that geographic and regional potentials determine the model of school-industry partnerships.

In conclusion, the study demonstrates that the application of POAC in BKK management at SMKN 1 Pangandaran and SMKN 1 Padaherang has been effective. Planning is grounded in labor market data and involves industry partners; organizing is supported by a clear structure and competency-based assignments; implementation includes varied programs relevant to labor market demands; and supervision is conducted through both internal and external mechanisms. While geographical differences shape the model of partnerships, they do not diminish program effectiveness. Both schools successfully adapt to their regional potentials, with BKK effectiveness sustained through consistent POAC application, close industry collaboration, and continuous evaluation.

Conclusion

Based on the findings and discussion, it can be concluded that the management of the Special Job Placement Agency (BKK) at SMKN 1 Pangandaran and SMKN 1 Padaherang has been carried out in a structured and consistent manner in accordance with the POAC (Planning, Organizing, Actuating, Controlling) management framework. In terms of planning, both schools involved key stakeholders—including school leaders, productive subject teachers, BKK staff, and industry partners (DUDI)—by referring to labor market needs analysis. This approach ensured that the programs

designed were more relevant and measurable.

In terms of organizing, the establishment of a clear organizational structure and the allocation of tasks based on individual competencies enabled each member to perform their roles optimally, thereby minimizing overlapping responsibilities and enhancing coordination.

In terms of implementation, BKK activities were diverse, including career days, soft-skills training, CV preparation, interview simulations, industry visits, and entrepreneurship training. This variety broadened career opportunities, both in formal employment and in independent entrepreneurship.

In terms of supervision, evaluations were conducted regularly through internal meetings and external monitoring by the Education Office and the Department of Manpower. These evaluations contributed to continuous improvement in BKK programs.

Overall, BKK in both schools plays a significant role in enhancing graduates' employability. Although differences in strategies were observed due to geographical conditions and the types of industry partners, both schools demonstrated the ability to adapt to their regional potentials while maintaining a strong commitment to preparing graduates who are competitive in the labor market.

References

- Anura, I. P., & Suwito, D. (2023). Peran dan manajemen Bursa Kerja Khusus (BKK) SMK Negeri 1 Kediri dalam meningkatkan keterserapan lulusan. *Jurnal Pendidikan Teknik Mesin*, 12(2). <https://ejournal.unikama.ac.id/index.php/jptm/article/view/4014>.
- Astuti, R. (2020). Strategi penguatan jaringan BKK dalam memperluas penyaluran lulusan. *Jurnal Pendidikan dan Ketenagakerjaan*, 12(2), 101–115.
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13), 1802–1811. <https://doi.org/10.1177/1049732316654870>.
- Bungin, B. (Ed.). (2011). *Metodologi Penelitian Kualitatif*. Jakarta: Kencana.
- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum*, 41(5), 545–547. <https://doi.org/10.1188/14.ONF.545-547>.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Defauzi, P., Yoseptry, R., Ahadiat, A., & Kusmiyati, N. (2024). MANAJEMEN BIMBINGAN DAN KONSELING KARIER SISWA SMK 1 ANGKASA MARGAHAYU KABUPATEN BANDUNG. *EDUSAINTEK: Jurnal Pendidikan, Sains dan Teknologi*, 11(2), 926–934. <https://doi.org/10.47668/edusaintek.v11i2.1182>

- Departemen Tenaga Kerja dan Transmigrasi RI. (2001). *Pedoman penyelenggaraan Bursa Kerja Khusus (BKK)*. Jakarta: Dirjen Binapenta.
- Effendy, M. A. (2019). *Evaluasi kinerja BKK di daerah tertinggal*. Bandung: CV Media Edukasi.
- Firmansyah, D. (2021). Strategi pengembangan keterampilan berkelanjutan di SMK. *Jurnal Vokasi dan Industri*, 4(1), 15–26.
- Garnadi, A., & Yoseptry, R. (2022). Manajemen Kelas Industri dan Industri Dunia Kerja (IDUKA) dalam Meningkatkan Kompetensi Siswa (Studi Kasus di SMK Wiraswasta dan SMK PGRI 3 Kota Cimahi). *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 5, 1047–1058. <http://jiip.stkipyapisdompui.ac.id>
- Gunarto, A., & Tantowi, A. (2024). Kajian manajerial Bursa Kerja Khusus (BKK) dalam upaya meningkatkan keterserapan lulusan di SMK Negeri 1 Kota Kediri. *Otonomi*, 24(2), 443–455. <https://jurnal.unmer.ac.id/index.php/otonomi/article/view/8651>.
- Handayani, T. (2020). Peran pemerintah daerah dalam optimalisasi BKK. *Jurnal Administrasi Pendidikan*, 27(1), 112–126.
- Handi. (2023). *Human Capital Index dan Tantangan SDM Indonesia*. Jakarta: LIPI Press.
- Hidayati, R. (2015). Implementasi Undang-Undang Sistem Pendidikan Nasional dalam pendidikan kejuruan. *Jurnal Pendidikan*, 10(2), 65–72.
- Iskandar, H. (2023). Strategi pemasaran lulusan SMK melalui BKK di wilayah pesisir. *Jurnal Ilmiah Pendidikan Kerja*, 6(1), 45–58.
- Javier, M. A. (2023). *Pengangguran terbuka lulusan SMK: Fakta dan solusi*. Jakarta: Pusat Data dan Informasi Nasional.
- Kementerian Pendidikan dan Kebudayaan. (2020). *Profil dan optimalisasi Bursa Kerja Khusus (BKK) di Indonesia*. Jakarta: Direktorat Pembinaan SMK.
- Mahmudan, A. (2022). *Tingkat pengangguran terbuka berdasarkan jenjang pendidikan*. Jakarta: BPS.
- Miles, M. B., & Huberman, A. M. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Muhaimin, A., et al. (2008). *Manajemen Pendidikan*. Jakarta: RajaGrafindo Persada.
- Muhyadi, M., & Qomariana, R. (2016). Sinergi dunia usaha dengan BKK SMK dalam meningkatkan daya saing lulusan. *Jurnal Pendidikan Vokasional*, 5(2), 99–112.
- Mulyadi, S., & Setyawan, A. (2021). Manajemen BKK berbasis industri 4.0. *Jurnal Manajemen Pendidikan*, 15(1), 33–47.
- Musril, R., & Syahputra, H. (2022). *Potensi lulusan SMK di wilayah pesisir selatan*. Pangandaran: Lembaga Riset Pembangunan.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications.
- Pratiwi, A., & Prawitasari, T. (2022). Pentingnya soft skills dalam penyerapan tenaga kerja SMK. *Jurnal Ketenagakerjaan dan Pendidikan*, 8(3), 121–134.
- Purnomo, D. (2019). Pelatihan pemasaran lulusan SMK. *Jurnal Pendidikan Kejuruan*, 14(2), 87–95.
- Rahayu, M., & Adi, T. (2022). Inovasi dan adaptabilitas lulusan SMK di era digital. *Jurnal Pendidikan Inovatif*, 6(1), 53–67.
- Rahmadani, L. (2022). Career development guidance in vocational education. *Journal of Career Education*, 7(2), 65–78.
- Ramadhan, A. (2017). *Global Human Capital Report dan posisi SDM Indonesia*. Jakarta: WEF Indonesia Chapter.
- Ridwan. (2009). *Metode dan teknik menyusun dokumen penelitian*. Bandung: Alfabeta.
- Sasongko, H., Lestari, S. D., & Mulyono, H. (2020). Peran Bursa Kerja Khusus (BKK) dalam menyalurkan siswa kompetensi keahlian Desain Pemodelan dan Informasi Bangunan (DPIB) SMK Negeri 2 Klaten ke dunia industri. *Jurnal Pendidikan Teknik Sipil*, 2(2), 75–82. <https://jurnal.uns.ac.id/jpts/article/view/51059>.
- Savickas, M. L. (2013). Career construction theory and practice. In R. W. Lent & S. D. Brown (Eds.), *Career development and counseling* (2nd ed., pp. 147–183). John Wiley & Sons.

- Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (4th ed.). Teachers College Press.
- Setiadi, R., & Rudi, S. (2020). Kepercayaan dan integritas dalam manajemen karier SMK. *Jurnal Etika Profesi*, 3(2), 88–99.
- Spradley, J. P. (2016). *Participant observation*. Waveland Press.
- Sugiyono. (2015). *Metode Penelitian Kualitatif, Kuantitatif dan R&D*. Bandung: Alfabeta.
- Sulaiman, T., & Hermawan, B. (2022). Pengembangan keterampilan kerja lulusan SMK. *Jurnal Vokasi Indonesia*, 3(4), 101–115.
- Suprap, S. (2024). Strategi Bursa Kerja Khusus (BKK) SMK Muhammadiyah 04 Boyolali dalam penyaluran lulusan. *Journal of Education Research*, 5(1), 601–610. <https://jurnal.umby.ac.id/index.php/eduresearch/article/view/4785>.
- Sutama, S. (2021). Manajemen strategis kemitraan BKK dan industri di SMK. *Jurnal Kependidikan*, 13(1), 23–36.
- Sutrisno, E. (2021). Kendala kemitraan sekolah dan industri dalam pemasaran lulusan. *Jurnal Pendidikan Teknologi*, 11(1), 44–56.
- Sutrisno, E., & Suryanto, T. (2021). Kolaborasi industri dan pendidikan vokasi. *Jurnal Sinergi Pendidikan*, 8(2), 79–93.
- Vokasi. (2020). *Transformasi pendidikan vokasi untuk SDM unggul*. Jakarta: Direktorat Jenderal Pendidikan Vokasi.
- Wahyudi, F. (2023). Pemetaan kompetensi dan kebutuhan industri dalam pengelolaan BKK. *Jurnal Pemetaan Kerja*, 10(2), 93–107.
- Widyastuti, E. (2021). Keterampilan praktis dan kesiapan kerja lulusan SMK. *Jurnal Pendidikan Ketenagakerjaan*, 15(3), 120–132.