

## EVALUATION OF “BURSA KERJA KHUSUS” (BKK) PROGRAM WITH LOGIC MODEL

Deviana Ridhani<sup>1</sup>, Triati<sup>2</sup>, Ambiyar<sup>3</sup>, Fahmi Rizal<sup>4</sup>

<sup>1</sup> Postgraduate Vocational Technology Education, Faculty of Engineering, Padang State University, Padang, Indonesia

<sup>2</sup> Postgraduate Vocational Technology Education, Faculty of Engineering, Padang State University, Padang, Indonesia

<sup>3</sup> Mechanical Engineering, Faculty of Engineering, Padang State University, Padang, Indonesia

<sup>4</sup> Civil Engineering, Faculty of Engineering, Padang State University, Padang, Indonesia

E-mail: devianaridhani92@gmail.com, triati4@gmail.com

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### ABSTRACT

The purpose of this study was to determine the gap between the standards of the BKK program and the actual facts of the implementation of the BKK program at SMK Negeri 1 Lubuk Sikaping. The main program of the BKK is to provide services and information on job vacancies and to distribute and place a workforce of SMK graduates. Evaluation of the BKK program uses a logical model consisting of several components, namely inputs, activities, outputs, and outcomes. This study uses a qualitative approach that produces descriptive data. Methods of data collection by observation, interviews and documentation. The results of this evaluation study are in the form of the percentage absorption of graduates working, entrepreneurship and continuing to tertiary institutions which are still on a medium scale based on data from graduates of SMK Negeri 1 Lubuk Sikapings in the last 2 years. Therefore, there is a quarterly program evaluation so that the BKK management can improve the BKK program and there is a lot of absorption of SMK graduates for work and entrepreneurship.

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### 1. Introduction

Open Unemployment Rate According to Education Level The Central Statistics Agency (BPS) reports that the majority of unemployment in Indonesia comes from the group of graduates from Vocational High Schools (SMK). The unemployed population with a final vocational education level reached 11.13% in August 2021.

“Bursa Kerja Khusus” (BKK) in SMK is one of the institutions in schools to overcome unemployment in SMK. The main program at the BKK is as an implementing unit that provides services and information on job vacancies, implementers of marketing, distribution and placement of workers (Directorate of Vocational High School Development).

Vocational schools are required to be able to produce graduates with standard competencies expected by the world of work. The world of work requires workers who have competence according to their field of work, have adaptability and high competitiveness. Vocational High Schools are expected to be able to produce a workforce that is in accordance with the needs of the world of work who has good work readiness and competence.

Vocational schools are directed to form students ready to work or become entrepreneurs, but this has not been implemented properly. The trend of the development of science and technology that occurs in the industrial world in general occurs relatively quickly ahead of school.

In connection with the above, it is necessary to establish cooperation between vocational schools and industry, which is a central theme in efforts to increase the absorption of vocational high school graduates in the industrial world. Cooperation between schools and industry is very necessary related to technological developments that occur in industry very rapidly so that schools will be far behind if they do not collaborate with industry because it is impossible for schools to provide all equipment that is in accordance with industry needs in the learning process in schools.

According to PP No. 29 of 1990 Chapter 3 article (2) states that Vocational Secondary Education prioritizes preparing students to enter the workforce and develop professional Sikapings. Meanwhile, according to Law no. 2 of 1989 concerning the National Education System (UUSPN) article 11 paragraph 03 states that Vocational Education is education that prepares students to be able to work in certain fields. Decree of the Director General of Development and Placement of Domestic Workers No. KEP-131/DPPTKDN/2004 concerning technical guidelines for special job fairs (BKK) in Article 8 The scope of activities of BKK are: (1) registration and data collection of job seekers; (2) data collection of job vacancies; (3) guidance to graduates; and (4) verification of work placement.

Program evaluation according to Ellen-Taylor is an evaluation that refers to a topic that focuses on questions on the focus of attention, collects appropriate information, then analyzes and interprets information for the use of specific purposes [7]. Meanwhile, Wholey stated that program evaluation is a method for identifying what questions will be answered by the evaluation, what data will be collected, how the data will be analyzed and how the information generated will be used. [10] Some of the definitions of program evaluation above can be concluded that program evaluation is a systematic process of collecting data on program effectiveness, describing and analyzing data as well as being used as a reference in making decisions. Is the program continued without improvement, or continued with improvements, or even terminated altogether.

Program evaluation has several models that can be used to see the effectiveness of a program, one of which is the logical model program evaluation. Logical model is used as a tool to model the program structure. Logical model is a visual method for conveying an idea that describes and shares the understanding of the interrelationships between elements to operate programs and or change efforts [1]. Logical model as a tool to tell the performance of the program in order to answer questions including: what is trying to be achieved and why the program is considered important, how to measure its effectiveness, how to do it properly. [2] Model logic is a useful evaluation tool that facilitates effective program planning, implementation, and evaluation [3]. Using evaluation and logic models results in effective programming and offers greater learning opportunities, better documentation of results, and knowledge sharing of what works and why.

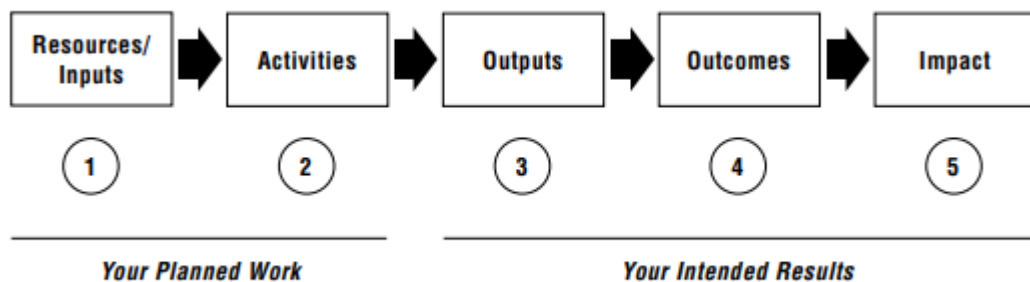


Figure 1. Basic Logic Evaluation Model

The evaluation of the logic model has several components or stages of evaluation, namely inputs/resources, activities, outputs, and outcomes (short term and long term) and impact [3]. Resources including human, financial, organizational, and program community resources are available to guide the

direction of doing the work. Sometimes these components are referred to as inputs. Program Activities are what programs do with resources. Activities are processes, tools, events, technologies, and actions that are part of an applied program. These interventions are used to realize the desired program changes or outcomes. Outputs are direct products of program activities and may include the type, level and target of services to be provided by the program. Outcomes are specific changes in behavior, knowledge, skills, status and level of functioning. Short-term results should be achievable in 1 to 3 years, while long-term results should be achievable within 4 to 6 years. The logical progression from short-term to long-term outcomes should be reflected in the impact occurring in about 7 to 10 years. Impact is the intended or unintended fundamental change that occurs in an organization, community or system as a result of program activities over a period of 7 to 10 years.

## 2. Methods

This study uses a qualitative approach with the method of evaluating the BKK program at SMKN 1 Lubuk Sikaping, while the model chosen is a logical evaluation model consisting of several components, namely inputs, activities, outputs, and outcomes. Data sourced from alumni, BKK administrators, productive teachers at SMKN 1 Lubuk Sikaping. Methods of data collection through observation, interviews and questionnaires. Data analysis techniques with interviews, observation, documentation. Data analysis with qualitative data analysis techniques and descriptive analysis in accordance with the evaluation component.

## 3. Results and Discussion

The stages of the logic model for evaluating the BKK program at SMK Negeri 1 Lubuk Sikaping which have resulted from several stages are described as follows:

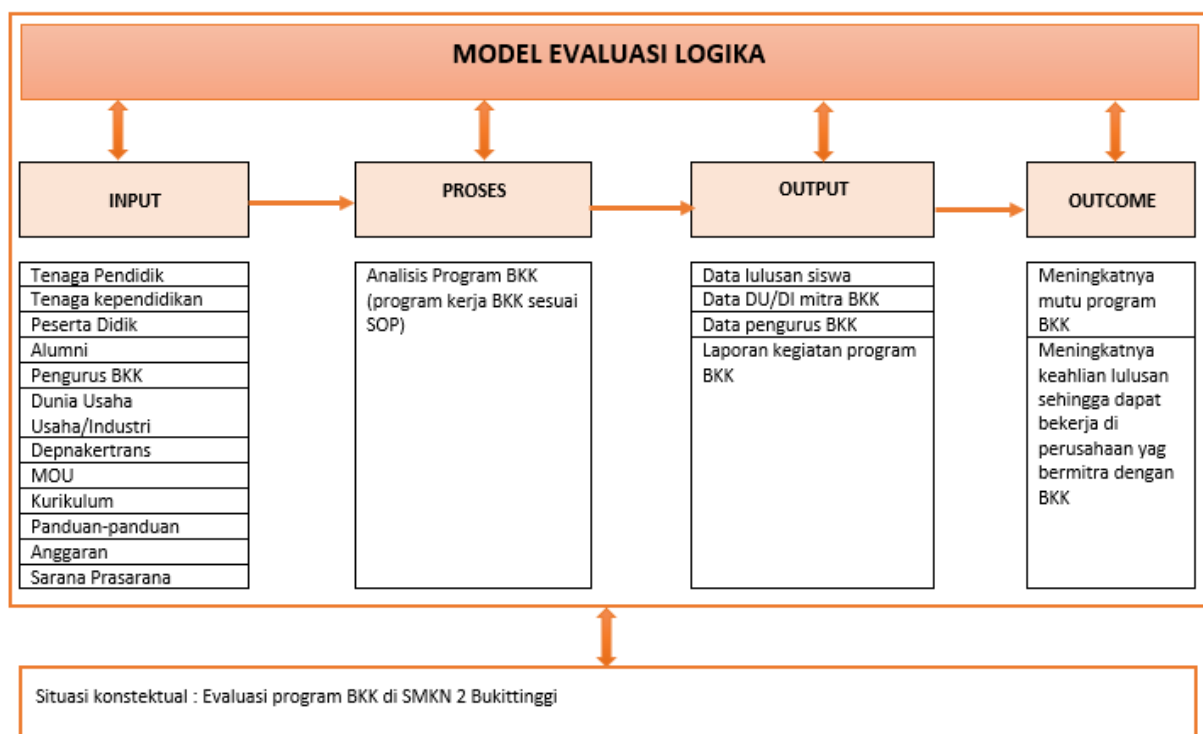


Figure 2. Logical Model for Evaluation of the BKK Program at SMK Negeri 1 Lubuk Sikaping

Figure 2 describes the stages of the evaluation logic model, namely input (resources) consisting of educators and education staff, students, alumni, BKK administrators, BKK program guides, and

infrastructure. Activities or processes include all stages of the process that produce outputs consisting of analysis of the BKK program. Output is a product produced by a process that has been implemented in the BKK program at SMK Negeri 1 Lubuk Sikaping. Outcomes are changes and benefits generated within a certain period of processes and activities in the form of graduates of SMK Negeri 1 Lubuk Sikaping who work and are entrepreneurship according to the graduate field of each student.

a. Resources (Input)

Indicators in the resource component of the evaluation logic model of the BKK Program at SMK Negeri 1 Lubuk Sikaping are:

- 1) The teaching staff involved in the BKK program are productive teachers from each department at SMK Negeri 1 Lubuk Sikaping to direct learning according to conditions in the industrial world.
- 2) Education staff involved in the BKK program are recapitulating student data.
- 3) Students who take part in learning according to their respective majors.
- 4) Alumni are data on graduate students in SMK.
- 5) The BKK management is the management who coordinates the BKK program with relevant stakeholders.
- 6) The world of business and industry (DU/DI) plays a role in assisting the implementation and assessment of industrial work practices so that later they will choose as new employees from Vocational Schools according to the required competencies.
- 7) Guidelines are a resource in implementing the BKK program. With the BKK program guide, it can help the implementation of the BKK program properly and correctly.
- 8) The budget to run the BKK program is available and there are no obstacles in the allocation process.

Facilities and infrastructure to run the BKK program are available in full for each department at SMK Negeri 1 Lubuk Sikaping.

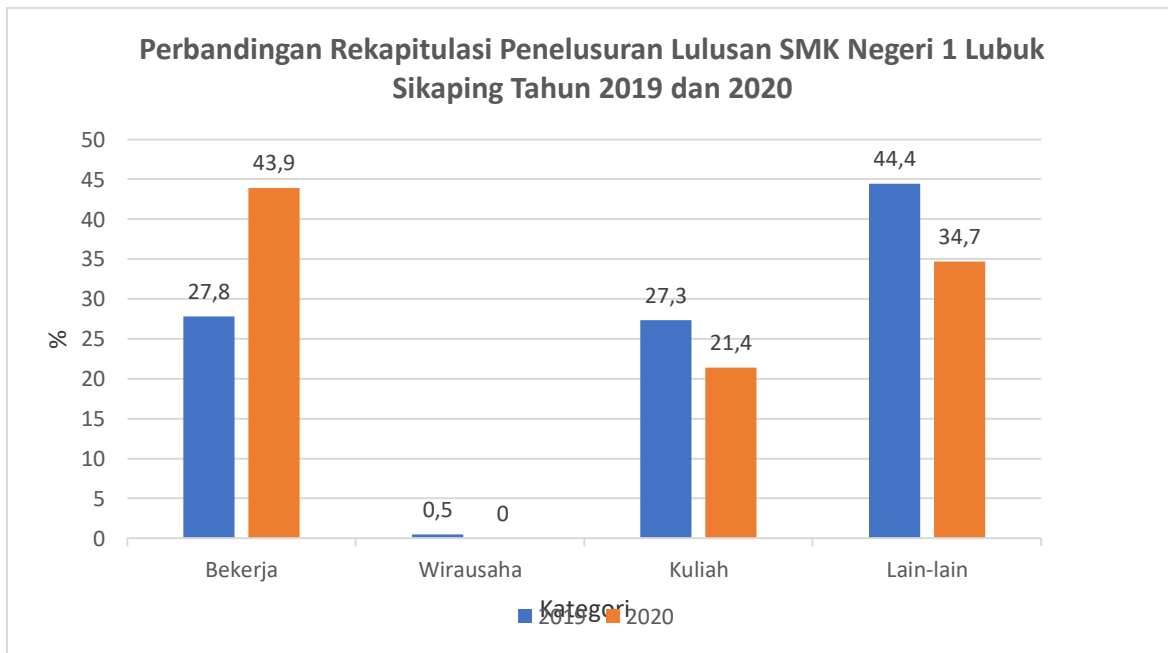
b. Activities (Process) The indicators on the activity component of the evaluation logic model of the BKK SMK Negeri 1 Lubuk Sikaping program are in Table 1 as follows:

**Table 1.** BKK Program at SMK Negeri 1 Lubuk Sikaping.

No.	Programs of BKK
1	Develop the organizational structure of the BKK
2	Prepare the BKK work program according to the SOP
3	Updating alumni data and DU/DI
4	Updating the database of vocational high school graduate students looking for work and job seekers and tracing vocational high school students
5	Updating information on the job market through advertisements in mass media, the internet, visits to the business world (industry) as well as collaboration with labor recruitment agencies and the Ministry of Manpower and Transmigration
6	Making information and marketing leaflets for SMK graduates that are sent to the business/industry related to the Ministry of Manpower and Transmigration
7	Create a special website for BKK that is always up to date which can be linked to JOB CARRIER sites
8	Carry out a follow-up process on the results of the delivery and placement of workers through scoping and verification activities
9	Conducting additional/special skills training programs for students and SMK graduates tailored to the required area of expertise
10	Conducting regular meetings and monitoring on the evaluation of the BK program
11	Make MOU with DU/DI according to major
12	Conducting industrial visits
13	Instilling entrepreneurial spirit in students through skills training to become an entrepreneur (entrepreneurship).
14	Make a report on the activities of the BKK program

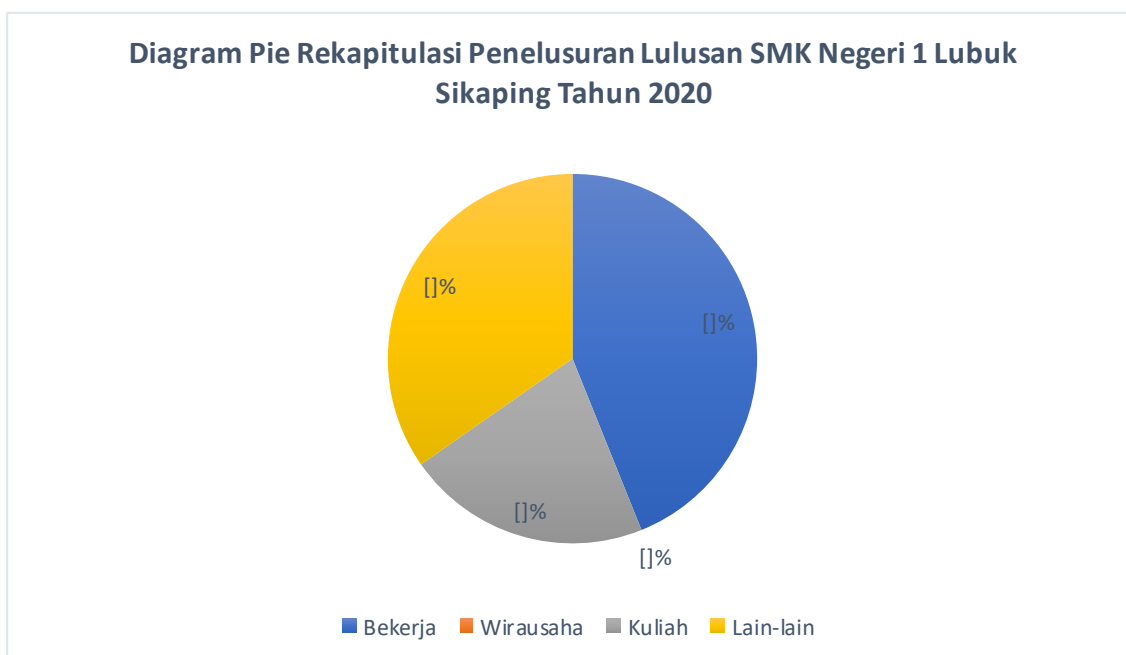
c. Output

Indicators on the output component of the evaluation logic model of the BKK SMK Negeri 1 Lubuk Sikaping program are data on graduates who work, are entrepreneurs and continue their education to college and have not got a job.



**Figure 3.** Comparison of Search Recapitulation of Graduates of SMK Negeri 1 Lubuk Sikaping in 2019 and 2020

Based on the data above, the number of graduates of SMK Negeri 1 Lubuk Sikaping in 2019 and 2020 is 16.1% an increase in the number of working graduates, entrepreneurship in 2020 has not been recorded the number of entrepreneurship graduates because they are still in the pioneering stage, the number of graduates continuing their education decreased by 5.9% , while the absorption rate of graduates has not been recorded at 9.7%.



**Figure 3.** Pie Diagram of Search Recapitulation of Graduates of SMK Negeri 1 Lubuk Sikaping in 2020

In Figure 3 shows most of the graduates of SMK Negeri 1 Lubuk Sikaping in 2020 43.9% are for work, 21.4% continue to college. As for entrepreneurship, they have not been compelled to set up a business, most students are more interested in becoming job seeker.

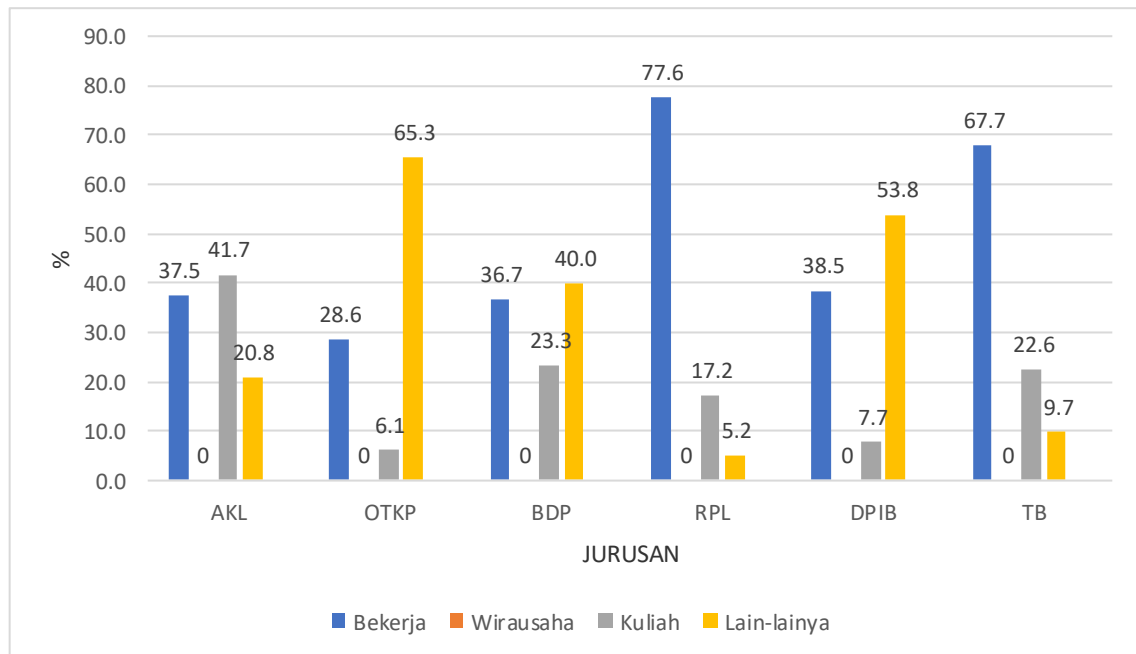


Figure 4. Bar Diagram of Search Recapitulation for Graduates of SMK Negeri 1 Lubuk Sikaping in 2020



Figure 5. Pie Diagram of Search Recapitulation of Graduates of SMK Negeri 1 Lubuk Sikaping in 2019

Figure 5 shows that most of the graduates of SMK Negeri 1 Lubuk Sikaping in 2019 27.8% to work, 27.3% continue to college. As for entrepreneurship, they have not been compelled to set up a business, most students are more interested in becoming job seeker.

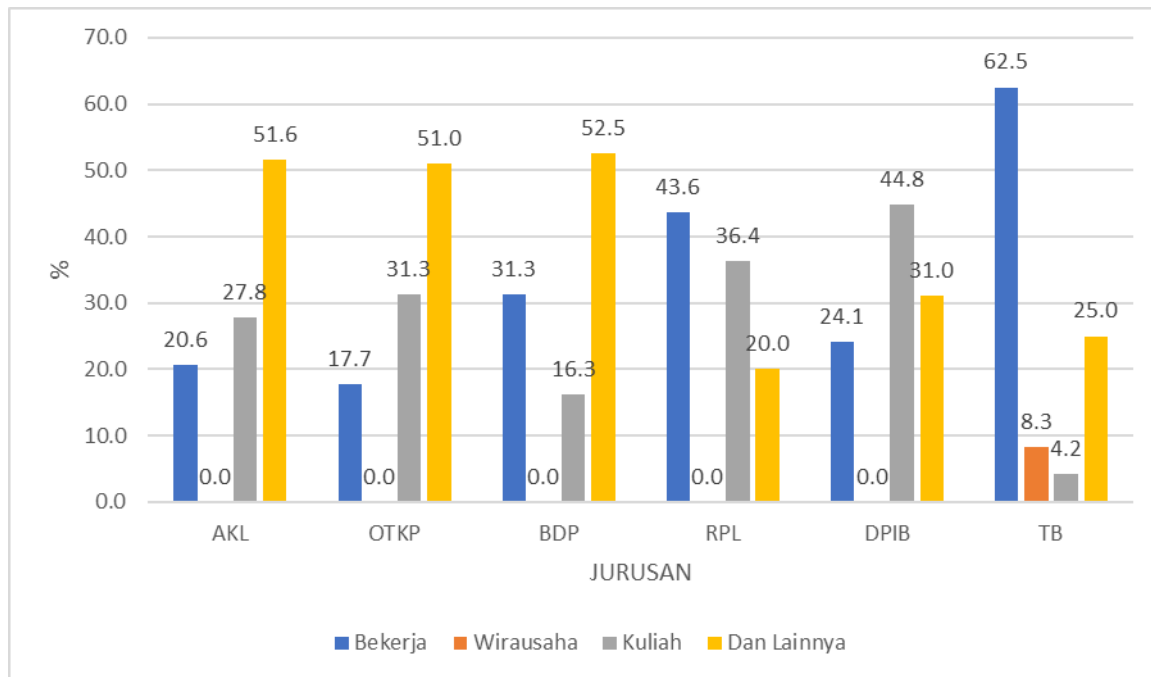


Figure 6. Bar Diagram of Search Recapitulation of Graduates of SMK Negeri 1 Lubuk Sikaping in 2019

d. Outcome

Based on the identification of the direct output of each activity described above, the outcome or result of the functioning of an output is then formulated. The expected outcome of the program consists of two achievements, namely: increasing the quality of the BKK program and increasing the expertise of graduates so that they can work in companies that partner with BKK. CONCLUSION The results of the evaluation of “Bursa Kerja Khusus” (BKK) program at SMK Negeri 1 Lubuk Sikaping show that the BKK program still needs to improve the implementation of the planned BKK program. To improve the BKK program, it can run effectively at SMK Negeri 1 Lubuk Sikaping by increasing the resources that have been allocated to carry out activities. The resulting output is expected to directly function on the achievement of program outcomes, namely the increase in graduates of SMKN 1 Lubuk Sikaping who work and are entrepreneurship.

4. Conclusion

The results of the evaluation of the BKK program at SMK Negeri 1 Lubuk Sikaping show that the BKK program still needs to improve the implementation of the planned BKK program. To improve the BKK program, it can run effectively at SMK Negeri 1 Lubuk Sikaping by increasing the resources that have been allocated to carry out activities. The resulting output is expected to directly function on the achievement of program outcomes, namely the increase in graduates of SMKN 1 Lubuk Sikaping who work and are entrepreneurship.

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