

The role of teacher, technology, and social capital in school-to-work transitions of Vocational High School in Yogyakarta

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ABSTRACT

The abundance of graduates who lack the necessary competencies required by the job market makes it difficult for them to obtain employment. Therefore, the role of teachers, the utilization of technology, and social capital are needed to secure jobs. The purpose of this research is to describe the roles of teachers, technology, and social capital in preparing vocational high school (SMK) graduates to obtain their first jobs.

This study employs a quantitative descriptive research design. The population and sample of the study are SMK graduates in Yogyakarta. Data collection techniques utilized include literature study, focus group discussions (FGD), and questionnaire instruments. The research instrument employs a Likert scale ranging from 1 to 5 and has undergone validity and reliability tests. The data analysis technique used is quantitative descriptive statistical analysis, employing distribution tendencies to understand the role of teachers in preparing SMK graduates to obtain their first jobs.

The research findings indicate that the role of teachers in preparing SMK graduates to obtain their first jobs is as follows: 7 teachers or 23% are categorized as very good, 14 teachers or 46.67% as good, 6 teachers or 20% as fairly good, 2 teachers or 6.67% as less satisfactory, and 1 teacher or 3.33% as unsatisfactory. The technology used by SMK graduates in obtaining their first jobs includes websites, online application systems, social media, email, and others. As for the social capital used by SMK graduates to secure their first jobs, it involves alumni networks, school faculties and staff, internships, associations, and professional organizations.

Kata Kunci: teacher's role, technology, social capital