



Determinant of Vocational High School's Open Unemployment

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Abstract

This study aimed to determine the effect of gender, school origin status, national exam scores, work experience, residence and English language skills on unemployment in Sleman Regency. The data used in this study were primary data obtained through questionnaire distributed to vocational high school alumni who graduated in 2018 and 2019. The sampling technique used was non-probability sampling, while for the analysis, it used logit regression analysis tools. The results showed that the variables of gender and school origin status had positive and significant effects on unemployment opportunities for vocational high school graduates. The variables of national exam scores, work experience and English language skills had negative and significant effects on the unemployment opportunities of vocational high school graduates. Meanwhile, the length of work experience and distance from residence to city did not have significant effects on the probability of being unemployed for vocational high school graduates.

Keywords: *Unemployment, Labor Force, Vocational High School*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh jenis kelamin, status asal sekolah, nilai ujian nasional, pengalaman kerja, tempat tinggal dan kemampuan bahasa Inggris terhadap pengangguran di Kabupaten Sleman. Data yang digunakan dalam penelitian ini adalah data primer yang diperoleh melalui penyebaran kuesioner kepada alumni SMK lulusan tahun 2018 dan 2019. Teknik pengambilan sampel yang digunakan adalah non-probability sampling, sedangkan untuk analisisnya menggunakan alat analisis regresi logit. Hasil penelitian menunjukkan bahwa variabel jenis kelamin dan status asal sekolah berpengaruh positif dan signifikan terhadap kesempatan kerja lulusan SMK. Variabel nilai ujian nasional, pengalaman kerja dan kemampuan bahasa Inggris berpengaruh negatif dan signifikan terhadap peluang pengangguran lulusan SMK. Sementara itu, lama pengalaman kerja dan jarak tempat tinggal ke kota tidak berpengaruh signifikan terhadap peluang menganggur lulusan SMK.

Kata Kunci: *Pengangguran, Angkatan Kerja, Sekolah Menengah Kejuruan*

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INTRODUCTION

Unemployment is one of the employment problems faced by developing countries (Priastiwi & Handayani, 2019). Unemployment is also an important point of concern in the sustainable development goals designed by the United Nations Development Program (Kurniasih, 2018). According to the National Development Planning Agency, in 2018 Indonesia became the 4th most populous country in the world where 68.7% of the total population in Indonesia was people in the productive age group (15-64 years) who are included in the labor force.

The large number of the population of productive age poses a challenge to the ability of education, training and job creation. The data from the Statistics Indonesia (BPS) describe the number of open unemployment rates at all levels of education has showed a downward trend over the last 5 years. During 2015 to 2019, the open unemployment rate at Vocational High Schools (SMK) in Indonesia was the highest compared to other education levels. The details are presented in Table 1.

Vocational High Schools play an important role in complementing the rapid development of a physical nature. Vocational education prepares students to work in certain fields (Ministry of Education and Culture, 2016). According to Mankiw (2003), unemployed vocational school graduates are categorized as educated unemployment. This one is better than educated unemployment which causes output to decrease and causes public welfare to decline (Mankiw, 2003).

Theoretically, the poverty rate moves according to the unemployment rate (Giovanni, 2018). Unemployment caused poverty, because

someone unemployed does not have an income so that he cannot fulfill his daily basic needs (Swaramarinda, 2014). Table 2 shows that Yogyakarta Special Region Province is the province with the highest percentage of poor population in Java Island.

In 2015 to 2018 the percentage of poor population tended to decrease, but for four consecutive years the percentage of poor population in the Special Region of Yogyakarta was always the highest compared to the percentage of the national poor population. So it is hoped that by reducing the unemployment rate, the poverty rate can decrease.

Yogyakarta Special Region Province had the highest number of unemployed with vocational high school as the last education level. As with unemployment at the national level, Sleman Regency placed the first highest number of unemployed vocational high school graduates in the Special Region of Yogyakarta as many 10,661 people.

It was followed by Gunungkidul Regency with the number of unemployed vocational school's graduates as many as 4,978 people. The number of unemployed people at the university level was the second highest in Yogyakarta Province. This showed that unemployment in the Special Region of Yogyakarta Province was dominated by educated unemployed. The details of Yogyakarta province are presented in Table 3.

Vocational secondary education prioritizes the preparation of students to enter the work field professionally and to work according to their expertise (Mardiyati & Yuniawati, 2015). The government has made a consolidation to improve the quality of vocational high school graduates, starting from increasing access and quality of education, creating learning

innovations, and innovating government institutions by creating new vocational education (Kemendikbud, 2016). However, it is deemed insufficient to solve the problem of unemployment among Vocational High School graduates. This is evidenced by the high unemployment rate for vocational high school graduates in the last few years.

Table 1. The Open Unemployment Rate for Population Aged 15 Years and Above according to the Highest Education Attended (August 2015 - August 2019)

The Highest Enforced Education	Open Unemployment Rate (TPT)				
	2015	2016	2017	2018	2019
No/ Never School/ Not Completed & Completed Elementary School	2.74	2.88	2.62	2.43	2.41
Junior High School	6.22	5.71	5.54	4.80	4.75
Senior High School	10.32	8.72	8.29	7.95	7.92
Vocational High School	12.65	11.11	11.41	11.24	10.42
DI/II/III	7.54	6.04	6.88	6.02	5.99
University	6.40	4.87	5.18	5.89	5.67
Amount	6.18	5.61	5.50	5.34	5.28

Source : Statistics Indonesia (BPS) 2019

Based on the background of the problem and existing variables, several objectives of this study were formulated, namely (1) Knowing the effect of gender on opportunities for employment or unemployment (2) Knowing the effect of school origin on opportunities for employment or unemployment (3) Knowing the effect of national exam scores on opportunities

for employment or unemployment (4) Knowing the effect of work experience when in vocational schools on opportunities for employment or unemployment (5) Knowing the effect of residence on employment or unemployment opportunities (6) Knowing the effect of English language skills on employment or unemployment opportunities.

Table 2. Percentage of Poor Population in Provinces in Java Island, 2015-2018

Province	2015		2016		2017		2018	
	March	Sept.	March	Sept.	March	Sept.	March	Sept.
DKI Jakarta	3.93	3.61	3.75	3.75	3.77	3.78	3.57	3.55
West Java	9.53	9.57	8.95	8.77	8.71	7.83	7.45	7.25
Central Java	13.58	13.32	13.27	13.19	13.01	12.23	11.32	11.19
Yogyakarta	14.91	13.16	13.34	13.1	13.02	12.36	12.13	11.81
East Java	12.34	12.28	12.05	11.85	11.77	11.2	10.98	10.85
Banten	5.9	5.75	5.42	5.36	5.45	5.59	5.24	5.25
Indonesia	11.12	11.13	10.86	10.7	10.64	10.12	9.82	9.66

Source : Statistics Indonesia (BPS) 2018

Unemployment is a condition where a person is included in the labor force but does not have a job and is looking for work (Mankiw, 2003). Meanwhile, according to Samuelson and Nordhaus (2004), unemployment consists of people who do not work but are still actively looking for work or waiting for opportunities to work again. Unemployed vocational high school's

graduates are included in educated unemployment. According to Pasay and Indrayanti (2012), educated unemployment is someone who has sufficient educational qualifications but has not worked, including people who have adequate education category such as the graduates of high school/vocational high school education, diploma and university level.

Table 3. Population Aged 15 Years and Over, Including Open Unemployment According to Regency/City and Highest Education Enrolled in Yogyakarta Special Region Province in 2018

District/City	No/ never attended school	Elementary School	Junior High School	Senior High School	Vocational High School	DI/ II/III	University	Amount
Kulon Progo	-	-	178	785	2,316	140	361	3,780
Bantul	566	1,313	2,243	350	3,576	823	6,859	15,730
Gunungkidul	721	477	-	1,583	4,978	-	1,490	9,249
Sleman	765	675	5,440	2,758	10,661	2,149	7,242	29,690
Yogyakarta	-	-	-	4,377	2,729	1,769	6,026	14,901
Amount	2,052	2,465	7,861	9,853	24,260	4,881	21,978	73,350

Source : Statistics Indonesia of Special Region of Yogyakarta 2018

The phenomena of educated unemployment and vocational graduate workforce are related to the theory of human capital. According to Sumarsono (2013), human capital is an investment in the field of human resources where the investment sacrifices a number of funds and an opportunity to earn income during the process. Sumarsono (2013) further explains that investment in this case can be in the form of education and training whose rewards can be obtained several years later in the form of increased work results.

According to Todaro and Smith (2003), education and health are closely related to human development. Better health capital can

increase the return on investment in education because health is an important factor in formal learning. On the other hand, good educational capital can also increase the return on investment in the health sector because some health programs require skills acquired at school.

Besides human capital, labor market conditions are also important when someone is looking for a job. The demand for labor is influenced by the demand for a production item, so the company will add labor if the demand for manufactured goods increases or in other words, the demand for labor is a derived demand (Pramusinto & Daerobi, 2019). According to Sumarsono (2013), labor demand is a function of

the wage rate where the higher the wage, the lower the demand for labor.

Furthermore, the supply of labor is a number of available workers that can be involved to carry out work at a certain wage level. The supply of labor comes from the labor force or individual households (Oktaviani & Novianti, 2014). According to Sumarsono (2013), labor supply is a function of wages so that the number of workers offered is influenced by the wage level, especially for specific types of positions. The imbalance between supply and demand for labor can cause mismatch of labor supply and demand.

In Indonesia, generally the male labor force participation rate is more dominant than the female labor force participation rate. Tasci and Tansel (2004) research found that women's job opportunities are lower than men's. Men accept the job that is offered as soon as possible because according to the social rules men have a responsibility to their family. Otherwise, women experience a longer duration of unemployment because they have a high opportunity cost on higher wage home production activities.

According to the Ministry of Education and Culture, based on its status schools are divided into two, namely public school and private school. Public school is a school run by the government, while private school is run by non-government (educational foundations). According to Ariana (2016), the differences between public and private schools can be seen in terms of teaching patterns and curriculum.

In terms of curriculum, public and private schools use a curriculum that has been standardized by the Ministry of Education and Culture, namely the 2013 curriculum. Khan and

Yousaf's (2013) research in Pakistan resulted in a statement that education in public schools increases the duration of unemployment.

National exam scores are a parameter of students' knowledge of the subjects they have studied during school (Suky, 2014). Students who pass with higher test scores are considered smarter and more competent in their field of expertise. The national exam scores will be considered by the company or agency in assessing prospective employees. The company may also impose a minimum test score limit for prospective employees who register.

Job applicants with high national exam scores have a greater chance of being accepted to work than applicants with lower national exam scores. Work experience is the level of mastery of a person's skills and knowledge in their work as measured by years of service, level of knowledge, and skills (Negara, 2014). The more work experience a person has, he can better master their work. Work experience has an influence on individual performance and may also increase the probability of an individual being hired.

According to the Statistics Indonesia, the area of residence is divided into two, namely urban and rural areas. The labor force who lives in urban areas has a higher work participation than the work force who lives in villages (Pasay & Indrayanti, 2012). This is reinforced by the research of Tasci and Tansel (2004) which states that inhabitants who live in urban areas are more likely to get jobs than rural inhabitants. Living in an urban area makes it possible to not be unemployed because there are many jobs in the city. This is also a factor in the high level of migration from rural areas to cities.

English is an important criterion when deciding whether someone can be hired or not (Senanayake, 2019). According to Fitriana (2016), English has benefits. One of them is for the development of one's career where proficiency in English is an added value for job applicants. By having English mastery, someone will be considered more competitive than other people who are less proficient in English. Meanwhile, according to Handayani (2016), communication in English is the key to a person's success in achieving a career.

RESEARCH METHODS

This type of research was quantitative. It used primary data obtained distributing questionnaires to employed vocational high school graduates and unemployed vocational high school graduates. The population in this study was vocational high school graduates in Sleman Regency who graduated in 2018 and 2019. They were sampled using non-probability sampling with incidental sampling technique. Incidental sampling is a sampling technique based on who the researcher meets and is suitable as a respondent or data source (Sugiyono, 2017).

Based on the sample calculation using the Slovin formula, the sample taken reached 100 respondents. The proportion of respondents with vocational school graduates who worked was 50% and vocational graduates who were unemployed by 50%. In addition, interview technique was also done by distributing questionnaire directly to respondents who fit the criteria. The research sample was taken from two schools, one public school and one private school in Sleman Regency. To analyze the data, this study used logit regression analysis.

This logit analysis works to estimate a model which the dependent variable (Y) is binary using a value of 1 or 0. This method is processed with the Stata 14 program. In this study the logit model is written as follows :

$$Li = \ln \left(\frac{pi}{1-pi} \right) = Bo + B1jk + B2ss + B3nem + B4pk + B5dom + B6eng + ui \dots \dots \dots (1)$$

Information :

Li	:	1 for unemployment, 0 for employed (dependent variable)
Bo, B1, B2. . . B6	:	parameter coefficient
jk	:	gender
ss	:	status of school origin
nem	:	national exam score
pk	:	work experience
dom	:	place of residence
eng	:	english language skill

There were several statistical tests carried out to obtain the results of the analysis, such as: (1) The Overall Model Significance Test, which consists of the Wald Test and the Likelihood Ratio Test. (2) Goodness of Fit (GOF) Test a test used to assess whether the predictive value obtained by the model accurately reflects the observed value (Hosmer et al., 1991). The GOF test consists of Mc Fadden R² / Pseudo R², Pearson Goodness of Fit, Hosmer-Lemeshow Goodness of Fit, Classification Table, Receiver Operating Characteristic (3) Linktest, for determine whether or not there is a specification error in the model.

RESULTS AND DISCUSSION

Vocational High School (SMK) is a middle school whose one of its mission is to produce

graduates who are competitive in work. Vocational high school prepares students to enter the workforce according to the expertise program they are engaged in. With an education period of three to four years, vocational high school graduates are expected to be accepted in the available jobs.

However, data from the Statistics Indonesia show that vocational high school graduates in Sleman Regency had the highest number of open unemployment compared to graduates from other education levels. This showed that graduates at the vocational high

school level have not been well absorbed in the workforce. In other words, the goal of the Vocational High School itself has not been achieved, especially in Sleman Regency.

Based on interviews with counseling teachers, most of the vocational high school graduates who graduated in 2018 already have jobs. Meanwhile, the vocational high school graduates who graduated in 2019 are divided into 3 groups, namely those who are already working, are still unemployed and are continuing their education to the university level.

Table 4. Logit Parameter Estimation Results

Variable	Parameter Coefficient			
	Coefficient	Std. Err.	Z	P> z
Gender	1.361715	0.6890687	1.98	0.048
School Origin	1.957873	0.7464113	2.62	0.009
UN value	-0.1502294	0.0857867	-1.75	0.080
Work experience				
Been working during school	-2.569025	1.405789	-1.83	0.068
Length of work experience	0.7200519	0.582705	1.24	0.217
Residence				
House to town distance	-0.5534828	0.4585234	-1.21	0.227
English Language Skills	-2.530551	0.7459388	-3.39	0.001
Constant	3.416262	2.193074	1.56	0.119
_hat	0.9956935	0.2184323	4.56	0.000
_hatsq	-0.1222961	0.140754	-0.87	0.385
Likelihood Ratio	47.10 (p-value = 0.0000)			
Wald χ^2	23.69 (p-value = 0.0013)			
McFadden's R ₂	0.3397			
Pearson χ^2 (90)	103.26 (p-value = 0.1605)			
Hosmer-Lemeshow χ^2 (8)	12.02 (p-value = 0.1504)			
ROC	0.8574			
Classification Table	82.00%			

Source: Stata 14 ** $\alpha = 0.10$ output

Some of the graduates who are already working were accepted to work in institutions that have cooperative ties with schools, both domestic and overseas institutions. Others start their own businesses or help their parents' businesses. Then there are some graduates who are looking for work independently in their respective fields of expertise.

The variables that show the results of the logit regression equation are gender, school origin status, total national exam scores, work experience at vocational high school, residence and English language skill whose regression. The results can be seen in table 4. To assess the level of significance of the model, the researchers referred to the value of Likelihood Ratio (LR Test) and Wald Test.

Table 4 shows the LR Test value was 47.10 and the Wald Test value was 23.69. Both tests had p-values smaller than the significance level of 10% or 0.10, where the p-value of the LR Test was 0.0000 and the Wald Test was 0.0013. This indicated that at least there were one or more independent variables that significantly influenced the dependent variable.

The Goodness of Fit (GOF) test covering Mc Fadden's R², Pearson Goodness of Fit, Hosmer-Lemeshow Goodness of Fit, Classification Table, and ROC was used to see the feasibility of the model. In the Goodness of Fit test, the Mc Fadden's R² score was 0.3397, meaning that the independent variables (gender, school origin status, national exam scores, work experience, residence, and English skill) could explain the dependent variable (unemployment) of 33.97%. Meanwhile, the rest 65.92% was be explained by other variables outside the model.

Pearson Goodness of Fit gained a value of 103.26 with a p-value of 0.1605, while the

Hosmer-Lemeshow Goodness of Fit value was 12.02 with a p-value of 0.1504. Both tests had p-values greater than the significance level of 0.10 which meant that Ho was accepted or the predicted value is in accordance with the actual value. The Classification Table value in Table 5 was 82%, so the table could predict the true value of 82%. The value of Receiver Operating Characteristic (ROC) was 0.8574 indicating that the model had very good discrimination.

To determine the specification error in the model, the link test was used. This test requires the p-value of what must be statistically significant, while the p-value of whatsq cannot be statistically significant (Setyadharma, 2018). Table 4 shows that the p-value for what was 0.000 or smaller than the significance level of 0.10, while the p-value for whatsq was 0.385 or greater than the significance level of 0.10. Thus, it can be interpreted that the model was well accepted or there were no specification errors in the model.

Table 5. Average Marginal Effect

Variable	dy / dx	P> z
Gender	0.202767	0.046 *
Status of school origin	0.2915382	0.001 *
National exam score	-0.02237	0.064 *
Work experience during school		
Have work experience	-0.3825423	0.041 *
Length of work experience	0.1072198	0.205
Residence		
House to town distance	-0.0824167	0.194
English ability	-0.3768133	0,000 *

Source : Stata 14 output; *) $\alpha = 0.10$

The results of the Logit cannot be directly interpreted, so that the Average Marginal Effect is used to interpret the logit regression results.

Table 5 shows the results of the average marginal effect of the logit equation to find out what variables can affect the opportunity to work or be unemployed for vocational high school graduates in Sleman Regency.

The role of education is very important in the human development process. Education becomes an investment in the field of human resources whose benefits can be felt in the future, one of them is to get a job. As human capital theory by Sumarsono (2013) explains, investment in education can be obtained several years later in the form of increased work results. The knowledge, skills and abilities of individuals can develop and improve with education.

One of the efforts that can be taken to get education is going to school. The phenomenon of unemployment that occurs in vocational high school graduates in Sleman Regency is an employment problem in which there is an imbalance between the demand and supply of labor. The unemployment experienced by vocational high school graduates according to Mankiw (2003) is also called educated unemployment because they have the last high school education equivalent.

Table 5 shows that female respondents of vocational high school graduates in Sleman Regency had a 20.27% greater probability of being unemployed compared to male individuals. In terms of school status, schools with public status increased the probability of their alumni being unemployed by 29.15%. As for the variable national exam scores, an increase of 1 point in the national exam scores would reduce the probability of vocational high school graduates to be unemployed by 2.23%. Furthermore, for the work experience variable during vocational high school, when individuals

have work experience during vocational high school, the probability of being unemployed would decrease by 38.25%. Then, the individual's ability to speak English would reduce the probability of being unemployed by 37.68%.

The first variable in this study is gender. Gender had a positive and significant influence on the opportunities for vocational high school graduates to be unemployed. The results of the average marginal effect indicated that the gender variable had a significance value of 0.046 which was smaller than the significance level of 0.10 or in other words, H_0 was rejected. This is similar to the research of Duguma and Tolcha (2019) in Ethiopia where the gender variable has a significant effect on youth unemployment. However, the results of this study are different from the results of Marini and Putri's research (2019) which states that the gender variable does not significantly affect the chance of unemployment in Bengkulu Province.

Furthermore, the results of this study indicated that female vocational high school graduates would increase the opportunity to be unemployed by 20.27%. In contrary, a research by Duguma and Tolcha (2019) found that in Ethiopia male youth have a 71.99% greater chance of being unemployed than women. In the national labor force survey data (2018), the male population who works is mostly from the mechanical engineering and automotive engineering majors.

Statistics Indonesia data in 2018 also states that the administration and finance majors are the biggest contributors to female unemployment who graduate from vocational high school. Hence, the phenomenon of the unemployment rate of vocational high school graduates for women is higher than that of men

because women have a tendency to choose non-technical majors such as office administration and accounting, while men tend to have choices in engineering majors because the engineering department is the department that produces the highest number of workers in Indonesia (Khurniawan, Erda & Majid, 2018).

The second variable is school origin status. School status is divided into two, namely public and private schools. From the results of the average marginal effect analysis, the school origin status variable had a significance value of 0.001 which was smaller than the significance level of 10%. It inferred that the status of school origin had a significant effect on unemployment opportunities for vocational high school graduates.

In this study, school status had a positive effect on unemployment opportunities. Graduates who come from schools with state status could increase the opportunity to be unemployed by 29.15%. This is similar to the results of research from Newhouse and Suryadarma (2011) which show that graduates of private vocational schools in Indonesia are 5% more likely to find work.

According to research from Khurniawan, Erda & Majid (2018), each vocational high school has differences in quality and ability to produce graduates who have adequate skills and expertise. In the unemployment theory according to Sumarsono (2009), the existence of educated unemployment in Indonesia is due to the education system which is still general in nature so that it does not support the preparation of prospective workers. In addition, the expertise programs available at each school are different so that the level of labor absorption that can be produced by schools is also different.

The third variable is the national exam score. In this study, the variable value of the national exam had a significance value of 0.064 greater than the significance level of 0.10, so, the variable value of the national exam had a significant effect on the chance of being unemployed or H_0 was accepted. Furthermore, based on logit regression analysis, the relationship between national examination scores and unemployment opportunities was negative. Thus, if there was an increase of 1 point in the national exam score, the chances of graduating from vocational high school to work would increase by 2.3%.

Work experience variable had two points, namely the existence of work experience when attending vocational high school school and the length of work experience when attending vocational high school school. Work experience when vocational schools had a significance value of 0.041 which was smaller than the significance level of 0.10. Meanwhile, the significance value of the length of work experience was greater than 0.10 or equal to 0.205. Thus, the experience of working at school had a significant influence on the chances of graduating from vocational high school to get a job.

Meanwhile, the length of work experience when the vocational school was not significant for work or unemployment opportunities. The results of research from Marini and Putri (2019) explain that someone who has or does not have work experience in Bengkulu Province has the same opportunity to be accepted for work, even residents who do not have work experience are more likely to be employed. It can be concluded that the length of work experience also has no effect on the chances of someone being accepted or not in getting a job.

Then based on the average marginal effect test, individuals who had work experience would increase their chances of getting a job by 38.25% compared to individuals who did not. It is in line with a research from Kaseger, Sendow and Tawas (2017) that work experience affects individual performance and increases the probability of individuals being accepted to work. Work experience when vocational high school has a contribution to student work readiness (Lestari & Siswanto, 2019). It is because an experienced workforce is considered more ready in the world of work than an inexperienced workforce (Setiawan, 2010).

In the residence variable, the use of the word "city" in the distance from the residence to the city is based on the interpretation of "city" by each respondent. The distance from the residence to the city had a significance value of 0.194 which was greater than the significance level of 0.10. Thus, the distance from residence to city did not have a significant effect on the opportunity to be unemployed.

In line with the research of Hartoko (2018) and Marini and Putri (2019), the area of residence does not have a significant effect on the length of looking for work. Furthermore, Marini and Putri (2019) explain that this is estimated because of the large number of unemployed in rural areas bordering urban areas so that job seekers do not migrate and do not settle in urban areas to get work.

The last variable is English proficiency. Based on logit regression, this variable had a significance value of 0.000 smaller than the significance level of 0.10. It can be interpreted that the variable English proficiency significantly affected the chances of being unemployed or Ha was accepted. English proficiency had a negative

relationship with unemployment opportunities. As a result, the better the ability in speaking English, the the better opportunity to get a job would be.

It was realized by the percentage of 37.68%. From these results it can be concluded that the ability to speak English has a role and can be used as an asset in finding a job. Senanayake in his research in 2019 explains that English is an important criterion in a company's decision to hire someone. Furthermore, Handayani (2016) mentions that work field will appreciate people who have good English language skill and this language becomes the main requirements for job applicants to be accepted.

CONCLUSION

Based on the results of logit regression analysis and discussion from this research, it can be concluded that gender variable has a positive and statistically significant effect on unemployment opportunities for vocational high school graduates. In this study, female vocational school graduates will increase the opportunity to be unemployed than men. The variable of school origin status has a positive and statistically significant effect on unemployment opportunities.

It gives the reason why vocational high school graduates in Sleman Regency who come from public schools have a greater chance of being unemployed than graduates who come from private schools. Further, the variable value of the national exam (UN) has a negative and statistically significant effect on unemployment opportunities. It means that the higher the national exam score, the higher probability of vocational high school graduates to work will be.

Work experience variable has a negative and statistically significant effect on the probability of being unemployed for vocational school graduates. Meanwhile, the length of work experience has no significant effect on the probability of being employed or unemployed. Thus, vocational high school graduates who have work experience will increase their chances of working after graduating from vocational high school. However, the length of work experience at vocational high school has no effect on the opportunities for graduates to work or be unemployed.

On the residence variable, the distance from residence to the city has a negative and insignificant relationship with job opportunities or unemployment. Here, the place of residence variable has no effect on the opportunities for vocational high school graduates to work or be unemployed. The last, the variable of English language skill has a negative and statistically significant effect on unemployment opportunities. This shows that the greater the ability of vocational school graduates in mastering English, it greater chances of getting a job will be.

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